

Reading Foundational Skills

RF. K. 1 Print Concepts: Demonstrate understanding of the organization of basic features of print

In Foundations, 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.

Std. #	Standard Language	Primary Citations
Print Concepts		
RF.K.1	Demonstrate understanding of the organization and basic features of print.	
RF.K.1a	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)</p> <p>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.</p> <p>Print awareness in Foundations is also demonstrated and reinforced during several activities that use Sentence Frames including Teach Trick Words, Trick Word Practice, Word Play-Word Awareness, Word Play-Read Sentences, and Dictation/Sentences. These activities emphasize that sentences are read left to right, words are separated by print. 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)</p> <p>Additional activities are provided in the Home Support Packet (p. 16, 112)</p> <p>Foundations® Readers Level K aligns with the scope and sequence of Foundations Level K. The routine includes print awareness.</p>
RF.K.1b	Recognize that spoken words are represented in	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

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

Std. #	Standard Language	Primary Citations
Print Concepts		
	written language by specific sequences of letters.	<p>use of Sound Cards and Letter Tiles provides a multimodal way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words.</p> <p>Word Play-Make Words for Decoding (description p. 48): (Unit 2: 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)</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 Foundations Learning Community.</p>
RF.K.1c	Understand that words are separated by spaces in print.	<p>Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play-Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence: 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. 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)</p> <p>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>

Std. #	Standard Language	Primary Citations
Print Concepts		
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal manner using engaging materials. In these activities, students identify and name letters: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, 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)</p> <p>Drill Sounds (description p. 30): (Orientation: p. 58), (Unit 1: p. 66; 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. 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. 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. 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)</p> <p>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. 129; 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. 307; 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)</p> <p>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)</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>Alphabetical Order (description p. 22): (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287)</p>

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

Std. #	Standard Language	Primary Citations
Print Concepts		
		<p>Make it Fun (description p. 48): (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178) Additional activities are provided in the Home Support Packet (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual (see Expert Tips/Ideas section).</p>

RF.K.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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.

Std. #	Standard Language	Primary Citations
Phonological Awareness		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.K.2a	Recognize and produce rhyming words.	<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).</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (Foundations Learning Community) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.	<p>Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1. Word Play (description p. 48): (Unit 1: p. 100, p. 111; p. 120)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (Foundations Learning Community) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	<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 (Foundations Learning Community) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Additional activities are provided in the Home Support Packet (p.20, 57)</p>

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

Std. #	Standard Language	Primary Citations
Phonological Awareness		
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /s/.)	<p>Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes <i>orally first</i> in a spoken word is emphasized in the procedure of Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds.</p> <p>Echo/Find Words (description p. 34): (Unit 3: 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)</p> <p>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 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>The Foundations Progress Monitoring Tool Level K assesses student’s ability to isolate and pronounce sounds in CVC words.</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (Foundations Learning Community) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Foundations® Readers Level K Library also provide practice with identifying pictures that begin with the sound that was orally produced.</p>
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p>During each Echo Find Words, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. Echo/Find Words (description p. 34): (Unit 3: 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) Word Play (description p. 48): (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210), Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239), Make It Fun (description p. 48): (Unit 2: p. 206), Introduce New Concepts (Unit 2: p. 190), (Unit 3: p. 236)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (Foundations Learning Community) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>

RF.K.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills for decoding words

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

Foundations explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach. Explicit and systematic study of the English sound system is scaffolded across the four levels of Foundations and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. Level K focuses on decoding and spelling the closed syllable, and thus the short vowel sound, as this is by far the most common syllable type. 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.

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.**

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.

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.

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

Std. #	Standard Language	Primary Citations
Phonics and Word Recognition		
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant.	<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 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. 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. 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 Foundations Learning Community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
RF.K.3b	Associate the long and short sounds with the common	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

	<p>spellings (graphemes) for the five major vowels.</p>	<p>practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level K is the closed syllable type and the short vowel sounds. Drill Sounds (description p. 30): (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 315; p. 318; p. 320; p. 322; p. 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>
<p>RF.K.3c</p>	<p>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>Automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly 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 ;</p>

Fundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

		<p>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> <p>Additional activities are provided in the Home Support Packet (81-82, 91, 100-101) Teachers have access to additional resources provided in companion Fundations Learning Community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Fundations® Readers Level K align with the scope and sequence of Fundations Level K. The text is at least 90 percent decodable, as aligned with the scope and sequence of Fundations® Units. Students practice taught phonetic elements and Fundations® Trick Words in connected text.</p>
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<p>With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises such as word chaining.</p> <p>Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Word Play-Make Words for Decoding (description p. 48): (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), Make it Fun: (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375)</p>

RF.K.4 Fluency - Read emergent-reader texts with purpose and understanding.

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 **Storytime, Trick Word Practice, Sentence Reading, and Word Play-Read Sentences**. 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. Additional practice in decoding practice is provided with the Foundations® Readers Level K which align 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.

	Fluency	
RF.K.4	Actively engage in group reading activities with purpose and understanding.	<p>Storytime (description p. 48): (Unit 1: p. 52; 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. 244; p. 255; p. 265; p. 275; p. 285; p. 295) (Unit 4: p. 311; p. 321; p. 331; p. 341) (Unit 5: 356; p. 366; p. 376; p. 386; p. 396; p. 406)</p> <p>Important Note for Consideration: Foundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading grade-level text as part of their core ELA curricula. However, the Foundations® Readers Level K provide books explicitly corresponding to Foundations’ scope and sequence for grade K. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary.</p>

Reading Literature

Foundations® is a supplemental program focusing on foundational skills, spelling, and handwriting. While it is not designed to comprehensively cover the Reading standards, it does provide instruction for these 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 Storytime Activity provides opportunities for students to engage in reading for purpose and understanding.

