

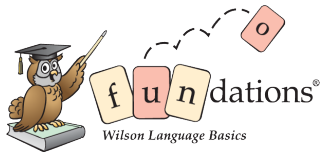


Fundations Alignment to Rhode Island K-2 Foundational Skills Curriculum Materials Review

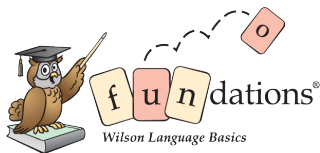
Fundations provides teachers in K-3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach. In this document, we have provided an explanation of how the program supports the Rhode Island **K-2 Curriculum Materials Review: Foundational Skills for Reading Rubric**.

The power of this supplemental program is that it overlaps skills, not treating them in isolation, so that a daily 30-35-minute lesson teaches and then reinforces many corresponding skills. Fundations is a multisensory, structured literacy program. It is systematic, cumulative, and explicit with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning. Fundations is integral to an MTSS 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. Differentiated instruction is provided for advanced and struggling students, multilingual learners, and students with a language-based learning disability. Significant features include:

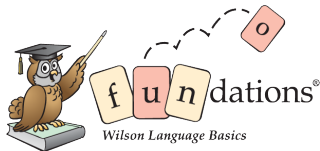
- Each level of Fundations has a teacher's manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has lesson plan roadmap with a comprehensive two-page presentation including a quick-glance for the day's activities as well as teacher and student material needs.
- A free companion website provides teachers with additional resources and support, including printable material, animations and video demonstrations, and discussion boards.
- A Home Support Packet provides teachers with a letter and accompanying material for each unit in each level.
- Resources to provide systematic application of Fundations beyond the standard lesson to help students develop accuracy and move toward automaticity:
 - Fundations Readers for Levels K-2 are highly decodable collections of text tightly aligned to the Fundations scope and sequence
 - FUN HUB Practice (FHP) is online activities designed for weekly targeted practice.
 - Fundations Practice Books are student workbooks of practice activities aligned to the scope and sequence.
 - Fun in Focus (Tier 2 Intervention) Kits include the lesson plan guidance and student practice to implement a Tier 2 targeted intervention successfully.



