



# Wilson Foundations® Program Alignment to 2020 Minnesota Academic Standards in English Language Arts (ELA)

Fundations® thoroughly and systematically solidifies students' foundational skills, spelling, and handwriting using a research-based **structured literacy** approach. Additionally, it 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 Foundations is ***not just the what but the how***. Principles and methods of structured literacy include the following: explicit, systematic, cumulative, hands-on, engaging, multimodal, diagnostic, and responsive instruction. In Foundations, skills overlap and are taught in an integrated fashion, not in isolation, 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 using 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 Foundations has a teacher's manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has lesson plan roadmap with a comprehensive two-page presentation, including a quick-glance for the day's activities as well as teacher and student material needs.
- A companion website provides teachers with additional resources and support, including printable material, 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, ELL students, and students with a language-based learning disability. Suggestions appear in learning activities sections and unit introductions in the Teacher's Manuals, and on the web-based Learning Community.
- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small-group Tier 2 Foundations are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress



## **Foundations® LEVEL K Program**

### **Alignment to 2020 Minnesota K–12 Academic Standards in English Language Arts (ELA)**

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# Foundations® Alignment to Minnesota ELA Standards for English Language Arts Level K

Code	Standard and Benchmark	Foundations Alignment
	<b>R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently</b>	
0.1.1.0	Demonstrate understanding of the basic features of print.	<p><b>Print Concepts</b></p> <p><i>In Foundations</i>, print awareness is developed through varied practice designed to advance students’ understanding that print has different purposes and is an ordered system that must be approached in a way that unlocks its meaning. Print awareness is explicitly connected to books and stories during the Foundations Storytime Activity. Print awareness is also demonstrated and reinforced during several activities that use the Sentence Frames to teach concepts. Foundations activities using Sentence Frames include Introduce New Concepts, Teach Trick Words, Trick Word Practice, Word Play–Word Awareness, Word Play-Read Sentences, and Dictation/Sentences. These activities emphasize that sentences are read left to right and words are separated by spaces in print. Also, key elements of sentence structure such as capitalization and punctuation are directly taught. Standard Sound Cards and Letter tiles help to demonstrate the difference between individual letters and printed words, and that letters make up words. Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. Students identify and name letters in the following daily activities: Letter-Keyword-Sound, Drill Sounds/Warm Up, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun. Print awareness is provided with the Foundations Readers Level K which aligns specifically with the scope and sequence of Foundations Level K.</p>
	a. Follow words from left to right, top to bottom, and page by page.	<p>Storytime activities recommend books and direct teachers to discuss print and book awareness such as Storytime : (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. 99; p. 208; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); Make it Fun (Unit 5: p. 395; p. 405) Additional Storytime activities have students read text from top to bottom and left to right with a return sweep: Storytime: (Unit 1: p. 102; p.162) (Unit 3: p. 275) (Unit 4: p. 331; p. 341) Foundations Readers Level K *, which specifically aligns with the scope and sequence of Foundations provides practice in following words from left to right, top to bottom, and page by page. Print awareness in Foundations is also demonstrated and reinforced during several activities that use Sentence Frames including Teach Trick Words, Trick Word Practice, Word Play-Word Awareness, Word Play-Read Sentences, and Dictation/Sentences. These activities emphasize that sentences are read left to right, words are separated by print. Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Word Play-Word Awareness (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Word Play – Read Sentences (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381); Dictation/Sentences (description p. 28): (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 365; p. 375) Additional activities are</p>

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		provided in the Home Support Packet (p. 16, 112) Foundations Readers Level K aligns with the scope and sequence of Foundations Level K. The routine includes print awareness.
	b. Recognize that spoken words are represented in written language by specific sequences of letters.	Foundations explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words. Word Play-Make Words for Decoding (description p. 48): (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228); (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294); (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340); (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402) Introduce New Concepts:(Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p.289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) Dictation/Words (description p. 26): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Introduce New Concepts: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332) Additional Make it Fun activities support the skill of students blending spoken phonemes to form one-syllable words: Make it Fun: (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 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: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293). Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).
	c. Understand that words are separated by spaces in print.	Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play- Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence: Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p.391; p. 401) Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p.339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Word Play-Word Awareness (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p.120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Word Play – Read

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		<p>Sentences (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p.363, p. 369; p. 373; p. 78; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right Word Play – Sentence Dictation/Write Sentences (Unit 5: p.359, p. 361; p. 369, p. 371; p. 373; p. 381); Dictation/Sentences (description p. 28): (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 365; p. 375) Recognition that words are separated by spaces in print occur during the Storytime Activity and with Foundations Readers Level K Activities are also provided in the Home Support Packet (p. 31) and the online teacher companion resource community called the Foundations Learning Community. (See Expert Tips/Ideas section)</p>
01.1.1	Demonstrate understanding of spoken words, syllables and sounds (phonemes):	<p><b>Phonological Awareness</b></p> <p>By design, Foundations Level K sets as the goal to efficiently focuses on the most complex phonemic awareness skill of phoneme blending and segmentation which research identifies as the key skill and the functional value in decoding/reading. Phonemic awareness instruction in Level K tunes students into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). Although Foundations doesn't name an activity "Phonemic Awareness," the oral language exercises of isolating phonemes in a spoken word are ample. The skill of isolating phonemes orally first (without letters) in a spoken word is emphasized in the procedure of Echo/Find Words and Dictation Activities. During these activities students first hear the word and must segment the sounds using the Wilson® finger tapping technique to analyze, segment, and clarify words into phonemes. Several words are studied with each lesson which helps students recognize when a specified phoneme is added, changed, or removed (phoneme manipulation). Foundations spends some (but not extensive) time dedicated to lower-level PA skills (i.e., rhyming, alliteration, syllable awareness, onset-rime). Even so, these activities are included in Make it Fun, Word Play, and Storytime activities in the standard lesson as well as with the Home Support Packet and additional activities provided on the Foundations companion website. The Foundations Readers Level K also provide practice with identifying pictures that begin with the sound that was orally produced.</p>
	a. Identify and orally produce rhyming words, onset-rime and alliteration.	<p>Instruction emphasizing phonological activities such as rhyming is included in Foundations Levels K during the Make It Fun and Storytime activities. Make it Fun (description p. 48): (Unit 1: p. 108; p. 118; p. 128), (Unit 2: p. 206), Storytime (description p. 48): (Unit 1: p. 112; p. 122; p. 182). Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section) Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. Make It Fun (description p. 48): (Unit 1: p. 108), (Unit 2: p. 206), Storytime (description p. 48): (Unit 1: p. 112, p. 122; p. 182) Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section) Additional activities are provided in the Home Support Packet (p.20, 57)</p>

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	b. Identify, count, pronounce, blend, segment and manipulate (add, delete or substitute) compound words and syllables in multi-syllabic words.	Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1. Word Play (description p. 48): (Unit 1: p. 100, p. 111; p. 120) Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
	c. Isolate, pronounce and manipulate sounds in three-phoneme CVC words.	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. Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) Dictation/Words (description p. 26): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Introduce New Concepts: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332). Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p. 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293). The Foundations Progress Monitoring Tool Level K assesses student’s ability to isolate and pronounce sounds in CVC words. Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section) Foundations Readers Level K Library also provide practice with identifying pictures that begin with the sound that was orally produced.
0.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words:	<p><b>Phonics</b></p> <p><i>In Foundations Level K</i>, students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. Sound mastery is a key component of phonics. Students are directly taught a consistently used keyword to help them remember the sound represented by a letter(s). Many activities reinforce the alphabetic principle including: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun.</p> <p><i>Foundations explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach.</i> Explicit and systematic study of the English sound system is scaffolded across the four levels of Foundations and vowel</p>

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		<p>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. Foundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy such as tapping out sounds and marking word elements. 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.</p> <p>Something that sets Foundations apart is that it emphasizes the mastery of word knowledge and transcription skills in 2 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.</p> <p>With Foundations, automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are called Trick Words in Foundations. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary.</p> <p>Additional decoding practice is provided with the Foundations Readers Level K which aligns specifically with the scope and sequence of Foundations Level K. Each text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations Units for students to practice taught phonetic elements and Foundations Trick Words in connected text.</p>
	<p>a. Decode words using one-to-one letter sound correspondences in three-phoneme CVC words and knowledge of word families, demonstrating both accuracy and automaticity.</p>	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun.</p> <p>Letter-Keyword-Sound (description p. 38): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174); Drill Sounds (description p. 30): (Orientation: p. 58), (Unit 1: p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p.</p>

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		<p>258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406); Echo/Find Letters (description p. 32): (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401); Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) Echo/Letter Formation (description p. 36): (Orientation: p. 58), (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181), (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 209; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 261; p. 269; p. 271; p. 279; p. 281; p. 289; p. 291;), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403); Student Notebook (description p. 42): (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 305) Make It Fun (description p. 48): (Unit 1: p. 68; p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178), (Unit 4: p. 307)</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 52, 54-56, 84) Teachers have access to additional resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level K is the closed syllable type and the short vowel sounds. Drill Sounds (description p. 30): (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p.</p>