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)

Std. #	Standard Language	Primary Citations
Key Ideas and Details		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	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)
RL.K.2	With prompting and support, retell familiar stories, including key details.	Storytime (description p. 48) : (Unit 1: p. 82; p. 92; p. 102; p. 112; p. 122; p. 142; p. 152; p. 162; p. 182), (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)
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	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)
Craft and Structure		
RL.K.4	Ask and answer questions about unknown words in a text.	Storytime (description p. 48) : (Unit 1: p. 102; p. 112; p. 122; p. 132; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 275)
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	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)
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each 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)
Integration of Knowledge and Ideas		

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

Std. #	Standard Language	Primary Citations
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	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)
RL.K.8	Not applicable to literature	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Storytime (description p. 48): (Unit 1: p. 162; p. 172), (Unit 3: p. 245; p. 255; p. 265; p. 285; p. 295), (Unit 4: p. 311; p. 321), (Unit 5: p. 366; p. 386)
Range of Reading and Level of Text Complexity		
RL.K.10	Actively engage in group reading activities with purpose and understanding.	Storytime (description p. 48): (Unit 1: p. 52; 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. 244; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: 356; p. 366; p. 376; p. 386; p. 396; p. 406)

Reading Informational Text

Foundations® is a supplemental program focusing on foundational skills, spelling, and handwriting. While it is not designed to comprehensively cover the Reading standards, it does provide instruction for these 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 Storytime Activity provides opportunities for students to engage in reading for purpose and understanding. See **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)

Std. #	Standard Language	Primary Citations
Key Ideas and Details		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Storytime (description p. 48) : (Unit 1: p. 102; p. 122; p. 132; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	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)
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Storytime (description p. 48) : (Unit 1: p. 142), (Unit 3: p. 245), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
Craft and Structure		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	Storytime (description p. 48) : (Unit 5: p. 356; p. 376; p. 396)
RI.K.5	Identify the front cover, back cover, and title page of a book.	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)
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the 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)

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

Std. #	Standard Language	Primary Citations
Integration of Knowledge and Ideas		
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Storytime (description p. 48): (Unit 4: p. 295; p. 321), (Unit 5: p. 376; p. 396)
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	Storytime (description p. 48): (Unit 1: p. 143), (Unit 3: p. 245), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Storytime (description p. 48): (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
Range of Reading and Level of Text Complexity		
RI.K.10	Actively engage in group reading activities with purpose and understanding.	Storytime (description p. 48): (Unit 1: p. 112; p. 122; p. 182), (Unit 2: p. 199; 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)

Writing

Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. While it is not designed to comprehensively cover the Writing standards, it does provide instruction for some of these standards with the Storytime Activity.

Std. #	Standard Language	Primary Citations
Text Types and Purposes		
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Storytime (description p. 48): (Unit 3: p. 255), (Unit 5: p. 366; p. 376; p. 386; p. 396)
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Storytime (description p. 48): (Unit 1: p. 92; p. 102; p. 112; p. 123; p. 132; p. 162; p. 172; p. 182), (Unit 3: p. 265; p. 275), My Journal (Unit 2: p. 199), (Unit 4: p. 341), (Unit 5: p. 376; p. 396)
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Storytime (description p. 48): (Unit 1: p. 92; p. 102; p. 162; p. 172), (Unit 3: p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321), My Journal Tip (Unit 1: p. 163), (Unit 2: p. 199), (Unit 5: p. 367; p. 387)

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

Std. #	Standard Language	Primary Citations
Production and Distribution of Writing		
W.K.4	Begins in Grade 3	N/A
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	N/A
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	N/A
Research to Build and Present Knowledge		
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	n/a
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	n/a
W.K.9	Begins in Grade 4	n/a
Range of Writing		
W.K.10	Begins in Grade 3	n/a

Speaking and Listening

Note: Fundations® is not a comprehensive ELA program, but it does provide some instruction to support these standards. Fundations® must be centered within more formalized instruction and wide reading experiences.

Std. #	Standard Language	Primary Citations
Comprehension and Collaboration		
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Storytime (description p. 48): (Unit 1: 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)
SL.K.1b	Continue a conversation through multiple exchanges.	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)
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Storytime (description p. 48): (Unit 1: 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)
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	n/a
Presentation of Knowledge and Ideas		
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	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), Word Play (description p. 48): (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 150; p. 160; p. 170; p. 180)

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

Std. #	Standard Language	Primary Citations
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	My Journal: (Unit 1: p. 163), (Unit 2: p. 199), (unit 4: p. 341; p. 367; p. 387; p. 396)
SL.K.6	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)

Language

Note: Although Foundations® is not a comprehensive program, it does provide some instruction in the Language Standards, particularly the Conventions of Standard English as noted below. Foundations® must be centered within more formalized instruction and wide reading experiences.

Std. #	Standard Language	Primary Citations
Conventions of Standard English		
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.K.1a	Print all upper- 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 multimodal 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 Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
L.K.1b	Use frequently occurring nouns and verbs.	Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 360; p. 389; p. 395; p. 403)
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	N/A
L.K.1d	Understand and use question words (interrogatives) (e.g.,	Word Play (description p. 48): (Unit 1: p. 70; p. 80; p. 90; p. 110; p. 150; p. 160; p. 180)

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

Std. #	Standard Language	Primary Citations
	<i>who, what, where, when, why, how</i>).	
L.K.1e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	Teach Trick Words (description p. 44): (Unit 3: 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. 265; p. 275; p. 285; p. 295), Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 2: p. 354; p. 364; p. 375; p. 385; p. 394; p. 404)
L.K.1f	Produce and expand complete sentences in shared language activities.	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)
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.2a	Capitalize the first word in a sentence and the pronoun <i>I</i> .	<p>The following dictation activities have students writing sentences with attention to capitalization and punctuation. Introduce New Concepts: (Unit 5: p. p. 351; p. 379) Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Make it Fun: (Unit 5: p. 355; p. 365; p. 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multimodal way to explicitly teach capitalization, including proper nouns, and punctuation. Word Play (description p. 48): (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p>Additional activities are provided in the Home Support Packet (89, 95, 106-110) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
L.K.2b	Recognize and name end punctuation.	<p>The following dictation activities have students writing sentences with attention to capitalization and punctuation. Introduce New Concepts: (Unit 5: p. p. 351; p. 379) Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Make it Fun: (Unit 5: p. 355; p. 365; p. 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multimodal way to explicitly teach capitalization, including proper nouns, and punctuation. Word Play (description p. 48): (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p>