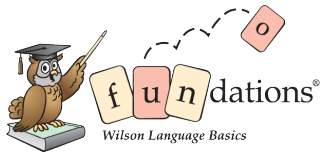
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<p>Phonological sensitivity: Students are taught that words are made of sounds, and those words can be broken down into increasingly smaller units of sound including:</p> <ul style="list-style-type: none"> ✓ Syllables ✓ Onset/rime ✓ Phonemes 				<p>Foundations teaches students phonological awareness explicitly and sequentially, beginning with word awareness, then syllable awareness, and then phoneme awareness.</p> <p>The scope and sequence of instruction in Foundations Level K begins with larger units of phonological awareness, such as syllable, rhyme, and onset-rime. Word awareness is explicitly taught using Sentence Frames so that students learn to discern the separate words in a dictated sentence. Syllable awareness is also directly taught using white syllable frames to help students segment words into syllables. Students echo the word and put their hand under their chin to “feel” the syllables and then clap out the syllables. The syllables are written on separate Syllable Frames and counted.</p> <p>The initial Unit of instruction in Levels K and 1 emphasizes phonological activities across the continuum while teaching letter-sound correspondences. This prepares students for phonemic awareness instruction that begins in Unit 2 and continues until the end of the year. Level 3 includes reinforcement of phoneme segmentation and manipulation to develop decoding and spelling with unfamiliar words. The chart below from the Preface of the Teacher’s Manuals demonstrates where phonological awareness and phonemic awareness skills are introduced, practiced, and reintroduced across Levels K-2.</p>																																																																																																																												
				<table> <tr> <th rowspan="2">Phonological & Phonemic Awareness</th><th colspan="3">Level K</th><th colspan="3">Level 1</th><th colspan="3">Level 2</th></tr> <tr> <th>Beginning</th><th>Midyear</th><th>End of Year</th><th>Beginning</th><th>Midyear</th><th>End of Year</th><th>Beginning</th><th>Midyear</th><th>End of Year</th></tr> <tr> <td>Rhyming</td><td>I</td><td>P</td><td></td><td>RI</td><td>P</td><td></td><td></td><td>RI</td><td>P</td></tr> <tr> <td>Alliteration</td><td>I</td><td>P</td><td></td><td>RI</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Sentence Awareness</td><td>I</td><td>P</td><td>P</td><td>RI</td><td>P</td><td>P</td><td></td><td></td><td></td></tr> <tr> <td>Syllable Awareness</td><td>I</td><td>P</td><td>P</td><td>RI</td><td>P</td><td>P</td><td>RI</td><td>P</td><td>P</td></tr> <tr> <td>Onset and Rime</td><td>I</td><td>P</td><td>P</td><td>RI</td><td>P</td><td>P</td><td></td><td></td><td></td></tr> <tr> <td>Distinguish Between Short and Long Vowels</td><td>I</td><td>P</td><td>P</td><td>RI</td><td>P</td><td>P</td><td>RI</td><td>P</td><td>P</td></tr> <tr> <td>Phoneme Isolation</td><td>I</td><td>P</td><td>P</td><td>RI</td><td>P</td><td>P</td><td>RI</td><td>P</td><td>P</td></tr> <tr> <td>Phoneme Segmentation</td><td></td><td>I</td><td>P</td><td>RI</td><td>P</td><td>P</td><td>RI</td><td>P</td><td>P</td></tr> <tr> <td>Phoneme Blending</td><td></td><td>I</td><td>P</td><td>RI</td><td>P</td><td>P</td><td>RI</td><td>P</td><td>P</td></tr> <tr> <td>Phoneme Manipulation (Addition, Deletion, Substitution)</td><td></td><td>I</td><td>P</td><td>RI</td><td>P</td><td>P</td><td>RI</td><td>P</td><td>P</td></tr> </table>						Phonological & Phonemic Awareness	Level K			Level 1			Level 2			Beginning	Midyear	End of Year	Beginning	Midyear	End of Year	Beginning	Midyear	End of Year	Rhyming	I	P		RI	P			RI	P	Alliteration	I	P		RI						Sentence Awareness	I	P	P	RI	P	P				Syllable Awareness	I	P	P	RI	P	P	RI	P	P	Onset and Rime	I	P	P	RI	P	P				Distinguish Between Short and Long Vowels	I	P	P	RI	P	P	RI	P	P	Phoneme Isolation	I	P	P	RI	P	P	RI	P	P	Phoneme Segmentation		I	P	RI	P	P	RI	P	P	Phoneme Blending		I	P	RI	P	P	RI	P	P	Phoneme Manipulation (Addition, Deletion, Substitution)		I	P	RI	P	P	RI	P	P
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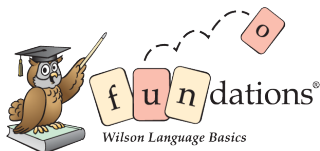
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<p>Phonemic awareness, the awareness of <i>single</i> speech sounds (phonemes), is practiced. Activities are done orally and include opportunities for students to:</p> <ul style="list-style-type: none">✓ Identify phonemes in isolation✓ Blend phonemes to create words✓ Segment words into individual phonemes	<p>In Foundations, phonemic awareness instruction begins in Level K and continues through Level 3, following a carefully planned scope and sequence. In Level K, students are “tuned” into separate phonemes in a word and develop their understanding that sounds of spoken language work together to make words. The skill of isolating phonemes orally first (without letters) in a spoken word is emphasized in several multi-sensory Learning Activities, which provide explicit, research-based procedures that are integrated throughout the units. 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.</p>																																
<ul style="list-style-type: none">✓ Phonemic awareness is practiced daily until automaticity is reached, usually in 1st or 2nd grade.✓ Students are assessed on their ability to identify first, final, and medial sounds within a word (e.g., single sounds in blends)	<p>By the end of Level K, Foundations students will blend, segment, and manipulate sounds in words containing up to three sounds. In Levels 1 and 2, phonemic awareness instruction continues, and students learn to blend, segment, and manipulate sounds in words with up to six sounds in a syllable. In Level 3, instruction reinforces phoneme segmentation and manipulation to develop decoding and spelling with unfamiliar words, as needed. Advanced phoneme skills are introduced and auditorily practiced as appropriate for the grade level.</p>																																