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		<p>158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 315; p. 318; p. 320; p. 322; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406), Echo/Find Letters (description p. 32): (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401), Letter-Keyword-Sound (description p. 38): (Unit 1: p. 84; p. 94; p. 105; p. 124) Echo/Letter Formation (description p. 36): (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 195; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 269; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) Student Notebook (description p. 42): (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p. 157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193), Word Play (description p. 48): Unit 3: p. 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p>Word Play – Listen for Sounds introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p>
	b. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.	<p>Automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be automatically recognized, called Trick Words in Foundations. Starting in Unit 3, several trick words are introduced and practiced in the Teach Trick Words and Trick Word Practice activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary. Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Words taught as Trick Words in Level K: the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do ; one; Level K students will be able to <i>read</i> high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry’s first 100 list: in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.</p>

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		<p>Additional activities are provided in the Home Support Packet (81-82, 91, 100-101). Teachers have access to additional resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p><i>Foundations Readers Level K</i> align with the scope and sequence of Foundations Level K. The text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units. Students practice taught phonetic elements and Foundations® Trick Words in connected text.</p>
0.1.1.3	Read decodable texts accurately, with guidance and support. (Decodable texts are those that include words taught in phonics lesson.)	<p>In Foundations grades K-2, phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the taught phonics element. The Learning Activities and Skills Chart in the preface and the Learning Activity Overviews identify which activities include phonics skills where students practice applying letter-sound knowledge in decodable texts. In the Unit Introductions, teachers are provided with guidance including a list of resources that can be used for students to engage with decodable text, including the Storytime Activity, Practice Books, Fluency Kit, and the Foundations Readers. Additionally, students build automaticity with decodable words through the activity Word Talk (description p. 58), Word of the Day.</p> <p><i>Foundations Readers Level K</i> align with the scope and sequence of Foundations Level K. The text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units. Students practice taught phonetic elements and Foundations® Trick Words in connected text.</p>
	<p><b>R2 Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b></p> <p>Although Foundations® is a supplemental program focusing on foundational skills, spelling, and handwriting, it does provide instruction in reading and comprehension standards with the Storytime Activity. Storytime involves listening and reading activities with narrative and informational text. Storytime is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. The Storytime Activity provides opportunities for students to engage in reading for purpose and understanding. Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182); (Unit 2: p. 199; p. 208; p. 218); (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 311; p. 321; p. 331; p. 341); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); Make it Fun (These two activities are an extension of the Storytime) (Unit 5: p. 395; p. 405)</p>	
0.1.2.1	With guidance and support, read and monitor understanding of grade-level text, self-correcting as needed, using strategies including, but not limited to, decoding, asking questions and	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables.</p>

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	making connections.	<p>This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level K is the closed syllable type and the short vowel sounds. Drill Sounds (description p. 30): (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 315; p. 318; p. 320; p. 322; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406), Echo/Find Letters (description p. 32): (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401), Letter-Keyword-Sound (description p. 38): (Unit 1: p. 84; p. 94; p. 105; p. 124) Echo/Letter Formation (description p. 36): (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 195; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 269; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) Student Notebook (description p. 42): (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p. 157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193), Word Play (description p. 48): Unit 3: p. 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p>Word Play – Listen for Sounds introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p>
0.1.2.2	Benchmarks begin in grade 1.	
0.1.2.3	Choose and read texts that explore personal identity and interests, with prompting and support.	Foundations® is a foundational skills program and was designed with the expectation that students would also have many opportunities to explore reading grade-level text on diverse topics as part of their core ELA curricula.
	<b>R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b>	

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0.1.3.1	Choose and read texts that represent perspectives and identities of historical and contemporary Dakota and Anishinaabe people, with prompting and support.	Foundations® is a foundational skills program and was designed with the expectation that students would also have many opportunities to practice reading grade-level text on diverse topics as part of their core ELA curricula.
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
0.1.4.1	Ask and answer questions about key details in a text, with prompting and support.	Storytime (description p. 48): (Unit 1: p. 72; p. 92, p. 102; p. 112; p. 122; p. 132; p. 142; p. 162; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331, p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
0.1.4.2	Identify the topic of a text, with prompting and support.	Storytime (description p. 48): (Unit 2: p. 285; p. 295), (Unit 4: p. 311), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
0.1.4.3	Identify characters and setting, in a literary text, with prompting and support.	Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 142; p. 152; p. 162; p. 172), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
0.1.4.4	Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support.	Storytime (description p. 48): (Unit 1: p. 142), (Unit 3: p. 245), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)

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	<b>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>	
0.1.5.1	Recognize orientation (front cover, back cover, title) of print text and navigation of digital text.	Storytime (description p. 48): (Unit 1: p. 112; p. 122; p. 132; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	<b>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>	
0.1.5.2	Recognize the difference between literary and informational text, through listening or reading.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>	
0.1.5.3	Recognize the connection between illustrations and text.	Storytime (description p. 48): (Unit 1: p. 92; p. 102; p. 162; p. 172), (Unit 3: p. 265; p. 275; p. 285), (Unit 4: p. 311)
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	
0.1.6.1	Define the role of an author and illustrator in telling the story.	Storytime (description p. 48): (Unit 1: p. 112; p. 122; p. 132; p. 162), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	
0.1.6.2	Benchmarks begin in grade 1.	
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	
0.1.6.3	Recognize common types of text (e.g., storybooks, informational, poems), through listening or	Storytime (description p. 48): (Unit 3: p. 285; p. 295), (Unit 4: p. 311; p. 321) (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)

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	reading.	
	<b>R7 Evaluate arguments and specific claims from complex informational texts.</b>	
0.1.7.1	Benchmarks begin in grade 3.	
	<b>R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>	
0.1.8.1	Recognize rhythm, alliteration and repeated lines in a story, poem or song read aloud.	<p>Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. Make It Fun (description p. 48): (Unit 1: p. 108), (Unit 2: p. 206), Storytime (description p. 48): (Unit 1: p. 112, p. 122; p. 182)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Additional activities are provided in the Home Support Packet (p.20, 57)</p>
	<b>R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>	
0.1.8.2	Ask and answer questions about unfamiliar vocabulary in informational text read aloud.	Storytime (description p. 48): (Unit 5: p. 356; p. 376; p. 396)
	<b>R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>	
0.1.9.1	Benchmarks begin in grade 1.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>	
0.1.9.2	Benchmarks begin in grade 1.	

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	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
0.2.1.0	Print many uppercase and lowercase letters.	<p>Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. The following activities directly teach handwriting: Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook</p> <p>Echo/Letter Formation (description p. 36): (Orientation: P. 58) (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403);</p> <p>Skywrite/Letter Formation (description p. 40): (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226);</p> <p>Student Notebook (description p. 42): (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350)</p> <p>Additional activities are provided in the Home Support Packet (p. 7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
0.2.1.1	Recognize that words are represented in written language by specific sequences of letters, which are separated by spaces, and put in a specific order to create a sentence.	<p>Foundations explicitly <i>demonstrates</i> that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words.</p>

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		<p>Word Play-Make Words for Decoding (description p. 48): (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228); (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294); (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340); (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402) Introduce New Concepts:(Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349)</p> <p>Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p.289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) Dictation/Words (description p. 26): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Introduce New Concepts: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332)</p> <p>Additional Make it Fun activities support the skill of students blending spoken phonemes to form one-syllable words: Make it Fun: (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 337)</p> <p>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: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
0.2.1.2	Demonstrate one-to-one letter-sound correspondence.	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun.</p> <p>Letter-Keyword-Sound (description p. 38): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174); Drill Sounds (description p. 30): (Orientation: p. 58), (Unit 1: p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220;</p>



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Code	Standard and Benchmark	Foundations Alignment
		<p>p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406); Echo/Find Letters (description p. 32): (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401); Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) Echo/Letter Formation (description p. 36): (Orientation: p. 58), (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181), (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 209; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 261; p. 269; p. 271; p. 279; p. 281; p. 289; p. 291;), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403); Student Notebook (description p. 42): (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 305) Make It Fun (description p. 48): (Unit 1: p. 68; p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178), (Unit 4: p. 307)</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 52, 54-56, 84) Teachers have access to additional resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
0.2.1.3	Benchmarks begin in grade 1.	
	<b>W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity and voice.</b>	

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0.2.2.1	Write routinely (may include a combination of drawing, dictating and writing), with support and guidance.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity and voice.</b>	
0.2.2.2	Share personal perspective, identity and voice, verbally or visually.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>	
0.2.3.1	Plan and draft writing (may include a combination of drawing, dictating and writing) and revise to strengthen writing in a shared setting.	Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some Storytime activities support this standard. Storytime (description p. 48): (Unit 1: P. 92, P. 102, p. 162; p. 172) (Unit 3: p. 265, p. 275) Although Foundations is not a comprehensive writing program it does recommend that each student use a My Foundations Journal which includes a picture box and writing lines using the Wilson grid. This can be used anytime during the day as it is not part of the standard lesson time. At the beginning of the year, teachers can simply have students make pictures in it, adding words as the year progresses. Students draw and/or write in their My Foundations Journal several times a week. Teachers can have students draw pictures of Echo stories. (See Reminders: p. 93, p. 293, p. 265, p. 298; p. 341, p. 367, p. 376, p. 387, p. 396)
	<b>W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>	
0.2.3.2	Benchmarks begin in grade 3.	
	<b>W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>	
0.2.4.1	State a personal opinion for the purpose of sharing, verbally, visually or in written form, with support and guidance.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>	