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

Std. #	Standard Language	Primary Citations
		Additional activities are provided in the Home Support Packet (89, 95, 106-110) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
L.K.2c	Write the letter or letters that correspond to the correct consonant and short-vowel sounds (phonemes).	<p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multimodal techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</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)</p> <p>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 5: p. p. 351; p. 379) Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Make it Fun: (Unit 5: p. 355; p. 365; p. 375) Home Support Packet (89, 95, 106-110)</p> <p>Additional activities are provided in the Home Support Packet (89, 95, 106-110) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multimodal techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</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)</p> <p>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 5: p. p. 351; p. 379) Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Make it Fun: (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (89, 95, 106-110) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
Knowledge of Language		
L.K.3	Begins in Grade 2	N/A
Vocabulary Acquisition and Use		
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a	While Foundations’ focus is on foundational skills teachers are prompted to develop vocabulary while doing word building activities: p 4, 34, 151,171, 196, 206, 212, 238, 249, 263, 349

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts - Kindergarten

Std. #	Standard Language	Primary Citations
	bird and learning the verb to <i>duck</i>).	
L.K.4b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Supported throughout Foundations activities – see Introduction
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	N/A
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Supported throughout Foundations activities – see Introduction
L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Supported throughout Foundations activities – see Introduction
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	Supported throughout Foundations activities – see Introduction
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	N/A

Reading Foundational Skills

RF1.1 Print Concepts: Demonstrate understanding of the organization and basic features of print

Fundations Level 1 continues to build upon the print awareness skills introduced in Kindergarten. During the Storytime activity, students demonstrate an understanding of the organization of basic features of print. During the Teach Trick Words activity concepts of sentence structure are 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 as well as *the Fundations® Readers Level 1*, which aligns specifically with the scope and sequence of Fundations Level 1.

Std. #.	Standard Language	Primary Citations
Print Concepts		
RF1.1	Demonstrate understanding of the organization and basic features of print.	
RF1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	<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.</p> <p>During Teach Trick Words-Reading, students must recognize the features of the sentence and many conventions of print including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14. 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)</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Fundations students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14.</p> <p>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)</p> <p>Additional practice in print awareness activities is provided with the stories in the Fluency Kit 1 and the Fundations® Readers Level 1 which align specifically with the scope and sequence of Fundations® Level 1.</p>

F.1.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

By design, Foundations sets as the goal to efficiently focuses on the **most** complex phonemic awareness skill of phoneme blending and segmentation which research identifies as the **key** skill and the functional value in decoding/reading. Phonemic awareness instruction in Level 1 tunes students into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes **orally first** in a spoken word is emphasized in the procedure of **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students **then** identify letter tiles or write the word applying the alphabetic principle. Although letters are used to first demonstrate segmentation and manipulation, throughout Level K and throughout Level 1, students do phonemic skills without letters and confirm the accuracy of the segmentation by **then** 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.

Std. #.	Standard Language	Primary Citations
Phonological Awareness		
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable 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)</p> <p>By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables, and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (Unit 9: p. 313).</p>

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, 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 students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Dictation/Words (description p. 26): (Unit 2: 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>
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<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).</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). 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>

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	See above. 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).
---------	--	--

ELA.1.F.1.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

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.

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.

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.

With Foundations, automatic word recognition of Level 1 Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for the most common 100 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as Trick Words in Foundations. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading and to aid in defining the word when necessary.

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, and with Foundations® Readers Level 1, which aligns specifically with the scope and sequence of Foundations Level 1.

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

Std. #.	Standard Language	Primary Citations
Phonics and Word Recognition		
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.	<p>The concept of digraphs was taught in Level K Foundations and is again explicitly taught in Unit 3 (See Unit 3 p. 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.)</p> <p>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)</p> <p>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.</p>

<p>RF.1.3b</p>	<p>Decode regularly spelled one-syllable words.</p>	<p>In Foundations, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. 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; 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),</p> <p>Also, the r-controlled vowels and vowel teams are introduced in the Quick Drill/Warm-Up activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open, but will move on to an in-depth word study of open syllables in Level 2. r-controlled vowels and vowel teams (vowel digraph/diphthong) are introduced in the Drill 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>
----------------	---	---

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

<p>RF.1.3c</p>	<p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>In Foundations letter/sound correspondences are taught in relation to the syllable type being studied. The v-c-e syllable type is taught in Unit 11. Introduce New Concepts (p 366). 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. 376; p. 378; p. 380; p. 382; p. 384; 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. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464, p. 466, p. 468, p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486, p. 488; p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>Sound mastery is taught in two directions: letter-to-sound and sound-to-letter. The Echo/Find Letters activity helps to solidify sound-to-symbol correspondence. Students will add the long-vowel sound in vce syllable beginning in Unit 11 and onward. Echo/Find Letters (description p. 40): (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) Dictation/Sounds (description p. 28): (Unit 11: p. 369; p. 377; p. 379, p. 381; p. 383, p.389; p. 391; p. 393), Vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 9. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Drill Sounds/Warm Up (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)</p>
<p>RF.1.3d</p>	<p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>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 multimodal 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. (In Level 2, students progress to learn all 6 syllable types within multisyllabic words.)</p> <p>Introduce New Concepts (Unit 9: p. 302, 312, 313) (Unit 11: p 366, 367, (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) Word of the Day (description p. 56) ((Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) Word Talk (description p. 58) (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) Make it Fun (description p. 60) (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), Word Play (description p. 60) (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) Storytime (description p. 60): (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488) Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 1 (included in Teacher’s Kit). Also available is the Foundations® Readers Level 1 which align specifically with the scope and sequence of Foundations® Level 1.</p>

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	<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 multimodal 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.</p> <p>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 (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.</p> <p>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 multimodal, 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>
RF.1.3f	Read words with inflectional endings.	<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 multimodal 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 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.</p> <p>Also, students can apply taught skills when using the Home Support Packet 1 and Fluency Kit 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.</p>

<p>RF.1.3g</p>	<p>Apply letter-sound knowledge to recognize and read irregularly spelled words.</p>	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum are taught as words to be quickly 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.</p> <p>During the Teach Trick Words – Reading activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students’ attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with flash cards during the Trick Words Drill (Drill sounds/Warm UP) and by entering each trick word into the Student Notebook. 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)</p> <p>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.</p>
----------------	--	---

RF.1.4 Fluency: Read with sufficient accuracy and fluency to support comprehension

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

Fluency		
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.1.4a	Read grade-level text with purpose and understanding.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards.</p> <p>Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing.</p> <p>The Storytime Activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.</p> <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337, 346, and 356); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, p. 460); and (Unit 14, p. 488)</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p> <p>Word of the Day (description p. 56) (Unit 6, pp. 204, 210, 213, 222, and 224); (Unit 10, pp. 329, 332, 340, 343, 349, and 352); (Unit 13, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485, 492, and 494)</p> <p>Additionally, phrasing is modeled and practiced during the Teach Trick Words–Reading activity, with sentences</p>