<p>Advanced phoneme manipulation skills are practiced. Activities are done orally and include opportunities for students to:</p> <ul style="list-style-type: none">✓ Delete individual phonemes in words✓ Substitute individual phonemes in words	<p>Throughout Foundations, students are assessed on all skills taught with regular integrated formative assessment and summative unit assessments and progress monitoring materials. The Phonemic Awareness Assessment Pathway Charts in the Appendix of each Teacher’s Manual for each level details the specific phonemic awareness skills assessed using various assessment tools integrated into the Foundations plan. See the example from Level 1 below.</p>																																
<ul style="list-style-type: none">✓ Advanced phoneme manipulation skills are practiced frequently until automaticity is reached, usually in 2nd grade or beyond.	<table><tr><th>Assessment</th><th>Subtests/Activities</th><th>Skills Assessed</th><th>Frequency</th></tr><tr><td>Acadience Reading Measures Universal Screener</td><td>Phoneme Segmentation (PSF)</td><td>Segment phonemes Phoneme isolation</td><td>Beginning of the Year</td></tr><tr><td>Unit Tests</td><td>Sections: Phonetic Words Sentence: Italicized Phonetic Words</td><td>Segment phonemes</td><td>End of Unit (every 2-3 weeks)</td></tr><tr><td>Acadience Reading Measures Progress Monitoring</td><td>Phoneme Segmentation (PSF)</td><td>Segment phonemes Phoneme isolation</td><td>Bi-Weekly (as needed)</td></tr><tr><td>Foundations Progress Monitoring</td><td>Phoneme Segmentation</td><td>Segment phonemes Phoneme isolation</td><td>Bi-Weekly (as needed)</td></tr><tr><td>FUN HUB Practice</td><td>Make a Change</td><td>Phoneme manipulation</td><td>Weekly</td></tr><tr><td>Phonemic Awareness Check-Ins (See Foundations Learning Community)</td><td>All question prompts apply</td><td>Phoneme isolation Segment phonemes Phoneme manipulation</td><td>Bi-Weekly (as needed)</td></tr><tr><td>Observations</td><td>Echo/Find Words Echo/Change Which Ones Belong</td><td>Phoneme isolation Segment phonemes Phoneme manipulation</td><td>Daily</td></tr></table>	Assessment	Subtests/Activities	Skills Assessed	Frequency	Acadience Reading Measures Universal Screener	Phoneme Segmentation (PSF)	Segment phonemes Phoneme isolation	Beginning of the Year	Unit Tests	Sections: Phonetic Words Sentence: Italicized Phonetic Words	Segment phonemes	End of Unit (every 2-3 weeks)	Acadience Reading Measures Progress Monitoring	Phoneme Segmentation (PSF)	Segment phonemes Phoneme isolation	Bi-Weekly (as needed)	Foundations Progress Monitoring	Phoneme Segmentation	Segment phonemes Phoneme isolation	Bi-Weekly (as needed)	FUN HUB Practice	Make a Change	Phoneme manipulation	Weekly	Phonemic Awareness Check-Ins (See Foundations Learning Community)	All question prompts apply	Phoneme isolation Segment phonemes Phoneme manipulation	Bi-Weekly (as needed)	Observations	Echo/Find Words Echo/Change Which Ones Belong	Phoneme isolation Segment phonemes Phoneme manipulation	Daily
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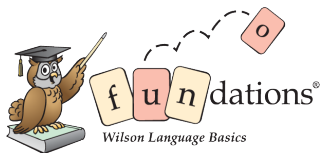
Phonics	
Review Criteria	Foundations Alignment
<p>Phonics skills are taught using an explicit, systematic scope and sequence that:</p> <ul style="list-style-type: none"> ✓ Begins with consonants and short vowels ✓ Teaches second sounds for consonants after students have automatized their first sounds ✓ Teaches sound-symbol associations from simple to complex 	<p>Fundations instruction is systematic and sequential as it moves from building simpler to more complex skills across all four levels. The Foundations Teacher’s Manual for each level includes a detailed scope and sequence of phonics skills that shows the progression from simple letter sounds to more complex skills. These high-utility skills become the building block for the ones that follow. The scope and sequence takes into consideration the expectations of students and is aligned to state standards for developing early readers.</p> <p>Each Level of the Foundations curriculum builds from simple letter sound correspondences to complex phonics patterns. Each level presents skills in units, which consist of multiple days of explicit instruction. These units build on previously taught concepts to reflect the cumulative aspect of instruction, presenting all new information explicitly and providing opportunities to apply and practice previous skills. Each level includes built in review and the pacing is adjusted to achieve student mastery. This is true for all areas and reflects the sequential and cumulative principles of effective instruction.</p> <p>Each Daily Plan is composed of 2-5 Learning Activities focused on the new and previously taught concepts. To guide teachers, recommended time allotments are noted for each activity in the Learning Activity Overview. Teachers follow the procedures outlined in the Learning Activity Overviews to ensure each lesson follows the recommended time allotments for instruction and practice.</p>
<p>Syllable types are taught from simple to complex:</p> <ul style="list-style-type: none"> ✓ Closed syllables (CVC) ✓ Open, vowel-consonant-e, r- controlled and vowel team syllables ✓ Consonant-le syllables ✓ Rule breaker syllables 	<p>Letter-sounds are introduced and taught to mastery in Level K and then practiced and reviewed throughout each of the subsequent Foundations Levels. New letter-sound correspondences that are more complex are introduced in Grades 1-3.</p> <p>In Level K, all letters in the first 12 weeks are taught using the following Learning Activities: Letter-Keyword-Sound, Skywrite/Letter Formation, and Student Notebook, which are integrated throughout the units and lessons. In Unit 1, students learn Letter-Keyword-Sound for all consonants, and short vowels. They also learn about letter formation for lowercase letters, and sound recognition. In Unit 2, they continue phonemic awareness skills, blending, segmenting, and manipulating sounds. By Unit 3, they are blending three sound CVC words for reading and spelling. In Unit 4, students learn the concepts of digraph as they learn new key words for ch, sh, wh, th and ck.</p> <p>In Level 1, students begin the first 2-3 weeks reviewing letter sounds and formations of the following letters Week 1: t, b, f, l, u, n, m and c, o; Week 2 a, g, d, s, e, r, p, j; Week 3 i, h, k, y, x,</p>