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Code	Standard and Benchmark	Foundations Alignment
0.2.4.2	Benchmarks begin in grade 3.	
	<b>W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>	
0.2.5.1	Make a statement about a topic and offer one or two details about the topic, verbally, visually or in written form, with support and guidance.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>	
0.2.5.2	Verbally or visually respond to a story, with support and guidance.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W6 Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>	
0.2.6.1	Tell a story about a personal experience or that of a character, verbally, visually or in written form.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W6 Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>	
0.2.6.2	Correctly order beginning, middle and end of a story, with support and guidance.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>	

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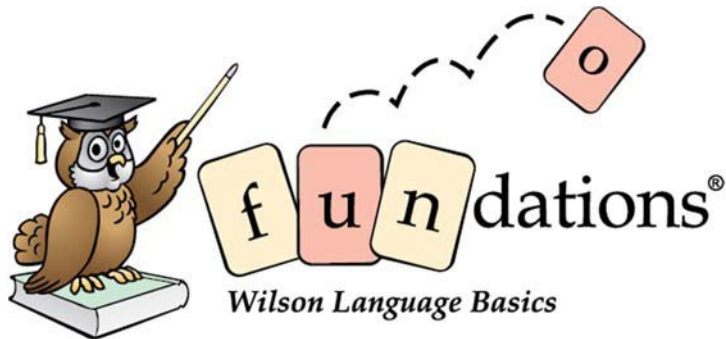
Code	Standard and Benchmark	Foundations Alignment
0.2.7.1	Ask questions to participate in shared research and writing projects.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. While this standard should be addressed in a core ELA program, Foundations does provide support to students in asking and answering questions to seek information in Storytime activities. <b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
	<b>W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>	
0.2.7.2	Benchmarks begin in grade 1.	
	<b>W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>	
0.2.8.1	Benchmarks begin in grade 1.	
	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.</b>	
0.3.1.1	Exchange ideas in storytelling, discussion and collaboration, with intentional inclusion of voices of Dakota and Anishinaabe people and other perspectives.	Although Foundations® is not intended to be a comprehensive ELA program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.
	a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture.	Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
	b. Participate as a speaker and listener, and continue exchange of	Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 243; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)

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	ideas through multiple exchanges.	
	c. Follow sequence of a story or discussion or steps in a process.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.</b>	
0.3.1.2	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.	Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), ), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.</b>	
0.3.1.3	Benchmarks begin in grade 2.	
	<b>LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.</b>	
0.3.2.1	Speak audibly and express thoughts, feelings and ideas clearly.	Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 113; p. 123; p. 133; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit : p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406) Make It Fun: (Unit 5: p. 385; p. 395; p. 405)
	<b>LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.</b>	

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0.3.3.1	Create written, oral and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support. *	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.</b>	
0.3.3.2	With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression), considering digital footprint. *	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.



**Foundations® LEVEL 1 Program**  
**Alignment to 2020 Minnesota K–12**  
**Academic Standards in English Language**  
**Arts (ELA)**

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# Foundations® Alignment to Minnesota ELA Standards for English Language Arts Level 1

Code	Standard and Benchmark	Foundations Alignment
	<p><b>R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b></p> <p><b>Print Concepts</b></p> <p>Foundations Level 1 continues to build upon the print awareness skills introduced in Kindergarten. During the Storytime activity, students demonstrate an understanding of the organization of basic features of print. 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 Foundations Stories Set 1 books as well as <i>the Foundations Readers Level 1</i>, which aligns specifically with the scope and sequence of Foundations Level 1</p>	
1.1.1.0	<p>Recognize the distinguishing features of a sentence in print (e.g., first word, capitalization, ending punctuation).</p>	<p>Students systematically learn features of a sentence. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. During Teach Trick Words-Reading, students must recognize the features of the sentence and many conventions of print including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14. Teach Trick Words - Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14. Dictation/Sentences:(description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) Additional practice in print awareness activities is provided with the stories in the Fluency Kit 1 and the Foundations Readers Level 1 which align specifically with the scope and sequence of Foundations® Level 1.</p>



# Foundations® Alignment to Minnesota ELA Standards for English Language Arts Level 1

Code	Standard and Benchmark	Foundations Alignment
	<p><b>R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b></p> <p><b>Phonological Awareness</b></p> <p>By design, Foundations sets as the goal to efficiently focuses on the <b>most</b> complex phonemic awareness skill of phoneme blending and segmentation which research identifies as the <b>key</b> 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 <b>orally first</b> in a spoken word is emphasized in the procedure of <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students <b>then</b> identify letter tiles or write the word applying the alphabetic principle. Although letters are used to first demonstrate segmentation and manipulation, throughout Level K and throughout Level 1, students do phonemic skills <u>without letters</u> and confirm the accuracy of the segmentation by <b>then</b> attaching letters. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. Words with digraphs, blends, digraph bends and words up to 5 sounds are segmented and blended. For multisyllabic words, the focus is on syllabic segmentation. The procedure for Echo/Find Words (multisyllabic words) and Dictation/Words (multisyllabic words) teaches students to first hear the word orally, then break the words into syllables. Phonemic awareness is not just something performed at the beginning of the program and in isolation, but rather it is conducted (daily) throughout the year as it is directly integrated into the study of word structure.</p> <p><b>Phonics</b></p> <p>In Foundations Level 1, sound mastery is a critical component reinforced in: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, and Make it Fun. Explicit and systematic study of the English sound system is scaffolded across each program level and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable.</p> <p>Foundations explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach across four levels (K,1 2, 3). Level 1 students decode and spell the closed and vowel-consonant-e syllables and multisyllabic words with these two syllable types. Foundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy such as tapping out sounds and marking word elements. 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.</p> <p>Something that sets Foundations apart is that it emphasizes the mastery of word knowledge and transcription skills in 2 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.</p> <p>With Foundations, automatic word recognition of Level 1 Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for</p>	

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	<p>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 Foundations. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary.</p> <p>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, the Foundations Stories Set 1, and with Foundations Readers Level 1, which aligns specifically with the scope and sequence of Foundations Level 1.</p>	
1.1.1.1	Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, orally produce, blend, segment and manipulate syllables in multi-syllabic words and sounds in three to four phoneme words.	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 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: p 397-398; p. 435-436; p. 473-474; 501-502.) Introduce New Concepts (Unit 11 Introduction: p. 366, p. 368; p. 387) Make it Fun (description p. 60) (Unit 11: p. 371; p. 381; p. 391) Word of the Day (description p. 56) (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), Word Talk (description p. 58), (Unit 11: p. 374; p. 380; p. 390; p. 394), Word Play (description p. 60) (Unit 11: p. 386; p. 392), The vowel-consonant-e concept is reinforced in spelling activities including: Echo Find Words, Dictation/Words: Echo/Find Words (description p. 42 )(Unit 11: p. 369; p. 371; p. 379; p. 387), Dictation/Words (description p. 26): (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables, and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (Unit 9: p. 313) instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, Unit 8 (see Unit 8 Introduction: p. 270). The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends) segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps</p>

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		<p>students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. Dictation/Words (description p. 26): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Introduce New Concepts: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p> <p>The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted orally before students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks). Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) Dictation/Words (description p. 26): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Introduce New Concepts: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332). Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p>
1.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words:	
a.	b. Know the spelling-sound	The concept of digraphs was taught in Level K Foundations and is again explicitly taught in Unit 3 (See Unit 3 p.

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	correspondences for the common consonant digraphs and blends.	130-153). Digraphs are included in word resources for all units following for all decoding and encoding activities. (See Unit Resources p. 179, p 195, p. 231; p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) Drill Sounds/Warm Up (description p. 38) (Unit 3, pages 132, 134, 136, 138, 140, 142, 144,146, 148, 150, Unit 4, pages 158, 160, 162, 164, 166, 168, 170, 172, 176, Unit 5, pages 184, 186, 188, 190, 192, Unit 6, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, Unit 7, 237, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 266, Unit 8, pages 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, Unit 9, pages 302, 304, 306, 308, 310, 312, 314, 316,318, 320,Unit 10, pages 328, 330, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 354, 356, Unit 11, pages 366, 368, 370,372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, Unit 12 pages 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428,430, 432, Unit 13, pages 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 468, 470, Unit 14 pages 480, 482,484, 486, 488, 490, 492, 494, 496, 498 ) Introduce New Concepts (Unit 3, pages 132, 135, 145, Unit 8 pages 274, 284) Echo/Find Letters (description p. 40) (Unit 3, pages 139, 145, Unit 4, pages 159, 173, 175, Unit 6, pages 207, 211, 221,227, Unit 7, pages 243, 247, 253, 257, Unit 8, pages 281, 285, 291, Unit 9, pages 303, 319,Unit 10 pages 333, 341, 345, 349, Unit 11, pages 369, 371, 379, Unit 12, 387,425, 429, Unit 13, 469, Unit 14 pages 491 ) Dictation/Sounds (description p. 28) (Unit 3, pages 135, 139, 147, Unit 4, pages 163, 167, 169, Unit 5 pages 185, 189, Unit 6 pages 203, 207, 211,213, 215, 217,219, 221, 225, 227, Unit 7 pages 241, 251, 253,255, Unit 8 pages 261, 281, 287, 291, Unit 9 pages 305, 309, 311, 313, 315, 317, 319, Unit 10 pages 331, 335, 343, 345, 347, 351, 355, Unit 11 pages 369, 376, 379,381,383,385, 389, 391, 393, Unit 12 pages 407, 409, 415, 419,421, 423, 425, 431, Unit 13 pages 445, 447, 449, 457, 458, 460, 461, 465, 467, 469, Unit 14 pages, 487, 489, 491, 493,495 Word Play (description p. 60) (Unit 3, pages 134) Make It Fun (description p. 60) (Unit 8 pages 287) Additional decoding practice is provided in the Foundations® Home Support Pack 1, Fluency Kit 1 and the Foundations Readers Level 1 which align specifically with the scope and sequence of Foundations® Level 1.
	c. Decode regularly spelled one-syllable words including final e and vowel teams, consonant digraphs and diphthongs, and inflectional suffixes and two-syllable words that follow six-syllable types, demonstrating both accuracy and automaticity.	In Foundations, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations activities that include decoding words with these syllable types include: Introduce New Concepts (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) Word of the Day (description p. 56) (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239;