		<p>written on sentence frames. Teach Trick Words–Reading (description p. 52): (Unit 2, pp. 117 and 120); (Unit 3, pp. 133, 137, and 149); (Unit 4, pp. 161, 165, 171, and 175); (Unit 5, pp. 187 and 191); (Unit 6, pp. 205, 214, and 223); (Unit 7, pp. 240, 249, 258, and 263); (Unit 8, pp. 278 and 288); (Unit 9, pp. 307 and 317); (Unit 10, pp. 335, 339, and 353); (Unit 11, pp. 373 and 376); (Unit 12, pp. 411, 417, 421, 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497)</p> <p>Fundations® provides Fluency Kits that include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. The Progress Monitoring Tool also includes oral reading fluency measure.</p> <p>Additional practice is also available in the Fundations® Readers Level 1 which align specifically with the scope and sequence of Fundations® Level 1.</p>
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards.</p> <p>Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing.</p> <p>The Storytime activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.</p> <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337, 346, and 356); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, p. 460); and (Unit 14, p. 488)</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p> <p>Word of the Day (description p. 56) (Unit 6, pp. 204, 210, 213, 222, and 224); (Unit 10, pp. 329, 332, 340, 343, 349, and 352); (Unit 13, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485, 492, and 494)</p> <p>Additionally, phrasing is modeled and practiced during the Teach Trick Words–Reading activity, with sentences written on sentence frames. Teach Trick Words–Reading (description p. 52): (Unit 2, pp. 117 and 120); (Unit 3, pp.</p>

		<p>133, 137, and 149); (Unit 4, pp. 161, 165, 171, and 175); (Unit 5, pp. 187 and 191); (Unit 6, pp. 205, 214, and 223); (Unit 7, pp. 240, 249, 258, and 263); (Unit 8, pp. 278 and 288); (Unit 9, pp. 307 and 317); (Unit 10, pp. 335, 339, and 353); (Unit 11, pp. 373 and 376); (Unit 12, pp. 411, 417, 421, 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497)</p> <p>Foundations® provides Fluency Kits that include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. The Progress Monitoring Tool also includes oral reading fluency measure.</p> <p>Additional practice is also available in the Foundations® Readers Level 1 which align specifically with the scope and sequence of Foundations® Level 1.</p>
RF.1.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards.</p> <p>Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing.</p> <p>The Storytime activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.</p> <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337, 346, and 356); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, p. 460); and (Unit 14, p. 488)</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p> <p>Word of the Day (description p. 56) (Unit 6, pp. 204, 210, 213, 222, and 224); (Unit 10, pp. 329, 332, 340, 343, 349, and 352); (Unit 13, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485, 492, and 494)</p> <p>Additionally, phrasing is modeled and practiced during the Teach Trick Words–Reading activity, with sentences written on sentence frames. Teach Trick Words–Reading (description p. 52): (Unit 2, pp. 117 and 120); (Unit 3, pp. 133, 137, and 149); (Unit 4, pp. 161, 165, 171, and 175); (Unit 5, pp. 187 and 191); (Unit 6, pp. 205, 214, and 223); (Unit 7, pp. 240, 249, 258, and 263); (Unit 8, pp. 278 and 288); (Unit 9, pp. 307 and 317); (Unit 10, pp. 335, 339, and</p>

		<p>353); (Unit 11, pp. 373 and 376); (Unit 12, pp. 411, 417, 421, 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497)</p> <p>Foundations® provides Fluency Kits that include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. The Progress Monitoring Tool also includes oral reading fluency measure.</p> <p>Additional practice is also available in the Foundations® Readers Level 1 which align specifically with the scope and sequence of Foundations® Level 1.</p>
--	--	--

Reading Literature

Fundations® is a supplemental program focusing on foundational skills, spelling, and handwriting. While it is not designed to comprehensively cover the Reading standards, it does provide instruction for these 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 **Storytime Activity** 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 Fundations Learning Community provides a list of Guiding Questions for teachers to support understanding. **Storytime (description p. 60):** (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)

Std. #.	Standard Language	Primary Citations
Key Ideas and Details		
RL.1.1	Ask and answer questions about key details in a text.	Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489). Also see the Storytime Extension Activity on the Fundations Learning Community for additional practice with asking and answering questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	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
RL.1.3	Describe characters, settings, and major events in a story, using key details.	Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489). Also see the Storytime Extension Activity on the Fundations Learning Community for additional practice with describing characters, settings, and major events in a story, using key details.
Craft and Structure		
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Storytime (description p. 60): (Unit 3, p. 151); (Unit 4, p. 176); (Unit 5, p. 192); (Unit 6, p. 209); (Unit 7, p. 254); (Unit 9, p. 320); (Unit 10, p. 346); (Unit 11, p. 384); (Unit 12, p. 423); (Unit 13, p. 460); and (Unit 14, p. 489). Also see the Storytime Extension Activity on the Fundations Learning Community for additional practice.

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Storytime (description p. 60): (Unit 6, pp. 219 and 228); (Unit 7, page 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); (Unit 13 p. 470); and (Unit 14 p. 499). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
RL.1.6	Identify who is telling the story at various points in a text.	See the Storytime Extension Activity on the Foundations Learning Community.
Integration of Knowledge and Ideas		
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209 and 218); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337 and 346); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, pp. 451 and 460); (Unit 14, p. 489). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
RL.1.8	Not applicable to literature	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	See the Storytime Extension Activity on the Foundations Learning Community.
Range of Reading and Level of Text Complexity		
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	This standard would be covered in the Core ELA curriculum.