Phonics	
Review Criteria	Foundations Alignment
	<p>v, w, z, q. In Units 2-3, students review blending and segmenting with these sounds and reading and spelling with digraphs. In Unit 4, student begin to learn “glued sounds “all,” and bonus letter spelling rules for the letters “ff,” “ss,” “ll,” and sometimes “zz.” In Unit 5, students learn about the glued sounds “am,” and “an,” and in Unit 6, they learn about the suffix -s, which makes the sounds /s/ and /z/. Finally in Unit 7, students learn about all the “glued sounds,” (ang, ank, ung, unk, ing, ink, and ung, unk), in order to blend and segment words with the sounds -ng and -nk. In Unit 8, r-controlled sounds are introduced (ar, er, ir, or, ur). In Units 9-10, vowel team sounds are taught (ai, ay, ee, ea, ey, oi, oy, oa, oe, ow, ou, oo, ue, ew, au, aw). In Unit 11, the vowel consonant e syllable is taught for one syllable words resulting in long vowel sounds. And in Unit 13, suffixes -s and -ing are reviewed. All of these structures and concepts are reviewed in Unit 14.</p> <p>In Level 2, students review and practice all taught sounds and practice reading and spelling all six syllable types: closed, vowel-consonant e, open, r-controlled, vowel digraph/diphthong, and consonant -le. They learn to distinguish long and short vowels when reading and spelling one syllable words. Also, students learn to read and spell words with unexpected vowel sounds (old, olt, ost, ind, ild). Sounds and structure of prefixes and suffixes are taught (vowel prefixes that begin with a vowel (-es, -ed, -ing, -er, -est, -en, -able, -ive) and consonant prefixes starting with a consonant (-ful, -less, -ment, -ness, -ly, -ty,).</p> <p>In Level 3, students continue to practice reading and spelling one syllable and multisyllabic words with all of the sounds previously taught. They also learn more complex and advanced letter sound correspondences to mastery. These include the trigraphs (tch, dge); more complex vowel teams (eigh, ie, igh); the schwa sound, which provides an unexpected vowel sound in unaccented syllables. The soft sounds of c and g are taught. Additional sounds of “ph” (phone) and “ch” (choir), Sounds: (nge, nce, tion, sion, ture, tu, ti, ci). Silent letter-sound correspondences are taught as well (wr, rh, gn, kn, mn, mb, and gh). Students learn the -stle exception. Students also learn new spelling rules for adding suffixes that change (sliding) and contractions.</p> <p>Formative Assessment is built into the Foundations program with every single lesson. The teacher is able to assess students’ skills because instruction is visible and explicit, and all students are actively participating in the learning. During each part of the lesson, a teacher is assessing how the student is responding to his/her instruction and how the students’ skills and understanding of concepts are progressing as well. The next lesson in Foundations is written with the students’ needs in mind. The sounds, words (real as well as nonsense), phrases, and sentences are chosen for decoding and encoding to specifically target any problems students</p>