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		<p>p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) Word Talk (description p. 58) (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) Make it Fun (description p. 60) (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), Word Play (description p. 60) (Unit 2: p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488) Foundations Fluency Kit 1, (included in Teacher's Kit), Also, the r-controlled vowels and vowel teams are introduced in the Quick Drill/Warm-Up activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open, but will move on to an in-depth word study of open syllables in Level 2 r-controlled vowels and vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 8. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Drill Sounds/Warm Up (Unit 8: p. 276; p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498 ) Similarly, students in Level 1 are introduced to open syllables in the context of closed syllables, but will move on to an in-depth word study of open syllables in Level 2.</p> <p>In Foundations letter/sound correspondences are taught in relation to the syllable type being studied. The v-c-e syllable type is taught in Unit 11. Introduce New Concepts (p 366). The letter sound correspondence is then practiced in daily in the Drill Sounds activity (Description p. 38) Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374;</p>

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		<p>Foundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Foundations Level 1, students first learn to decode closed, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards. Introduce New Concepts (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; Also, the Foundations Fluency Kit 1, and Foundations Stories Set 1 (included in Teacher’s Kit). Also available are the Foundations Readers Level 1, which align specifically with the scope and sequence of Foundations® Level 1. Foundations teaches word structure cumulatively and thoroughly across the K-3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on. Foundations first teaches a new syllable type in isolation, and then combines it with only other syllable types that have already studied. In grade 1, Foundations establishes multisyllabic word work with closed-closed and closed-vce syllable types only. Furthermore, the teaching of the syllable types are more thorough and intentional because Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options.</p> <p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (See Unit 6 p. 196-231) and are included in word resources for all units following for all decoding activities. (See Unit Resources p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) Suffix -ed and -ing added to unchanging base words is explicitly taught in Unit 10 (See Unit 10 p. 324-360) and are included in</p>

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		word resources for all units following for all decoding activities See Unit Resources p 397-398; p. 435-436; p. 473-474; 501-502.). Suffix -es is explicitly taught in Unit 13 (See Unit 123 p. 438-474) and See Unit Resources p 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 Home Support Packet 1, Fluency Kit 1, Also available are the Foundations Readers Level 1 which align specifically with the scope and sequence of Foundations® Level 1.
	d. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum are taught as words to be automatically recognized. These sight words (called Trick Words in Foundations) are taught separately from phonetically regular words. In Level 1 of Foundations, students learn 107 Trick Words for both quick and automatic recognition and for spelling. 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: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Students also practice trick words for automaticity by reading flashcards as a Trick Word Drill during the Drill Sounds/Warm Up activity (Unit 3: p. 134; p. 138; p. 140; 150), (Unit 4: p. 158; p. 162; p. 166; p. 168; p. 172; p. 176), (Unit 5: p. 184; p. 188; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 212; p. 216; p. 218; p. 220; p. 224; p. 226; p. 228), (Unit 7: P. 237; 238; 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308; p. 310; p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468, p. 470), (Unit 14: p. 480; p. 484; p. 486, p. 490; p. 492; p. 494; p. 496; p. 498 ) The Fluency Kit 1 (included in Teacher’s Kit). includes the opportunity to read Trick Words in isolation, phrases, and sentences in connected text. Also, the Foundations Readers Level 1 which align specifically with the scope and sequence of Foundations® Level 1.
	<b>R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b>	



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1.1.1.3	Read decodable texts accurately and with automaticity.	<p>In Foundations grades K-2, phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the taught phonics element. The Learning Activities and Skills Chart in the preface and the Learning Activity Overviews identify which activities include phonics skills where students practice applying letter-sound knowledge in decodable texts. In the Unit Introductions, teachers are provided with guidance including a list of resources that can be used for students to engage with decodable text, including the Storytime Activity, Practice Books, Fluency Kit, and the Foundations Readers. Additionally, students build automaticity with decodable words through the activity Word Talk (description p. 58), Word of the Day.</p> <p><i>Foundations Readers Level K</i> align with the scope and sequence of Foundations Level K. The text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units. Students practice taught phonetic elements and Foundations® Trick Words in connected text.</p> <p>Storytime Activities: (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337, 346, and 356); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, p. 460); and (Unit 14, p. 488)</p>
	<p><b>R2 Read and comprehend independently A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b></p> <p>Although Foundations® is a supplemental program focusing on foundational skills, spelling, and handwriting, it does provide instruction in reading standards with the Storytime Activity. Storytime involves listening and reading activities with narrative and informational text. Storytime is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The <b>Storytime Activity</b> provides opportunities for students to engage in reading for purpose and understanding. Starting in Unit 2, students learn to retell a narrative story in sequence and detail. In Unit 3, picture notes and visualization are introduced to enhance understanding and retelling, and students begin to answer questions about how characters are feeling and make connections between themselves and the text. In Unit 4, students learn to identify character, setting, and main events in narrative stories. In Units 6 and 7, students learn to distinguish the characteristics of informational vs narrative text. The PLC provides a list of Guiding Questions for teachers to support understanding. <b>Storytime (description p. 60):</b> (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209; p. 218; p. 228), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384; p. 395), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 451; p. 460; p. 470), (Unit 14: p. 488; p. 499).</p>	
1.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, looking at context and making connections.	In Foundations, students have multiple opportunities to develop quick and automatic word recognition necessary to read independently. 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. Foundations uses a

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		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 Foundations Readers, which are specifically aligned to the Foundations scope and sequence allowing application of emerging decoding skills with meaningful text
	<b>R2 Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>	
1.1.2.2	At grade 1 text complexity, select and proficiently read and comprehend texts that address academic tasks.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program. Foundations does provide some support for this standard in the following Storytime activities: (description p. 60) (Unit 12, page 433, Unit 13 page 470.
	<b>R2 Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>	
1.1.2.3	Express curiosity about a topic and choose and read texts for personal interest and enjoyment.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b>	
1.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
1.1.4.1	Ask and answer questions including who, what and where to demonstrate understanding of key	Storytime (description p. 60): (Unit 6, p. 228); (Unit 7, p. 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); and (Unit 13, p. 470). Also see the Storytime Extension Activity on the Foundations Learning Community

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	details in a text; retell key details.	for additional practice with asking and answering questions about key details in text. Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice with asking and answering questions about key details in a text.
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
1.1.4.2	Identify the central idea, message or moral of a text, with prompting as needed.	Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489) Fluency Kit 1 Materials, Foundations Stories Set 1, Books to Remember Set 1. Storytime (description p. 60): (Unit 6, p. 228); (Unit 7, p. 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); and (Unit 13, p. 470). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice with identifying the main idea and retell key details of text.
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
1.1.4.3	Identify characters and setting, in a literary text, with prompting as needed.	Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice with describing characters, settings, and major events in a story, using key details.
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
1.1.4.4	Describe the connection between two pieces of information, individuals, events or ideas in an informational text.	Storytime (description p. 60): (Unit 6, p. 228); (Unit 7, p. 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); and (Unit 13, p. 470). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice with describing the connection between two individuals, events, ideas, or pieces of information in a text.
	<b>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>	
1.1.5.1	Identify the beginning, middle and end of a text.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>	

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1.1.5.2	Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons).	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>	
1.1.5.3	Identify the impact that illustrations have on content, meaning and style of a text.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	
1.1.6.1	Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine or digital platform).	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. The following Storytime Activities do provide some support for this standard (p. 218, 228, 265 p. 356, 433, 470, 499)
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	
1.1.6.2	Identify the time period and setting of the text.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	
1.1.6.3	Identify if the text is literary or informational.	Storytime (description p. 60): (Unit 6, pp. 219 and 228); (Unit 7, page 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); (Unit 13 p. 470); and (Unit 14 p. 499). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
	<b>R7 Evaluate arguments and specific claims from complex informational texts.</b>	
1.1.7.1	Benchmarks begin in grade 3.	
	<b>R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>	
1.1.8.1	Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.	While it is expected this would be fully covered in a core ELA program, Foundations provides support in the following Storytime activities: Storytime (description p. 60): (Unit 3, p. 151); (Unit 4, p. 176); (Unit 5, p. 192); (Unit 6, p. 209); (Unit 7, p. 254); (Unit 9, p. 320); (Unit 10, p. 346); (Unit 11, p. 384); (Unit 12, p. 423);