Reading Informational Text

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 **Storytime Activity** 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 Foundations Learning Community provides a list of Guiding Questions for teachers to support understanding. **Storytime (description p. 60):** (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)

Std. #.	Standard Language	Primary Citations
Key Ideas and Details		
RI.1.1	Ask and answer questions about key details in a text.	Storytime (description p. 60): (Unit 6, p. 228); (Unit 7, p. 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); and (Unit 13, p. 470). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice with asking and answering questions about key details in text.
RI.1.2	Identify the main topic and retell key details of a text.	Storytime (description p. 60): (Unit 6, p. 228); (Unit 7, p. 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); and (Unit 13, p. 470). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice with identifying the main idea and retell key details of text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Storytime (description p. 60): (Unit 6, p. 228); (Unit 7, 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.
Craft and Structure		
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Storytime (description p. 60): (Unit 13 pp. 451, 460, and 470) and (Unit 14, p. 489). Also see 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.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	n/a
Integration of Knowledge and Ideas		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	n/a
RI.1.8	Identify the reasons an author gives to support points in a text.	Storytime (description p. 60) (Unit 12, page 433, Unit 13, page 470)
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Storytime (description p. 60): (Unit 7, p. 265); (Unit 10, p. 356); and (Unit 11, p. 395) Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice with identifying basic similarities in and differences between two texts on the same topic.
Range of Reading and Level of Text Complexity		
RI.1.10	With prompting and support, read information texts appropriately complex for Grade 1.	Storytime (description p. 60) (Unit 12, page 433, Unit 13 page 470)

Writing

Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. While it is not designed to comprehensively cover the Writing standards, it does provide instruction for some of these standards with the Storytime Activity.

Std. #.	Standard Language	Primary Citations
Types and Purposes		
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	n/a
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	n/a
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Storytime (description p. 60) (Unit 3, Tip, page 151, Unit 9, Tip, page 311)
Production and Distribution of Writing		
W.1.4	Begins in Grade 3	n/a
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	n/a
Research to Build and Present Knowledge		
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	n/a
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	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), Fundations Stories Set 1, Books to Remember Set 1
W.1.9	Begins in Grade 4	n/a
Range of Writing		
W.1.10	Begins in Grade 3	n/a

Reading Literature

Note: 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.

Std. #.	Standard Language	Primary Citations
Comprehension and Collaboration		
SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.	
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	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.
SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	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.
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	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.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Storytime (description p. 60) (Unit 3, 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.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Storytime (description p. 60) (Unit 3, 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.
Presentation of Knowledge and Ideas		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	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.

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Storytime (description p. 60) (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, Unit 13 pages 451, 460, 470, Unit 14 page 489). Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
SL.1.6	Produce complete sentences when appropriate to task and situation.	Foundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be fully addressed in a core ELA program. Foundations supports this standard with the following activities: Word of the Day (description p. 56) (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485) Word Talk (description p. 58) (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330,336,351,354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498) 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).

Language

Note: Although Fundations® is not a comprehensive program, it does provide instruction in the Language Standards, particularly the Conventions of Standard English. Fundations® must be centered within more formalized instruction and wide reading experiences.

Std. #.	Standard Language	Primary Citations
Conventions of Standard English		
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.	
L.1.1a	Print all upper- and lowercase letters.	<p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multimodal 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; 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)</p> <p>The Home Support Packet also reinforces letter formation. (See pages 8-21)</p> <p>A note on upper case letter formations: Fundations students are explicitly taught the letter formations of all 26 letters, upper- and lowercase, in Level K. Given the systematic and cumulative nature of Fundations, 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)</p>
L.1.1b	Use common, proper, and possessive nouns.	n/a
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	n/a
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	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)
L.1.1f	Use frequently occurring adjectives.	n/a
L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	n/a
L.1.1h	Use determiners (e.g., articles, demonstratives).	n/a
L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).	n/a
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.1.2a	Capitalize dates and names of people.	<p>Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The Dictation (Composition Book) Activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization. Dictation/Sentences: (description p. 36): (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; 163; 167; 169; 171; 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; p. 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: p. 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)</p> <p>The Teach Trick Words-Reading Activity also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multimodal way to explicitly teach capitalization. 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)</p>
L.1.2b	Use end punctuation for sentences.	<p>Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. The Dictation Activity requires students to write sentences with attention to punctuation. Dictation/Sentences: (description p. 36): (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; 163; 167; 169; 171; 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; p. 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: p. 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).</p> <p>The Teach Trick Words-Reading Activity also reinforces the key elements of sentence structure such as capitalization and punctuation. The punctuation squares that are part of the Sentence and Syllable Frames are used to explicitly teach about end punctuation. 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).</p>
L.1.2c	Use commas in dates and to separate single words in a series.	

<p>L.1.2d</p>	<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>Foundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (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)</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)</p> <p>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; p263), (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>The Home Support Packet activities reinforce encoding skills.</p>
---------------	--	--

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<p>Foundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: 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)</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)</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>The Home Support Packet activities reinforce encoding skills.</p>
Knowledge of Language		
L.1.3	Begins in Grade 2	
Vocabulary Acquisition and Use		
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.	
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Supported throughout Foundations activities
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	Introduce New Concepts: (Unit 10, page 341, 348, Unit 11 page 387, Unit 13 pages 442, 445, 452, 455, 462, 465) Word of the Day (description p. 56): (Unit 10 page 343, 349, 352, Unit 11 page 389, 393, Unit 13 pages 444, 454, 456, 464, 466, Unit 14 pages 485, 494) Word Talk (description p. 58) (Unit 13 pages 446, 449, 450, 458, Unit 14 pages 486, 496, 498) Word Play (description p. 60) (Unit 13 page 448, Unit 14 pages 482, 484, 490) Make It Fun (description p. 60) (Unit 13 pages 457, 467, Unit 14 pages 487, 493, 495)
L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Supported throughout Foundations activities

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 1

L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Supported throughout Foundations activities
L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<i>Opportunities to teach multiple word meanings in the following activities: Word of the Day (description p. 56) (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485) Word Talk (description p. 58) (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330, 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498)</i>
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Word of the Day (description p. 56) (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485,) Word Talk (description p. 58) (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330, 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498)
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	n/a
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	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)

Reading Foundational Skills

RF. 2. 1 Print Concepts

Std. #	Standard Language	Primary Citations
Print Concepts		
RF.2.1	Not applicable in grade 2.	

RF.2.2 Phonological Awareness

Std. #	Standard Language	Primary Citations
Phonological Awareness		
RF.2.2	Not applicable in grade 2.	

RF.2.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words

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

Fundations explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach across four levels (K, 1 2, 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.

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.

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 & 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.

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.