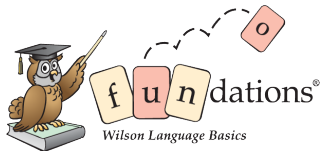


Phonics	
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	<p>are having as well as assisting the teacher in making sure the student is understanding the new concepts taught in that lesson. Unit Check-Up quizzes and Unit Tests, summative assessments that take place at the end of each Foundations Unit, measure a student’s knowledge of concepts that are taught in a specific Foundations unit. Results of the quizzes and tests guide teachers’ decisions about whether to advance to the next unit; whether particular students need support; or whether to reteach the unit to the whole class</p>
<p>High Frequency words are taught:</p> <ul style="list-style-type: none"> ✓ By attending to sound-symbol associations and not by memorizing whole words ✓ Phonetically irregular high frequency words are taught by identifying the regularly spelled part and the irregularly spelled part explicitly taught (e.g., heart word approach, tricky word approach) ✓ High frequency words are taught one at a time at a reasonable pace ✓ The sound-symbol associations within high frequency words are practiced to automaticity ✓ High frequency words instruction includes spiraling review 	<p>In Foundations, students learn to read and spell high frequency words that are irregular or contain consistent phonic elements that have not yet been taught in the Foundations scope and sequence. Foundations identifies two types of high frequency words — irregular high frequency words and phonetically regular high frequency words (words with regular sound and spelling patterns not yet introduced in the curriculum).</p> <p>The high frequency words are called Trick Words, which were selected from common high frequency word lists such as the Fry list (Fry & Kress, 2006) and the American Heritage Word Frequency Book (Carroll, Davies & Richman, 1971). In addition, students learn several phonetically regular high frequency words through the newly taught phonics concepts.</p> <p>Foundations materials include explicit instruction in identifying the regularly spelled part(s) and the temporarily irregularly spelled part(s) of words. These high frequency words are taught by drawing attention to both regular and irregular sounds once the sound-spellings in the high frequency word have been taught. To help students learn high frequency words, teachers make sure that students know what is “regular” or decodable about the word and identify the irregular part(s).</p> <p>Foundations materials have a cohesive and intentional sequence of skills that build toward students’ automaticity and immediate application of skills. The Unit Introductions list the new Trick Words and Phonetically Regular HFW found in the Unit. The list of words in the Unit Introductions indicates what regular sound and spelling patterns and which Trick Words are focused on during the Unit.</p> <p>The daily lesson plans detail what skills teachers will explicitly teach and repeatedly model using the structured activities. The daily lessons also explain how students will actively engage throughout these activities with consistent routines. Foundations utilizes the gradual release model where students are provided multiple opportunities to interact with and practice new and review high frequency words. Each week, activities build toward the application of skills. The</p>