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		(Unit 13, p. 460); and (Unit 14, p. 489). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
	<b>R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>	
1.1.8.2	Ask and answer questions to help determine or clarify the meaning of unfamiliar vocabulary and phrases in informational text.	Storytime (description p. 60): (Unit 13 pp. 451, 460, and 470) and (Unit 14, p. 489). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice with asking and answering questions to help determine or clarify the meaning of words and phrases in a text.
	<b>R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>	
1.1.9.1	Identify two different sources of information on a topic of personal interest or academic focus (e.g., a picture book and a website or an encyclopedia and a video).	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>	
1.1.9.2	Examine concept of relevance of sources to task and topic, with prompting as needed.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
1.2.1.0	Print all uppercase and lowercase letters.	Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Sky Write/Letter Formation (description p. 50): (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96) Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. Echo/Letter Formation (description p. 46): (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115). Students are held accountable for legible handwriting in all dictation activities and on the Unit Tests. Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381;

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		p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The Home Support Packet also reinforces letter formation. (See pages 8-21) A note on upper case letter formations: Foundations students are explicitly taught the letter formations of all 26 letters, upper- and lowercase, in Level K. Given the systematic and cumulative nature of Foundations, and the expectation that the program is implemented across grades, skills were well established in Kindergarten. The lower-case letters are reviewed in Level 1, the uppercase letters are not retaught unless it is needed. The Level 1 Teacher's Manual (page 7) includes an explicit note about the potential need to review or teach uppercase letters in Level 1, depending on the background of the students. The Level 1 Manual includes explicit instructions to teach letter formation (Echo/Letter Formation p 46, Sky Write/Letter Formation p50), and the Level 1 Teacher's Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see Formation Guides Teacher's Kit)
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
1.2.1.1	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14. Dictation/Sentences:(description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227),(Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469),(Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
1.2.1.2	Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words.	Foundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed. Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381;

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Code	Standard and Benchmark	Foundations Alignment
		<p>p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495) Teach Trick Words - Spelling (description p. 54) (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137, p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 215; p. 223), (Unit 7: p. 241; p. 249; p. 259; p. 263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495) Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) The Home Support Packet activities reinforce encoding skills.</p>
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
1.2.1.3	Use frequently-occurring nouns, verbs and prepositions in simple sentences authentically in writing.	Introduce New Concepts: (Unit 10 pages 348, Unit 11 page 387, Unit 13 pages 442, 445) Word of the Day (description p. 56): (Unit 10 pages 349, 354)
	<b>W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>	
1.2.2.1	Write routinely, through a combination of writing, drawing and speaking.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>	
1.2.2.2	Share personal perspective, identity, and voice, verbally, visually or in writing.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>	
1.2.3.1	Plan, draft and revise to strengthen writing in a shared setting.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
1.2.3.2	<b>W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>	

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	Benchmarks begin in grade 3.	
	<b>W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>	
1.2.4.1	Write to state a personal opinion, and provide one or two reasons for the opinion.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	
1.2.4.2	Benchmarks begin in grade 3.	
	<b>W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>	
1.2.5.1	Write to inform or explain, identifying a topic and stating facts about the topic.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>	
1.2.5.2	Write to respond to a story.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W6 Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>	
1.2.6.1	Write to tell a story, creating details about a character and setting.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W6 Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>	
1.2.6.2	Include details in a written story in an order that makes sense.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>	
1.2.7.1	Ask and answer questions to participate in shared research and writing projects.	Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489), Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
	<b>W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>	
1.2.7.2	Plan and conduct research from teacher-recommended sources and share findings in writing, with support and guidance (e.g.,	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.

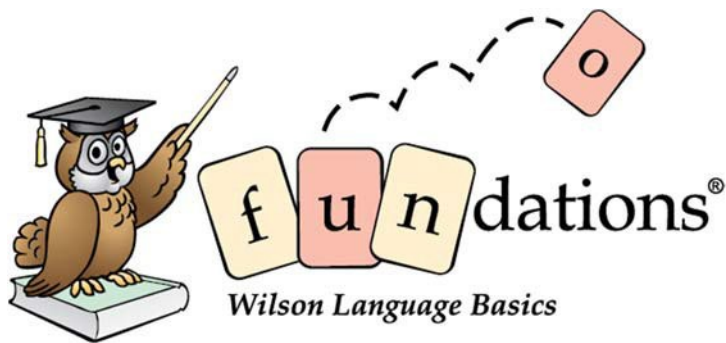


# Foundations® Alignment to Minnesota ELA Standards for English Language Arts Level 1

Code	Standard and Benchmark	Foundations Alignment
	encyclopedias, informational texts).	
	<b>W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>	
1.2.8.1	Identify which words belong to an author and which words are student's own.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.</b>	
1.3.1.1	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.	
	a. Help create and follow agreed-upon norms for a discussion (e.g., speaker, listener, participation, questioning) respectful of culture.	Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
	b. Participate as speaker and listener, responding to and building on the comments and ideas of others.	Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
	c. Express one's own ideas, stories and experiences.	Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
	d. Make a contribution toward a shared goal in collaboration with others.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	e. Follow sequence of a story or discussion or steps in a process	Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice
	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.</b>	

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Code	Standard and Benchmark	Foundations Alignment
	Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.	
1.3.1.2	Ask 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, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489), Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences.</b>	
1.3.1.3	Benchmarks begin in grade 2.	
	<b>LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.</b>	
1.3.2.1	Demonstrate understanding of intonation and phrasing in spoken language.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.</b>	
1.3.3.1	Create written, oral and digital content that communicates knowledge and ideas in a variety of presentation styles.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.
	<b>LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.</b>	
1.3.3.2	Create and share work using a teacher-selected digital tool, articulating the advantages and limitations of the tool, related to task, purpose and audience, considering digital footprint. *	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be addressed in a core ELA program.



## **Foundations® LEVEL 2 Program**

### **Alignment to 2020 Minnesota K–12 Academic Standards in English Language Arts (ELA)**

# Foundations® Alignment to Minnesota ELA Standards for English Language Arts Level 2

Code	Standard and Benchmark	Foundations Alignment
	<p><b>R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b></p> <p><b>Phonics and Word Recognition</b></p> <p>In Foundations 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.</p> <p>Foundations explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach across four levels (K,1 2, 3). Level 2 students decode and spell single and multisyllabic words with all six syllable types. Foundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy such as tapping out sounds and marking word elements. 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.</p> <p>Something that sets Foundations apart is that it emphasizes the mastery of word knowledge and transcription skills in 2 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.</p> <p>With Foundations, 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 &amp; 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 Foundations.</p> <p>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 Foundations Readers Level 2, which aligns specifically with the scope and sequence of Foundations Level 2.</p> <p><b>Fluency</b></p> <p>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 Foundations, 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. Foundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. 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 Foundations Readers Level 2, which are specifically aligned to the Foundations scope and sequence allowing application of emerging decoding skills with meaningful text.</p>	

# Foundations® Alignment to Minnesota ELA Standards for English Language Arts Level 2

Code	Standard and Benchmark	Foundations Alignment
2.1.1.0	Benchmarks end in grade 1.	
2.1.1.1	Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, blend, segment and manipulate syllables in multi-syllabic words and sounds in five-phoneme words, including consonant blends.	<p>In Foundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts 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, <i>including but not limited to two-syllable words with long vowel sounds</i>, are directly addressed in: Unit 5, 6, 7 Introductions: (p. 172, p. 202, p. 230), Introduce New Concepts: (Unit 5: p. 176-177) (Unit 6: p. 217) (Unit 7: p. 240) (Unit 8: p. 273), Word of the Day (description p. 56-57): (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: 306), (Unit 10: p. 330; p. 334), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402;), (Unit 14: p. 430; p. 434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; 506; p. 510) Word Talk (description p. 58-59) (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) Make It Fun (description p. 60): (Unit 5: p. 187) (Unit 6: p. 221) (Unit 15: p. 463) Storytime (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 2 and the Foundations Readers Level 2 which explicitly correspond to the scope and sequence of Foundations for grade 2</p>
2.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words:	
a.	b. Know the spelling-sound correspondences for the common vowel graphemes.	In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice

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		<p>the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (Resources: p. 140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516) By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables <i>in both single and multisyllabic words</i>. Unit 1 Introduction (p. 70), Unit 3 Introduction (p. 126), Unit 4 Introduction (p. 142), Unit 5 Introduction (multisyllabic words) (p. 172), Unit 6 Introduction (p. 202), Unit 7 Introduction (p. 230), Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: Dictation Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find Words, Word of the Day, Word Talk, and Make It Fun.</p> <p>Dictation/Words (description p. 30-35): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p.355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p.511) Dictation/Sentences (description p. 38-39): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183;p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429;p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505;p. 507; p. 511) Introduce New Concepts: (Unit 4: p. 151) (Unit 10: p. 321)</p>