Std. #	Standard Language	Primary Citations
Phonics and Word Recognition		
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (Resources: p. 140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516) By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. Unit 1 Introduction (p. 70), Unit 3 Introduction (p. 126), Unit 4 Introduction (p. 142), Unit 5 Introduction (multisyllabic words) (p. 172), Unit 6 Introduction (p. 202), Unit 7 Introduction (p. 230), Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444). Students must

		<p>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) (Unit 13: p. 395) (Unit 15: p. 451) 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) Word of the Day (description p. 56-57): (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258),(Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p.459), Word Talk (description p. 58-59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p.400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) Make It Fun (description p. 60): (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 2 and Foundations® Readers Level 2 explicitly correspond to the scope and sequence of Foundations for grade 2.</p>
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>In grade 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). Foundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception).</p> <p>Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following, and are used in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up),</p>

		<p>Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk, and Make It Fun. Also, see Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 12 Introduction (p. 370), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444), Unit 16 Introduction (p. 472).</p> <p>Dictation/Sounds (description p. 28): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) Dictation/Words (description p. 30-35): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) Dictation/Sentences (description p. 38-39): Dictation (Dry Erase/Composition Books/Check-Up) (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) Drill Sounds/Warm-Up (description p. 40-41): (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484) Echo/Find Letters (description p. 42-43): (Orientation: p. 65) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) Echo/Find Words (description p. 44-49): (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) Introduce New Concepts: (Unit 10: p.318, p.321, p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p. 420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) Word of the Day (description p. 56-57): (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480) Word Talk (description p. 58-59): (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484) Make It Fun (description p. 60): (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463)</p> <p>Also, students have the opportunity to apply taught skills when using the Fundations® Fluency Kit 2 (included in the Teacher’s Kit). Also available is the Fundations® Readers Level 2, which correspond to Fundations’ scope and sequence for grade 2.</p>
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	<p>In Fundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multimodal 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)</p>

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 2

		<p>(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>
RF.2.3d	Decode words with common prefixes and suffixes.	<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>
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	<p>Students learn to identify words with inconsistent but common letter-sound correspondences when they learn both closed and vowel-consonant-e syllable exceptions. Unit 3 Introduction (p. 126), Unit 6 Introduction (p. 202). Once introduced, these exceptions are included in word resources for all units following, and students must distinguish between regular and inconsistent letter-sound correspondences in both single and multisyllabic words in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find, Words, Word of the Day, Word Talk, and Make It Fun.</p> <p>Dictation/Words (description 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), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p.</p>

		<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) (Unit 13: p. 395) (Unit 15: p. 451) 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) Word of the Day (description p. 56-57): (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p. 459), Word Talk (description p. 58-59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) Make It Fun (description p. 60): (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463)</p> <p>Also, students have the opportunity to apply taught skills when using the Fundations® Fluency Kit 2 and the Fundations® Readers Level 2 which explicitly correspond to the scope and sequence of Fundations for grade 2.</p>
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	<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 Fundations) are taught as words to be quickly recognized. High frequency irregular sight words are taught for quick recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for quick recognition for reading and spelling to allow students to access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri, 2014). In Level 2 Fundations students will learn 81 trick words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (fry & Kress, 2006).</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) 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>

Fundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 2

		Also, students have the opportunity to apply taught skills when using the Fundations® Fluency Kit 2 and the Fundations® Readers Level 2 which explicitly correspond to the scope and sequence of Fundations for grade 2.
--	--	--

RF.2.4 Fluency - Read with sufficient accuracy and fluency to support comprehension.

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.

Std. #	Standard Language	Primary Citations
Fluency		
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.2.4a RF.2.4b RF.2.4c	<p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. 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). Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. Word of the Day (description p. 56): (Unit 4: 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. 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>

Reading Literature

Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards 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.

Std. #	Standard Language	Primary Citations
Key Ideas and Details		
RL.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity , which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. Storytime (description p. 60): (Unit 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.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	n/a
RL.2.3	Describe how characters in a story respond to major events and challenges.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity , which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. Storytime (description p. 60): (Unit 2: 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).
Craft and Structure		
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 2

Std. #	Standard Language	Primary Citations
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity , which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. Storytime (description p. 60): (Unit 2: 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).
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	N/A
Integration of Knowledge and Ideas		
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	N/A
RL.2.8	Not applicable to literature	N/A
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	N/A
Range of Reading and Level of Text Complexity		
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	N/A

Reading Informational Text

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 Storytime Activity provides opportunities for students to engage in reading for purpose and understanding.

Std. #	Standard Language	Primary Citations
Key Ideas and Details		
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity , which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency: Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453; 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509) Also see the Storytime Extension Activity on the Foundations Learning Community for additional practice.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity , which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. Storytime (description p. 60): (Unit 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.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Craft and Structure		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries,	

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 2

	indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
Integration of Knowledge and Ideas		
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	n/a
RI.2.8	Describe how reasons support specific points the author makes in a text.	n/a
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	n/a
Range of Reading and Level of Text Complexity		
RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	n/a

Writing

Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the **Storytime Activity**.

Std. #	Standard Language	Primary Citations
Text Types and Purposes		
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	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)
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	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. 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)
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Although 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)
Production and Distribution of Writing		
W.2.4	Begins in Grade 3	n/a
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 2

W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	n/a
Research to Build and Present Knowledge		
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	n/a
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	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)
W.2.9	Begins in Grade 4	n/a
Range of Writing		
W.2.10	Begins in Grade 3	n/a

Speaking and Listening

Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards as the Foundations Learning Activity procedures and routines require students to participate in collaborative conversations.

Std. #	Standard Language	Primary Citations
Comprehension and Collaboration		
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<p>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>
SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks 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. 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>
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
SL.2.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<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</p>

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 2

		<p>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>
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<p>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>
Presentation of Knowledge and Ideas		
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<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: 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>
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<p>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)</p>
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>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.</p>

	(See grade 2 Language standard 1 for specific expectations.)	
--	--	--

Language

Foundations supports this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling.