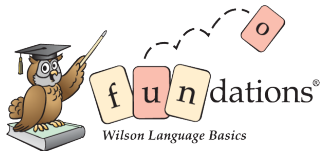


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	<p>daily lesson plans also spiral in review Trick Words (HFW) from previous Units. Students are continuously practicing to retain these words as they are used in various activities.</p> <ul style="list-style-type: none"> • Teach Trick Words - Reading: This activity introduces students to Trick Words. It helps students learn high frequency words for reading. Students identify new Trick Words in sentences on Sentence Frames and automatically recognize Trick Words for reading when Trick Word Flashcards are presented. When the Trick Word Flashcards are presented, that is when the teacher identifies any phonetic part(s) of the word the students have learned. Then they point out (naming the phoneme/grapheme connections) the tricky part, explaining that this is the part they will have to automatically recognize. • Teach Trick Words – Spelling: In this activity, students learn to spell high frequency words using gross-motor memory. The teacher writes the Trick Word in large letters on the classroom board then reads the word. Students echo the word. The teacher shows the parts of the word that follow the spelling patterns that they have learned, and then the part(s) (naming the letters) that are “tricky.” The teacher then models how to sky write the letter while spelling the word aloud. Students stand up and sky write the word with the teacher two times and then on their table or desk with their finger. Each time they write it; they spell it aloud and then repeat the word. The Flashcards are used to remind students of the tricky part. Students write their new Trick Words in their Student Notebooks so they can reference them whenever needed. • Practice Book: Teachers can utilize the Practice Book pages Follow the Trail, Trick Word Practice, Phrase Reading, and Read and Draw a Story during the Targeted Practice Block which is allotted time for additional practice. The Practice Book gives teachers the materials and opportunity to reteach, model, and guide students towards automatic recognition of grade level high frequency words. • Introduce New Concepts: Teach Sentence Dictation (Unit 2): Teachers explicitly instruct students in writing dictated sentences. The teacher uses the Sentence Frames and students use the Dry Erase Writing Tablets. The teacher says the sentence and students echo. The teacher demonstrates by writing the sentence on the Sentence Frames. They go over proofreading, circling Trick Words and tapping decodable words. The process continues with students practicing writing on their Dry Erase Tablets while one student is selected to write it on the Sentence Frames. This process will then be used to write each sentence in Dictation (Dry Erase) from this point on when sentences are dictated.

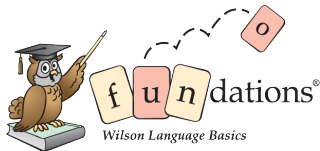
Encoding	
Review Criteria	Foundations Alignment
<p>Speech-to-Print spelling instruction:</p> <ul style="list-style-type: none"> ✓ Students are taught the variety of ways in which the 44 speech sounds of English can be written with graphemes (e.g., single letters, digraphs, trigraphs) 	<p>In Foundations, spelling is connected to phonics instruction—students learn to segment and spell words corresponding to decoding patterns following a systematic scope and sequence. Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught and reinforced with manipulatives in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Students apply phonics skills to encode real words to help solidify their knowledge of words structure in the Echo/Find Words and Dictation activities.</p>
<ul style="list-style-type: none"> ✓ Encoding skills are taught one at a time at a reasonable pace ✓ Encoding skills are practiced to automaticity 	<p>Each Daily Plan is composed of 2-5 Learning Activities focused on the new and previously taught concepts. To guide teachers, recommended time allotments are noted for each activity in the Learning Activity Overview. Teachers follow the procedures outlined in the Learning Activity Overviews to ensure each lesson follows the recommended time allotments for instruction and practice of each new concept introduced during the units. Once skills are introduced there are opportunities to model and practice phonics rules and generalizations across a Daily Plan with inclusion of high utility phonics rules and generalizations.</p>
<p>Spelling rules and generalizations:</p> <ul style="list-style-type: none"> ✓ Spelling generalizations (e.g., ai/ay, ou/ow, oi/oy) are explicitly taught ✓ Spelling rules (e.g., rules when adding a suffix to a base word) are explicitly taught 	<p>Spelling rules and generalizations are taught one at a time at a reasonable pace and practiced to automaticity in Foundations. The daily lesson plans detail what teachers will explicitly teach using the structured activities and how students will actively engage throughout each of these activities. Foundations utilizes the gradual release model where students are provided many opportunities to interact with and practice newly taught concepts. Each week, activities build toward the automaticity of skills. The goal is to build automaticity and mastery of newly taught skills in each Unit.</p>
<ul style="list-style-type: none"> ✓ Spelling rules and generalizations are taught one at a time at a reasonable pace ✓ Spelling words and generalizations are practiced to automaticity ✓ Spelling rules and generalizations includes spiraling review 	<p>Here are the activities where spelling rules and generalizations are taught and practiced.</p> <ul style="list-style-type: none"> • Introduce New Concepts: This is an activity where teachers model new concepts being taught in the unit. This includes modeling skills such as blending through the finger-tapping procedure or learning spelling rules or generalizations such as decoding and encoding words with digraphs or the spelling of /k/ (c or k).