# Foundations® Alignment to Minnesota ELA Standards for English Language Arts Level 2

Code	Standard and Benchmark	Foundations Alignment
c.	d. Decode multi-syllabic words that include prefixes, suffixes and vowel digraphs.	<p>Foundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see Unit 4 Introduction: p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (Resources: 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.</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 2 and the Foundations Readers Level 2 which explicitly correspond to the scope and sequence of Foundations for grade 2</p>
e.	f. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be automatically recognized. High frequency irregular sight words are taught for automatic recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for automatic recognition for reading and spelling to allow students access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri, 2014). In Level 2 Foundations students will learn 81 trick words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (fry &amp; Kress, 2006).</p> <p>Review Trick Words: (Unit 1: p. 86; p. 88) Teach Trick Words (description p. 54-55): (Unit 2: p. 103; p. 113) (Unit 3: p. 133) (Unit 4: p. 151; p. 159) (Unit 5: p. 178; p. 191) (Unit 6: p. 207; p. 217) (Unit 7: p. 235; p. 244; p. 254) (Unit 8: p. 273) (Unit 9: p. 290; p. 301) (Unit 10: p. 319; p. 329) (Unit 11: p. 347; p. 357) (Unit 12: p. 375) (Unit 13: p. 393; p. 403) (Unit 14: p. 421; p. 431) (Unit 15: p. 449; p. 458) (Unit 16: p. 477) (Unit 17: p. 495) Trick Word Practice (description p. 54-55): (Unit 1: p. 90) (Unit 2: p. 110; p. 116) (Unit 3: p. 137) (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192) (Unit 6: p. 215; p. 222) (Unit 7: p.237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261) (Unit 8: p. 277; p. 279) (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307) (Unit 10: p. 325; p. 331; p. 335) (Unit 11: p. 349; p. 353; p. 355; p. 359; p. 363) (Unit 12: p. 377; p. 381) (Unit 13: p. 394; p. 404; p. 408) (Unit 14: p. 422; p. 428; p. 433; p. 436) (Unit 15: p. 455; p. 460; p. 465) (Unit 16: p. 479; p. 482) (Unit 17: p. 497; p. 502; p. 511)</p>

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Code	Standard and Benchmark	Foundations Alignment
		<p>Dictation/Trick Words (description p. 36-37): (Unit 1: p. 87; p. 89), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215 p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 2 and the Foundations Readers Level 2 which explicitly correspond to the scope and sequence of Foundations for grade 2.</p>
2.1.1.3	Read grade-level texts fluently, with sufficient accuracy, rate and expression to support comprehension.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509).</p> <p><i>Prosody:</i> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <i>Word of the Day</i> activity.</p>



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Code	Standard and Benchmark	Foundations Alignment
		<p>Word of the Day (description p. 56): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 2 and the Foundations Readers Level 2 which explicitly correspond to the scope and sequence of Foundations for grade 2</p> <p>The Foundations Fluency Kit 2 (included in the Teacher’s Kit), as well as the Foundations Readers Level 2 which explicitly correspond to the scope and sequence of Foundations for grade 2 provides additional decoding practice.</p>
	<b>R2 Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>	
2.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text-to-text connections, and building on strategies learned in previous grade levels, with guidance and support.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p.</p>

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Code	Standard and Benchmark	Foundations Alignment
		<p>303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509).</p> <p><i>Prosody:</i> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <i>Word of the Day</i> activity. Word of the Day (description p. 56): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 2 and the Foundations Readers Level 2 which explicitly correspond to the scope and sequence of Foundations for grade 2</p> <p>The Foundations Fluency Kit 2 (included in the Teacher’s Kit), as well as the Foundations Readers Level 2 which explicitly correspond to the scope and sequence of Foundations for grade 2 provides additional decoding practice.</p>
	<b>R2 Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>	
2.1.2.2	At grade 2 text complexity, select and proficiently read and comprehend texts that address academic tasks.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p>

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Code	Standard and Benchmark	Foundations Alignment
		<p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509).</p> <p><i>Prosody:</i> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <i>Word of the Day</i> activity.</p> <p>Word of the Day (description p. 56): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 2 and the Foundations Readers Level 2 which explicitly correspond to the scope and sequence of Foundations for grade 2</p> <p>The Foundations Fluency Kit 2 (included in the Teacher’s Kit), as well as the Foundations Readers Level 2 which explicitly correspond to the scope and sequence of Foundations for grade 2 provides additional decoding practice.</p>
	<p><b>R2 Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b></p> <p>Although Foundations® is a supplemental program focusing on foundational skills, spelling, and handwriting, it does provide instruction in reading standards with the Storytime Activity. Storytime involves listening and reading activities with narrative and informational text. Storytime is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency The <b>Storytime Activity</b> provides opportunities for students to engage in reading for purpose and understanding. Starting in Unit 2, students learn to retell a narrative story in sequence and detail. In Unit 3, picture notes and visualization are introduced to enhance understanding and retelling, and students begin to answer questions about how characters are feeling and make connections between themselves and the text. In Unit 4, students learn to identify character, setting, and main events in narrative stories. In Units 6 and 7, students learn to distinguish the characteristics of informational vs narrative text. The PLC provides a list of Guiding Questions for teachers to support understanding</p>	

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Code	Standard and Benchmark	Foundations Alignment
2.1.2.3	Locate, select and read texts on a topic of personal interest.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b>	
2.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
2.1.4.1	Ask and answer questions including who, what, where, when, why and how to demonstrate understanding of key details in a text; recount the text.	<p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); and (Unit 9, pp. 295, 196, 300, and 303) Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.</p>
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
2.1.4.2	Identify the central idea, message, or moral of a text and one or two supporting details.	<p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); and (Unit 9, pp. 295, 196, 300, and 303) . Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.</p>
2.1.4.3	R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.

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Code	Standard and Benchmark	Foundations Alignment
	Identify characters, setting, conflict, resolution and events in literary text.	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509). Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509).</p>
2.1.4.4	Describe the connection between a series of events, concepts or steps in a procedure in informational text. *	<p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency:</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453; 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500,</p>

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		505, 507, and 509) Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
	<b>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>	
2.1.5.1	Identify the purpose of chapters of a book, scenes of a play, and stanzas of a poem and the author’s choice of narrative point of view (e.g., first person, second person, third person).	<p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); and (Unit 9, pp. 295, 196, 300, and 303) . Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.</p>
	<b>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>	
2.1.5.2	Identify informational text features (e.g., captions, bold print, subheadings, glossaries, indexes and hyperlinks).	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>	
2.1.5.3	Identify and explain how images are used to illustrate ideas and narratives in a text.	<p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency:</p> <p>Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453; 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509) Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.</p>
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	
2.1.6.1	Identify the author or story teller, including Dakota and	This standard should be addressed in a core ELA program. Foundations is a supplemental

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	Anishinaabe authors, of a text, and tell what is possible to know from the text about the story teller’s perspective and identity.	program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	
2.1.6.2	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to the time period of publication and/or posting of the text.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	
2.1.6.3	Identify if the text is informational or literary and support with evidence.	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509).</p>
	<b>R7 Evaluate arguments and specific claims from complex informational texts.</b>	
2.1.7.1	Benchmarks begins in grade 3.	
	<b>R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>	
2.1.8.1	Recognize how multiple meaning words and phrases impact the meaning or tone of text in stories or poems.	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p.</p>

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		375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509).
	<b>R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>	
2.1.8.2	Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools.	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509).</p>
	<b>R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>	
2.1.9.1	Collect information from two or more sources on a topic of personal interest or academic focus.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>	
2.1.9.2	Articulate relevance of sources to task and topic (e.g., factual and opinion pieces).	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity.</p> <p>Storytime (description p. 60): (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)</p>
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
2.2.1.0	Benchmarks end in grade 1.	
2.2.1.1	Use correct punctuation (end punctuation), spelling (high frequency words), and capitalization (first word in sentence and proper nouns) authentically in writing.	Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students



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		<p>write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling.</p> <p>Unit Tests: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p>Dictation/Sentences (description p. 38-39): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p>
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
2.2.1.2	Apply spelling patterns and rules to spell words with consonant and vowel digraphs and diphthongs, six syllable types, and inflectional suffixes authentically in writing.	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling.</p> <p>Unit Tests: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p>Dictation/Sentences (description p. 38-39): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p.</p>

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Code	Standard and Benchmark	Foundations Alignment
		<p>499; p. 501; p. 503; p. 505; p. 507; p. 511) Dictation/Words: (description p. 30-35): (Unit 1: p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511), Dictation/Sentences (description p. 38-39): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511), Echo/Find Words (description p. 44-49): (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509)</p>
2.2.1.3	Use nouns (common, proper, possessive and plural), verbs (regular and irregular), and frequently occurring adjectives, conjunctions and prepositions in simple sentences authentically in writing.	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling.</p> <p>Unit Tests: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p>Dictation/Sentences (description p. 38-39): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p.</p>

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Code	Standard and Benchmark	Foundations Alignment
		397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)
	<b>W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity and voice.</b>	
2.2.2.1	Write routinely, including illustration, for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks).	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity.  Storytime (description p. 60): (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)
2.2.2.2	Write to express ideas representing personal perspective, identity and voice, as a part of a group.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity.  Storytime (description p. 60): (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)
	<b>W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>	
2.2.3.1	Plan, draft, revise, edit and publish writing, using self- reflection and teacher guidance.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
2.2.3.2	W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	Benchmarks begin in grade 3.	
	<b>W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>	
2.2.4.1	Write to state a personal opinion, provide several reasons for the opinion, and include introductory and concluding statements.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity.  Storytime (description p. 60): (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)
	<b>W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>	
2.2.4.2	Benchmarks begin in grade 3.	
	<b>W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>	
2.2.5.1	Write to inform or explain, using details to show understanding of the topic and including an introductory and concluding statement.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.