Std. #	Standard Language	Primary Citations
	Conventions of Standard English	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	
L.2.1a	Use collective nouns (e.g., group).	n/a
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	n/a
L.2.1c	Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	n/a
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i>).	n/a
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	Storytime (description p. 60): (Unit 7: p. 251)
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)	n/a
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.2a	Capitalize holidays, product names, and geographic names.	<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. 309), (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),</p>

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 2

Std. #	Standard Language	Primary Citations
		(Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)
L.2.2b	Use commas in greetings and closings of letters.	n/a
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	n/a
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	<p>Students learn to segment and spell words in correspondence to decoding patterns.</p> <p>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>
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<p>Students are encouraged to use their Student Notebook. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups.</p> <p>Word of the Day (description p. 56): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510), “Look words up” in Student Notebook Level 2 (description p. 54)</p>
Knowledge of Language		

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 2

Std. #	Standard Language	Primary Citations
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.3a	Compare formal and informal uses of English.	<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>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), Dictation: (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), Student Notebook Level 2</p>
Vocabulary Acquisition and Use		
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	<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>
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	<p>Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in Unit 4 (See Unit 4 p. 142- 170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in Unit 5 (See Unit 5 p. 172- 200) and are included in word resources for all units following for all decoding activities. Affixes -ive is explicitly taught in Unit 6 (See Unit 6 p.202-229) and are included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in Unit 7 (See Unit 7 p. 230-266) and are included in word resources for all units following for all decoding activities. During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 56-57): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p.</p>

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 2

Std. #	Standard Language	Primary Citations
		258 Word Talk (description p. 58-59) : (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262)
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).	<p>Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in Unit 4 (See Unit 4 p. 142- 170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in Unit 5 (See Unit 5 p. 172- 200) and are included in word resources for all units following for all decoding activities. Affixes -ive is explicitly taught in Unit 6 (See Unit 6 p.202-229) and are included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in Unit 7 (See Unit 7 p. 230-266) and are included in word resources for all units following for all decoding activities. During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 56-57): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258 Word Talk (description p. 58-59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262)</p>
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).	Introduce New Concepts : (Unit 5: p. 176-177)
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<p>Students are encouraged to use their Student Notebook. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups.</p> <p>Word of the Day (description p. 56): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510), “Look words up” in Student Notebook Level 2 (description p. 54)</p>
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	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

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 2

Std. #	Standard Language	Primary Citations
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), Fluency Kit 2 Materials 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
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	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

Foundational Skills

RF. 3.1 Print Concepts

Std. #	Standard Language	Primary Citations
Print Concepts		
RF.3.1	Not applicable in grade 3.	

RF.3.2 Phonological Awareness

Std. #	Standard Language	Primary Citations
Phonological Awareness		
RF.3.2	Not applicable in grade 3.	

RF.3.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words

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.

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.

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.

Std. #	Standard Language	Primary Citations
Phonics and Word Recognition		
RF.3.3	Know and apply grade-level	phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	Foundations explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re , beginning in the Bonus Unit (see Bonus Unit Introduction : p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (Resources : p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: Introduce New Concepts and Make It Fun activities. Introduce New Concepts (description p. 70) (Bonus Unit: p. 269; p. 273; p. 280; p. 282; p. 284-285) Make It Fun (description p.70): (Bonus Unit: p. 274; p. 276; p. 283)
RF.3.3b	Decode words with common Latin suffixes.	Foundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or beginning in Unit 2 (see Unit 2 p.114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Foundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292 -319, Unit 9 p. 360-399, Unit 10 p. 400-439, Unit 12 p. 468-496). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all decoding activities. (Resources : p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p.434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Students practice decoding words with suffixes during activities that include decoding once suffixes are addressed in Unit 2: Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun activities. Introduce New Concepts (description p.70) (Unit 2: p. 118-119; p. 120-121; p. 122-123; p. 125; p. 126; p. 129; p.131; p. 133; p. 139; p. 141) (Unit 4: p. 175; p. 178-179; p. 184-185; p. 188-189) (Bonus Unit: p. 269; p. 280- 281) (Unit 7: p. 296 -297; p.298-299; p.306-307; p.308) (Unit 8:; p.329) (Unit 9: p.376; p.384-385; p.388-389) (Unit 10: p. 426-427) (Unit 12: p. 487), (Unit 14: p.542-543) Word of the Day (description p. 66) : (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312),(Unit 8: p. 328; p. 330; p.332; p. 338; p.

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
		<p>340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418;p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13:p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p.546; p. 548) Word Talk (description p. 68): (Unit 2: p.128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258),(Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452;p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) Make It Fun (description p.70): (Unit 2: p. 127; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549).</p>
RF.3.3c	Decode multisyllable 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 multimodal 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), (Unit 14: p. 541; p. 549) Word Play (description p. 70): (Unit 5: p. 208), (Bonus Unit: p. 278)</p>
RF.3.3d	Read grade-appropriate irregularly spelled words.	<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 quickly 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.</p>

RF.3.4 Fluency - Read with sufficient accuracy and fluency to support comprehension.

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.

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.

Std. #	Standard Language	Primary Citations
Fluency		
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.3.4a	Read grade-level text with purpose and understanding.	<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>
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Reading Literature

Note: Foundations® thoroughly teaches the Foundational Skills of Reading Standards, and strongly supports the Reading, Writing, Language Standards and English/Language Arts Shifts. It is expected that Foundations® is centered within more formalized instruction and wide reading experiences.

Std. #	Standard Language	Primary Citations
Key Ideas and Details		
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	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.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	n/a
Craft and Structure		
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	n/a
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
	each successive part builds on earlier sections.	
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	n/a
Integration of Knowledge and Ideas		
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	n/a
RL.3.8	Not applicable to literature	n/a
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	n/a
Range of Reading and Level of Text Complexity		
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.	n/a

Reading Informational Text

Note: Foundations® thoroughly teaches the Foundational Skills of Reading Standards, and supports the Reading, Writing, Language Standards and English/Language Arts Shifts. It is expected that Foundations® is centered within more formalized instruction and wide reading experiences.

Std. #	Standard Language	Primary Citations
Key Ideas and Details		
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	n/a
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	n/a
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	n/a
Craft and Structure		
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.	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, scribe, sist, spec, struct, and tract are the focus. 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. 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 4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550).

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	n/a
RI.3.6	Distinguish their own point of view from that of the author of a text.	n/a
Integration of Knowledge and Ideas		
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	n/a
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	n/a
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	n/a
Range of Reading and Level of Text Complexity		
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
	high end of the Grades 2-3 text complexity band independently and proficiently.	

Writing

Note: Foundations® thoroughly teaches the Foundational Skills of Reading Standards, and strongly supports the Reading, Writing, Language Standards and English/Language Arts Shifts. It is expected that Foundations® is centered within more formalized instruction and wide reading experiences and explicit writing instruction. As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address the Writing Standard because it is expected that the core ELA program would include instruction in this standard.