Encoding	
Review Criteria	Foundations Alignment
<p>Morphology informs spelling:</p> <ul style="list-style-type: none"> ✓ Morphology is used to explain common spelling patterns 	<ul style="list-style-type: none"> • Dictation (Dry Erase) and Echo/Find: The skill of isolating phonemes orally first in a spoken word is emphasized, efficiently focusing on the most complex phonemic awareness skill of phoneme segmentation. After orally isolating the phonemes, students then write the graphemes (Dictation) or find the Letter Tiles (Echo/Find) that represent each sound in the word. Students practice segmenting sounds through tapping during these activities. They also practice finding or writing the corresponding letter to each sound in the word. The words chosen during these activities contain new and/or review spelling rules or generalizations.
<ul style="list-style-type: none"> ✓ Morphemes are taught one at a time at a reasonable pace ✓ Spelling practice includes multiple related words containing the morpheme taught ✓ Morphology instruction includes spiraling review 	

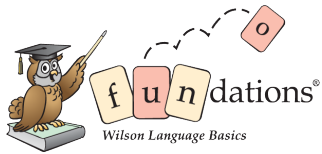


Decodable Texts	
Review Criteria	Fundations Alignment
<ul style="list-style-type: none"> ✓ Decodable texts are controlled to practice the sound-symbol correspondences that have been explicitly taught ✓ Decodable texts included are aligned with the curriculum's content ✓ Reading fluency is assessed with decodable passages and places primary importance on word-level reading automaticity and accuracy 	<p>Fundations includes a rich supply of controlled, decodable texts throughout the daily Learning Activities, in the Storytime activity, and Foundations Readers. Foundations provides word-level fluency practice. In each Foundations Level, students practice to automaticity in word lists, phrases, and controlled decodable texts.</p> <p>The Learning Activity Overview provides descriptions of each learning activity routine, and a list of literacy skills connected to the activities. These detail exactly how students engage with the skills associated with the activity, including phonics. Each Daily Plan includes 2-5 activities, and teachers identify when and how students are explicitly taught and engage with critical foundational literacy skills. Storytime is a variable activity.</p>
<ul style="list-style-type: none"> ✓ Reading is practiced in decodable texts only (i.e., an absence of predictable or leveled texts) until students can accurately decode real and nonsense words of all syllable types 	<p>Each Storytime activity with an instructional routine, is described in each Unit. These instructional routines provide students with opportunities to engage with decodable text targeting both new and review concepts aligned to the grade level phonics skills taught in that level. Storytime texts provide additional reading experiences such as echo, choral, and/or teacher-directed oral reading opportunities. It gives teachers an opportunity to model both fluent reading and reading for understanding. Storytime is designed to provide experiences for students to practice applying their newly acquired foundational skills to connected text. Students experience Storytime once a week in a way that is developmentally appropriate at different times across the year. Storytime activities vary but students work with the same piece of connected text up to four times. The repeated practice supports fluency development and builds experiences with connected text.</p> <p>Additionally, in the Unit Introductions, there is a Connected Text section. It gives information on connected text suggestions teachers can use to build in additional practice with Unit concepts and for repeated reading, and suggests continuing to practice with the readers from the previous Unit. Reminders and Tips are placed throughout remind teachers to repeatedly use the connected texts, and teachers are directed to use the Readers Teacher's Guide.</p> <p>Fundations Readers follow a Structured Literacy approach, progressively introducing phonics patterns taught in Foundations. These narrative and informational texts provide targeted practice to reinforce taught phonics, word structure, and fluency skills. They include embedded High Frequency/Trick Word practice. Foundations Readers ensure students have targeted practice of skills they are learning. The Readers align with the word-level skills taught in Foundations curriculum. They are not predictable texts. Rather, they are tightly aligned to the scope of sequence for both Trick Words (HFW) and phonetic words.</p>