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Code	Standard and Benchmark	Foundations Alignment
2.2.5.2	Write to inform or explain, using details to show understanding of the topic and including an introductory and concluding statement.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity.  Storytime (description p. 60): (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509)
	<b>W6 Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>	
2.2.6.1	Write to tell a story, introducing conflict to a character and setting.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity.  Storytime (description p. 60): (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509)
	<b>W6 Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>	
2.2.6.2	Use words that signal changes in situation in written narratives, poetry or other creative text (e.g., next, surprisingly).	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>	
2.2.7.1	Ask and answer on-topic questions to research background information using resources vetted by teacher.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity.  Storytime (description p. 60): (Unit 2: p. 117), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 13: p. 409), (Unit 17: p. 509)
	<b>W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>	
2.2.7.2	Plan and conduct research from a variety of sources, vetted by teacher, and share findings in writing (e.g., search terms, choosing relevant sources).	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity.  Storytime (description p. 60): (Unit 2: p. 117), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 13: p. 409), (Unit 17: p. 509)
	<b>W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>	
2.2.8.1	Demonstrate a basic understanding of and respect for the rights and obligations of using and sharing intellectual property and avoiding plagiarism (e.g., What work is yours? What work is someone else's?).	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.

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Code	Standard and Benchmark	Foundations Alignment
	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.</b>	
2.3.1.1	Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture.	<p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27-60. See Introduction pages 1-26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), Fluency Kit 2 Materials</p>
	b. Participate as a speaker and listener, building on and linking to the comments of others.	<p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27-60. See Introduction pages 1-26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432;</p>

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Code	Standard and Benchmark	Foundations Alignment
		p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), Fluency Kit 2 Materials
	c. Express one's own ideas, stories and experiences.	<p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27-60. See Introduction pages 1-26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), Fluency Kit 2 Materials</p>
	d. Help to establish group member roles and timeline for work.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	e. Identify and work toward a shared goal.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	f. Follow sequence of a story or discussion or steps in a process.	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.</b>	
2.3.1.2	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.	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

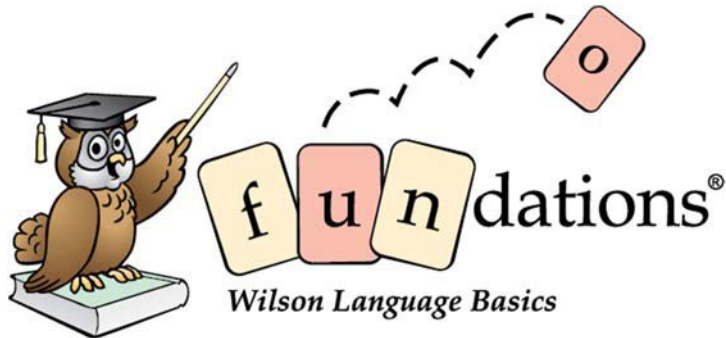
# Foundations® Alignment to Minnesota ELA Standards for English Language Arts Level 2

Code	Standard and Benchmark	Foundations Alignment
		<p>decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27-60. See Introduction pages 1-26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), Fluency Kit 2 Materials</p>
	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.</b>	
2.3.1.3	Demonstrate ability to receive and act on feedback from others and self-reflection. *	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
	<b>LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.</b>	
2.3.2.1	Demonstrate basic understanding and use of descriptive language and features of spoken language (including volume, intonation, phrasing, speed, pausing, stress, rhythm and gestures).	Although Foundations is not a comprehensive core/basal program, this standard is addressed in an incidental way throughout all lesson components, as procedures and routines require students to share oral information in complete sentences and clearly.
	<b>LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.</b>	
2.3.3.1	Create written, oral and digital content that communicates knowledge and ideas, including relevant facts and descriptive details, in a variety of presentation styles.	While audio recordings are not conducted, students do create drawings/visual displays to recount the story and use those to orally retell stories. Storytime (description p. 60): (Unit 2: p. 108), (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 211), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p 351), (Unit 13: p. 398), (Unit 14: p. 427), (Unit 15: p. 457), (Unit 17: p. 500; p. 505)
	<b>LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.</b>	

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Code	Standard and Benchmark	Foundations Alignment
2.3.3.2	Create and share work, choosing a digital tool from teacher-provided lists, and critique effectiveness of chosen tool regarding the task, purpose and audience (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression), demonstrating understanding of digital footprint. *	This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.





# **Foundations® LEVEL 3 Program**

## **Alignment to 2020 Minnesota K–12 Academic Standards in English Language Arts (ELA)**

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# Foundations® Alignment to MN 2020 State Standards for English Language Arts Level 3

Code	Anchor Standard	Benchmark
	<p><b>R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.</b></p> <p><b>Phonics</b></p> <p>Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics.</p> <p>Structured literacy includes synthetic, systematic phonics instruction but it goes well beyond learning phonics for initial decoding. Many phonics programs teach sounds and can “check off the box” for grade-level phonics but are often insufficient because they fall significantly short of teaching word structure beyond sounds, and do not teach decoding and spelling concurrently. Foundations, on the other hand, comprehensively provides the structured literacy elements that are linked to the acquisition of foundational skills.</p> <p>Foundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, unknown words, and words with spelling options. This is important for students to efficiently read longer, unfamiliar words as their reading skills progress and the complexity of grade-level text increases.</p> <p><b>Fluency</b></p> <p>Foundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy, such as tapping out sounds and marking word elements. Lessons progress to a focus on quick and automatic word recognition. Teachers make word chains with Sound Cards and students learn how to scoop sentences into meaningful phrases to develop prosody and expression when reading connected text.</p> <p>By Grade 3, given the depth of knowledge systematically imparted in all Levels, and the fact that Foundations Level 2 is a prerequisite for Foundations Level 3, students should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text.</p>	
3.1.1.2	Know and apply grade-level phonics and word analysis skills in decoding words:	
	<p>a. Identify, know the meaning of and read words with common prefixes and suffixes.</p>	<p>Foundations explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, beginning in the Bonus Unit (see Bonus Unit Introduction: p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (Resources: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: Introduce New Concepts and Make It Fun activities.</p> <p>Introduce New Concepts (description p. 70) (Bonus Unit: p. 269; p. 273; p. 280; p. 282; p. 284-285)</p>

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Code	Anchor Standard	Benchmark
		Make It Fun (description p.70): (Bonus Unit: p. 274; p. 276; p. 283)
	b. Decode multi-syllabic words.	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (Resources: p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations activities for decoding words with these syllable types include: Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play and Make It Fun activities.</p> <p>Guess Which One (description p. 56): (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Introduce New Concepts (description p. 70) (Unit 3: p. 160-161) (Unit 4: p. 174-175; p. 178-179; p. 188-189) (Unit 5: p. 202- 203; p. 217) (Unit 6: p. 230-231; p.232; p.237; p.240-241; p.250- 251; p.255) (Bonus Unit: p. 269; p. 270; p. 273; p.280; p. 282-283; p. 284-285) (Unit 7: p. 296-297; p.298-299; p.306-307; p.308) (Unit 8: p. 324-325; p.334-335; p.336; p.344-345) (Unit 9: p. 364-365; p.368-369; p.374; p.384-385; p.388-389) (Unit 10: p. 404-405; p. 407; p. 417; p. 424-425; p. 426-427; p. 429 ) (Unit 12: p. 472; p.474; p.482-483; p. 484-485) (Unit 13: p. 502; p.507; 512-513) (Unit 14: p. 532-533; p.542-543) Word of the Day (description p. 66): (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 302; p.310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p.390), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p.478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548) Word Talk (description p. 68): (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258), (Unit 7: p.304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) Make It Fun (description p.70): (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 209; p. 218), (Unit 6: p. 249; p. 256), (Bonus Unit: p. 274;p. 276; p. 283), (Unit 7: p. 305; p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p.412; p. 423; p. p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 517),</p>

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Code	Anchor Standard	Benchmark
		(Unit 14: p. 541; p. 549) Word Play (description p.70): (Unit 5: p. 208), (Bonus Unit: p. 278).
	c. Read grade-level irregularly spelled words, including high-frequency words, in and out of context, demonstrating both accuracy and automaticity.	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be automatically recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared them to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the Trick Words activity.
3.1.1.3	Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension.	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency” (Rasinski, 2006, p.4). In Level K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: p. 5-6.)</p>
	<b>R2 Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>	

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Code	Anchor Standard	Benchmark
3.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, looking back at the text and reading ahead, building on strategies learned in previous grade levels.	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency” (Rasinski, 2006, p.4). In Level K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: p. 5-6.)</p>
	<b>R2 Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>	
3.1.2.2	At grade 3 text complexity, select and proficiently read and comprehend texts that address academic tasks.	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
	<b>R2 Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b>	
3.1.2.3	Locate, select and read texts on a topic of personal interest, demonstrating understanding of literary award lists and curated book lists that aid in making selections.	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
	<b>R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.</b>	

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Code	Anchor Standard	Benchmark
3.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
3.1.4.1	Ask and answer questions to demonstrate understanding of both literal and nonliteral language in a text, referring explicitly to the texts as the basis for the answers; summarize the text.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
3.1.4.2	Identify the central idea or argument in fables, folktales, and myths, explain how it is supported by key details, and describe the connection between details.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
3.1.4.3	Describe how details about characters, setting, conflict, resolution and events work together to develop the plot of a literary text.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>	
3.1.4.4	Describe the relationship between a series of events, concepts or steps in a procedure, using language that pertains to time, sequence and cause/effect, in informational text. *	
	<b>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>	
3.1.5.1	Use literary text features (e.g., nonliteral language, narrative point of view, verse, rhythm, meter) to understand a variety of literary texts such as stories, dramas and poems.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.