Std. #	Standard Language	Primary Citations
Text Types and Purposes		
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	n/a
W.3.1b	Provide reasons that support the opinion.	n/a
W.3.1c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	n/a
W.3.1d	Provide a concluding statement or section.	n/a
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	n/a
W.3.2b	Develop the topic with facts, definitions, and details.	n/a
W.3.2c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>)	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
	to connect ideas within categories of information.	
W.3.2d	Provide a concluding statement or section.	n/a
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	n/a
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	n/a
W.3.3c	Use temporal words and phrases to signal event order.	n/a
W.3.3d	Provide a sense of closure.	n/a
Production and Distribution of Writing		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above).	n/a
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
	needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including Grade 3).	
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	n/a
Research to Build and Present Knowledge		
W.3.7	Conduct short research projects that build knowledge about a topic.	n/a
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	n/a
W.3.9	Begins in Grade 4	n/a
Range of Writing		
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	n/a

Speaking and Listening

Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards as the Foundations Learning Activity procedures and routines require students to participate in collaborative conversations.

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.

Std. #	Standard Language	Primary Citations
Comprehension and Collaboration		
SL.3.1	Engage effectively in a range of collaborative conversations (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.	
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	n/a
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	n/a
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

SL.3.1d	Explain their own ideas and understanding in light of the discussion.	n/a
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	n/a
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	n/a
Presentation of Knowledge and Ideas		
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	n/a
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	n/a
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to	n/a

	provide requested detail or clarification (See Grade 3 Language Standards 1 and 3 for specific expectations.)	
--	---	--

Language

Foundations supports this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling.

Std. #	Standard Language	Primary Citations
Conventions of Standard English		
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	n/a
L.3.1b	Form and use regular and irregular plural nouns.	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).
L.3.1c	Use abstract nouns (e.g., childhood).	n/a
L.3.1d	Form and use regular and irregular verbs.	n/a
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	n/a
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	n/a
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Forming and using comparatives and superlatives is taught within the study of word structure for reading and spelling: Introduce New Concepts (Unit 2 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)
L.3.1h	Use coordinating and subordinating conjunctions.	n/a
L.3.1i	Produce simple, compound, and complex	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
	sentences.	
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a	Capitalize appropriate words in titles.	n/a
L.3.2b	Use commas in addresses.	n/a
L.3.2c	Use commas and quotation marks in dialogue.	n/a
L.3.2d	Form and use possessives.	n/a
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	<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 multimodal 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> <p>p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) Dictation/Sentences (description p. 42): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) Echo/Find Words</p>

Fundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
		<p>(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 & 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 & Trick Words (description p. 40): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p.507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) Dictation/Sentences (description p. 42): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p.507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549).</p>
L.3.2f	Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations activities for encoding words with these syllable types include: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts and Make It Fun . For single-syllable words, students must segment sounds and identify the

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
	writing words.	<p>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 multimodal approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p> <p>Also, Foundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.</p> <p>Dictation/Words (description 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. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p.427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p.511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) Dictation/Sentences (description p. 42): (Unit 1: p. 95;p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189;p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p.341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p.489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) Echo/Find Words (description p. 48; p. 50; p. 52): (Orientation p. 79),), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p.233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p.427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Introduce New Concepts (description p. 70): (Unit 1: p. 105) (Unit 3: p. 157; p. 158-159 p. 162) (Unit 4: p. 175; p. 178-179; p. 184-185) (Unit 5: p. 204-205; p. 212-213) (Unit 6: p.234-235; p.242; p. 252) (Bonus Unit: p. 271; p. 273; p. 283) (Unit 7: p. 296-297; p.298-299; p.308) (Unit 8: p.326; p.328-329; p.346-347) (Unit 9: p.366-367; p.375; p.376-377; p.386; p. 388-389) (Unit 10: p. 406; p. 408-409; p. 414-415; p. 416; p. 426-427) (Unit 11: p. 444-445; p.446-447; p.457) (Unit 12: p. 473; p.485; p.486-487) (Unit 13: p.504; p.515) (Unit 14: p.534-535; p.544-545) Make It Fun (description p. 70): (Unit 2: p. 127; p. 144) (Unit 4: p. 181, p.189), (Unit 5: p. 209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 11: p. 453; p. 463), (Unit 12: p. 481; p. 487; p. 491), (Unit 13: p. 517), (Unit 14: p. 549).</p>
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 2010), so that they not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the Guess Which One activity in all

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
		<p>Units.</p> <p>Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. (See Introduce New Concepts: (Unit 5: p. 214-215; p. 217) Make It Fun (Unit 5: p. 218) (Unit 10: p. 412; p. 423) (Unit 13: p. 517) (Unit 14: p. 549)) Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials such as Foundations classroom posters, Cursive Writing Desk Strips, etc. (Foundations Introduction – Skills Taught in Foundations: p. 4, p. 5, p. 8) (Foundations Introduction – Student Success: p. 11)</p> <p>Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Word of the Day (description p. 66): (Unit 1: p. 94; p. 96; p. 101; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)</p>
Knowledge of Language		
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3a	Choose words and phrases for effect.	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.
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.	n/a
Vocabulary Acquisition and Use		
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
L.3.4a	Use sentence-level context as a clue to the meaning of a word or	n/a

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
L.3.4b	<p>phrase.</p> <p>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>	<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 4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550).</p>
L.3.4c	<p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)</p>	<p>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 4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550).</p>
L.3.4d	<p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 2010), so that they not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the Guess Which One activity in all Units.</p> <p>Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. (See Introduce New Concepts: (Unit 5: p. 214-215; p. 217) Make It Fun (Unit 5: p. 218) (Unit 10: p. 412; p. 423) (Unit 13: p. 517) (Unit 14: p. 549)) Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials such as Foundations classroom posters, Cursive Writing Desk Strips, etc. (Foundations Introduction – Skills Taught in Foundations: p. 4, p. 5, p. 8) (Foundations Introduction – Student Success: p. 11)</p> <p>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</p>

Foundations® Alignment to Mississippi College- and Career-Readiness Standards for English Language Arts – Grade 3

Std. #	Standard Language	Primary Citations
		4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Word of the Day (description p. 66): (Unit 1: p. 94; p. 96; p. 101; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)
L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	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.
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	n/a
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	n/a
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationship (e.g., After dinner that night we went looking for them).	n/a