Components to Support Language Comprehension

Morphology	
Review Criteria	Fundations Alignment
<p>Materials include explicit instruction of common morphemes including:</p> <ul style="list-style-type: none"> ✓ Prefixes ✓ Bases ✓ Suffixes 	<p>Fundations provides explicit instruction in morphonology with numerous opportunities for students to read and write words with morphemes throughout the program. Students learn about morphology throughout the year-long curriculum as they study prefixes suffixes, base words, and their meanings; how to form plurals; understand present and past tense; and learn to categorize vowel and consonant suffixes. Students practice reading and writing words with these morphemes in activities each day.</p>
<ul style="list-style-type: none"> ✓ Morphemes are learned and practiced to automaticity ✓ Morphology instruction includes spiraling review 	<p>Morphology instruction begins in Level 1 with the concepts of baseword and suffixes -s, -es, -ed, -ing. By the end of Level 1, students learn to read and spell words with the closed and vowel-consonant-e syllables. They are able to read and spell five-sound, real and nonsense words that are closed syllable, and vowel-consonant-e syllable; vowel-team sounds; suffixes -s, -ed, -ing. They learn about multisyllabic words, compound words, and syllable division rules. They are able to distinguish long- and short-vowel sounds. They have learned digraphs, digraph blends, and blends. Later in the program, they learn to read and spell multisyllabic words with these suffixes. In Level 2 Students study prefixes suffixes, base words, and their meanings; how to form plurals; understand present and past tense; and learn to categorize vowel and consonant suffixes.</p>
Syntax	
<p>Materials include explicit instruction in:</p> <ul style="list-style-type: none"> ✓ Clauses ✓ Sentence Structure ✓ Cohesive Devices (e.g., pronoun referents, connectives, conjunctions) 	<p>While Fundations was designed with the expectation that students would also have many opportunities for instruction on conventions of print, grammar, and syntax through their core ELA curriculum, the program includes explicit instruction syntactical elements throughout the scope and sequence for all levels. including sentence structure, including simple, compound, and complex sentences, as well as cohesive devices within and among sentences.</p>
<ul style="list-style-type: none"> ✓ Syntactic elements are learned and practiced to automaticity ✓ Syntax instruction includes spiraling review 	<p>Students produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to dictated sentences during Dictation and as part of discussions during Storytime and Word of the Day.</p> <p>The Dictation/Sentences Activity develops students' auditory memory for retrieving words in sentences. They also develop their sentence writing skills with guidance. Students learn to leave a space between words and that every sentence must begin with a capital letter and end with a punctuation mark.</p>



Morphology	
Review Criteria	Fundations Alignment
	<p>In the Word of the Day activity, they learn to construct complete sentences using vocabulary words and use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>The Storytime Activity instructs students in sentence-level and connected text comprehension. The activities include both narrative and informational text, with simple, compound, and complex sentences. Students focus on text features including cohesive devices within and among sentences, using strategies such as visualizing the story while the teacher sketches the main events.</p>