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Code	Anchor Standard	Benchmark
	<b>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>	
3.1.5.2	Use informational text features (e.g., captions, subheadings, glossaries, indexes and interactive images) to understand information relevant to a given topic.	
3.1.5.3	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	
	Interpret the ideas/information conveyed through illustrations, graphics and other audiovisual elements in text.	
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	
3.1.6.1	Compare and contrast the student's personal perspective and identity from that of the author or story teller, including Dakota and Anishinaabe authors, of the text, based on what is possible to know about the story teller's perspective and identity.	
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	
3.1.6.2	Identify the time period of publication and/or posting of the text and when the time period of publication influences meaning, content or style of the text (e.g., era-specific vocabulary or illustrations).	
	<b>R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>	

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Code	Anchor Standard	Benchmark
3.1.6.3	Identify if the text is informational or literary and support with evidence.	
	<b>R7 Evaluate arguments and specific claims from complex informational texts.</b>	
3.1.7.1	Identify an author’s argument and support with details from the text.	
	<b>R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>	
3.1.8.1	Demonstrate understanding of figurative language as it is used in texts to express the style of specific genres.	
	<b>R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.</b>	
3.1.8.2	Determine the meaning of general academic and domain-specific vocabulary and phrases in informational text.	<p>Foundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or, closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, and closed-syllable roots dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract are the focus.</p> <p>See Bonus Unit (Bonus Unit p. 264-291), Unit 2 (Unit 2 p. 114-151), Unit 4 (Unit 4 p. 170-197) Unit 9 (Unit 9 p. 360-398) Unit 14 (Unit 14 p. 528-555). During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 66): (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142) (Unit 4: p. 176; p. 180; p. 186; p. 190) (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390) (Unit 14: p. 536; p. 538; p. 546; p. 548) Word Talk (description p. 68): (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit</p>



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Code	Anchor Standard	Benchmark
		4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550).
	<b>R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>	
3.1.9.1	Collect information from two or more sources on a topic of personal interest or academic focus.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>	
3.1.9.2	Demonstrate understanding of relevance and credibility of sources.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
3.2.1.1	Use correct punctuation (including commas in series and apostrophes), spelling, capitalization and grammar authentically in writing.	<p>Foundations student learn to form plurals with -s and -es, as well as to form irregular plural nouns. Please see Unit 2 Introduction (p. 114-115), Introduce New Concepts (Unit 2 p.118).</p> <p>Forming and using comparatives and superlatives is taught within the study of word structure for reading and spelling: Introduce New Concepts (Unit 2 p.122, p.125, p.127, p.131) (Unit 4 p.178 p.184) (Unit 7 p.308) (Unit 10 p.426) (Unit 14 p.542), Word of the Day (Unit 4 p.176, p.180 p.186 p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 9 p.368, p.370, p.378, p.380, p.390) (Unit 10 p.407, p.410, p.418, p.420, p.428, p.430) (Unit 14 p.536, p.538, p.546, p.548), Word Talk (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.242, p.252) (Unit 9 p.373, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.520) (Unit 14 p.540, p.550)</p>

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Code	Anchor Standard	Benchmark
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
3.2.1.2	Apply spelling patterns and rules to spell multi- syllabic words, high-frequency words authentically in writing.	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations activities for encoding words with these syllable types include: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts and Make It Fun. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Also, Foundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.</p> <p>Dictation/Words (description p. 34; p. 36; p. 38): (Orientation: p. 81; p. 83), (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) Dictation/Sentences (description p. 42): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545;</p>

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		<p>547; p. 549) Echo/Find Words (description p. 48; p. 50; p. 52 ): (Orientation p. 79), ), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Introduce New Concepts (description p. 70): (Unit 1: p. 105) (Unit 3: p. 157; p. 158-159 p. 162) (Unit 4: p. 175; p. 178-179; p. 184-185) (Unit 5: p. 204-205; p. 212-213) (Unit 6: p.234-235; p.242; p. 252) (Bonus Unit: p. 271; p. 273; p. 283) (Unit 7: p. 296-297; p.298-299; p.308) (Unit 8: p.326; p.328-329; p.346-347) (Unit 9: p.366-367; p.375; p.376-377; p.386; p. 388-389) (Unit 10: p. 406; p. 408-409; p. 414-415; p. 416; p. 426-427) (Unit 11: p. 444-445; p.446-447; p.457) (Unit 12: p. 473; p.485; p.486-487) (Unit 13: p.504; p.515) (Unit 14: p.534-535; p.544-545) Make It Fun (description p. 70): (Unit 2: p. 127; p. 144) (Unit 4: p. 181, p.189), (Unit 5: p. 209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 11: p. 453; p. 463), (Unit 12: p. 481; p. 487; p. 491), (Unit 13: p. 517), (Unit 14: p. 549).</p> <p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be automatically recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry &amp; Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and there is an option for supplemental support with the Trick Words activity (description p. 64-65).</p> <p>Dictations/Sound Alike &amp; Trick Words (description p. 40): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p.507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) Dictation/Sentences (description p. 42): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p.</p>

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		183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549).
	<b>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>	
3.2.1.3	Use nouns (collective and irregular plural), verbs, frequently used adjectives and adverbs, conjunctions, prepositions, and pronouns (including reflexive pronouns and male, female and non-binary gender pronouns) in simple and compound sentences authentically in writing.	Foundations student learn to form plurals with -s and -es, as well as to form irregular plural nouns. Please see Unit 2 Introduction (p. 114-115), Introduce New Concepts (Unit 2 p.118). Forming and using comparatives and superlatives is taught within the study of word structure for reading and spelling: Introduce New Concepts (Unit 2 p.122, p.125, p.127, p.131) (Unit 4 p.178 p.184) (Unit 7 p.308) (Unit 10 p.426) (Unit 14 p.542), Word of the Day (Unit 4 p.176, p.180 p.186 p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 9 p.368, p.370, p.378, p.380, p.390) (Unit 10 p.407, p.410, p.418, p.420, p.428, p.430) (Unit 14 p.536, p.538, p.546, p.548), Word Talk (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.242, p.252) (Unit 9 p.373, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.520) (Unit 14 p.540, p.550)
	<b>W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity and voice.</b>	
3.2.2.1	Write routinely for a range of tasks, purposes, and audiences (e.g., personal interest, enjoyment, academic tasks).	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity and voice.</b>	
3.2.2.2	Write to compare personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.

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	<b>W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>	
3.2.3.1	Plan, draft, revise, edit and publish writing, using self-reflection, guidance and support from peers and educators.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>	
3.2.3.2	Use words and phrases for effect, differentiating between conventions of spoken and written English.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>	
3.2.4.1	Write to argue, providing and organizing evidence for supporting points and using linking words and phrases.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>	
3.2.4.2	Write to persuade, blending opinion and facts that support the opinion.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>	
3.2.5.1	Write to inform or explain, selecting and organizing relevant details to show understanding of the topic, building on skills from previous years.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>	
3.2.5.2	Write to respond to thoughts and feelings of characters in a literary text.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.

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	<b>W6 Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>	
3.2.6.1	Write to tell a story, describing thoughts and feelings to develop characters as they interact with conflict.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
3.2.6.2	W6 Write narratives, poetry and other creative texts with details and effective technique to express ideas.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	Use dialogue and descriptive words, in written narratives, poetry or other creative text.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>	
3.2.7.1	Ask relevant questions to distinguish fact from opinion.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
3.2.7.2	Plan and conduct research, following a detailed research plan to build understanding of a topic, demonstrating understanding of digital footprint, and share findings in writing.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>	
3.2.8.1	Use and cite two or more sources on a topic, both quoting and summarizing sources, avoiding plagiarism.	

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	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.</b>	
3.3.1.1	Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.	All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See Learning Activity Overview Section pages 31-70. See also the Introduction pages 1-30.
	a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture.	
	b. Participate as a speaker and listener, reviewing key ideas shared by others.	
	c. Express one's own ideas, stories and experiences, linking to comments of others.	
	d. Help to establish group member roles and timeline for work.	
	e. Identify and work toward a shared goal.	
	f. Follow sequence of a story or discussion or steps in a process.	

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Code	Anchor Standard	Benchmark
	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences.</b>	
3.3.1.2	Ask and answer questions to check understanding of content and viewpoints, as well as for clarification, in a discussion.	<i>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See Learning Activity Overview Section pages 31-70. See also the Introduction pages 1-30.</i>
	<b>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one’s own ideas, stories and experiences.</b>	
3.3.1.3	Receive and act on feedback from others, self- reflect, and provide constructive feedback on peers’ work, with guidance and support from adults. *	<i>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See Learning Activity Overview Section pages 31-70. See also the Introduction pages 1-30.</i>
	<b>LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.</b>	
3.3.2.1	Use vocabulary for effect and attend to features of spoken language in communicating with others in social and academic situations (including volume, intonation, phrasing, speed, pausing, stress, rhythm and gestures).	<i>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See Learning Activity Overview Section pages 31-70. See also the Introduction pages 1-30.</i>



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	<b>LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.</b>	
3.3.3.1	Create written, oral and digital content that communicates knowledge and ideas, including relevant facts and descriptive details, in a variety of presentation styles.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
	<b>LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.</b>	
3.3.3.2	Create and share work, using self-selected digital tools, and critique effectiveness of chosen tool regarding the task, purpose and audience, demonstrating understanding of digital footprint.	