

Wilson Foundations® Program Alignment to New York State Next Generation English Language Arts Learning Standards (2017)

Foundations provides teachers in K-3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

The power of this **supplemental program** is that it overlaps skills, not treating them in isolation, so that a **daily 30-35-minute lesson** teaches and then reinforces many corresponding skills.

Foundations is a **multisensory, structured literacy** program. It is systematic, cumulative, and explicit with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning.

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

Foundations provides high quality instructional materials. Significant features include:

- Each level of Foundations has a teacher’s manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has lesson plan roadmap with a comprehensive two-page presentation including a quick-glance for the day’s activities as well as teacher and student material needs.
- A free companion website provides teachers with additional resources and support, including printable material, animations and video demonstrations, and discussion boards.
- A Home Support Packet provides teachers with a letter and accompanying material for each unit in each level.
- Differentiated instruction is provided for advanced and struggling students, ELL students, and students with a language-based learning disability. Suggestions appear in learning activities sections and unit introductions in the Teacher’s Manuals, and on the web-based Learning Community.
- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small group Tier 2 Foundations are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.



Foundations[®] Level K Program

Alignment to New York State Next Generation
English Language Arts Learning Standards
(2017)

| Kindergarten Reading Standards (Literary and Informational Text) KR | |
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| Key Ideas and Details | |
| KR1: Develop and answer questions about a text. (RI&RL) | <p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard.</i></p> <p>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 PLC provides a list of Guiding Questions for teachers to support understanding.</p> <p>Storytime: (Unit 1: p. 72; p. 142); (Unit 3: p. 245; p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 376; p. 386; p. 396; p. 406)</p> |
| KR2: Retell stories or share key details from a text. (RI&RL) | <p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, the Storytime activities support this standard.</i></p> <p>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 PLC provides a list of Guiding Questions for teachers to support understanding.</p> <p>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 Unit 5: p. 395; p. 405)</p> |
| KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL) | <p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard.</i></p> <p>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 PLC provides a list of Guiding Questions for teachers to support understanding.</p> <p>Storytime (description p. 48): (Unit 1: p. 72; p. 142) (Unit 3: p. 245, p. 285; p. 295, p. 311; p. 321) (Unit 5: 367; p. 386) Make it Fun: (Unit 5: p. 385; p. 395; p. 405)</p> |
| Craft and Structure | |
| KR4: Identify specific words that express feelings and senses. (RI&RL) | <p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and</i></p> |

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| | <i>handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i> |
| KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL) | <p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard.</i></p> <p>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 PLC provides a list of Guiding Questions for teachers to support understanding.</p> <p>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; p. 311) (Unit 4: p. 356) (Unit 5: p. 367; p. 376, p. 386, p. 406) Make it Fun: (Unit 5: p. 385; p. 395; p. 405)</p> |
| Integration and Knowledge of Ideas | |
| KR7: Describe the relationship between illustrations and the text. (RI&RL) | <p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard.</i></p> <p>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 PLC provides a list of Guiding Questions for teachers to support understanding.</p> <p>Specifically, the parts III and IV of the Echo stories from the Storytime activity support this standard: Part III - Part III requires the teacher to perform the story and then as students retell the story, the teacher will illustrate the story with simple pictures on chart paper. Teacher models retelling the story using the illustrations. Students then can retell the story using the pictures. Storytime: (Unit 1: p. 92; p. 162) (Unit 3: p. 265) Part IV - Teacher models retelling the story using the illustrations from previous week and then students retell the story using the pictures. Teachers read the story on large chart paper one sentence at a time and students echo. Sentences are scooped and read in phrases. Then the illustrated story and the printed story are compared and used to tell the story. Storytime: (Unit 1: p. 102; p. 172) (Unit 3: p. 275)</p> |
| KR8: Identify specific information to support ideas in a text. (RI&RL) | <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> |
| KR9: Make connections between self, text, and the world. (RI&RL) | <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> |

Kindergarten Reading Standards: Foundational Skills | KRF

Print Concepts

KRF1: Demonstrate understanding of the organization and 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. Additional practice in print awareness activities is provided with the Duet Books found in the *Geodes Level K Library* which aligns specifically with the scope and sequence of Foundations Level K.

KRF1a: Follow words from left to right, top to bottom, and page by page.

Storytime activities recommend books and direct teachers to discuss print and book awareness. **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)

Activities using the blue Sentence Frames are used to help explicitly teach word awareness (spacing between words). These frames allow students to discern separate words in a dictated sentence. The very visual of using the individual sentence frames helps students recognize that there is a separation of words in a sentence. Students are not only made aware, they experience it with manipulatives. Furthermore, the teacher **explicitly** and **intentionally** builds a sentence with the Sentence Frames from left to right and re-reads the sentence from left to right with the demonstration of scooping. The very use of manipulatives makes it explicit not implicit. This demonstration allows students to see and experience it, and not just hear a teacher say it. These skills are emphasized throughout Unit 1 in the Word Play activity. **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). It also is taught throughout the year in the following activities: **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 – 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**

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| | <p>(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>It can also be noted that the use of the Sentence Frames in the above activities demonstrate sentence boundaries (start with an uppercase letter and end with punctuation) as well as the awareness of uppercase versus lowercase letters.</p> <p>Additional activities are provided in the Home Support Packet (p. 16, 112)</p> |
| <p>KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p> | <p>Standard Sound Cards and Letter Tiles demonstrate the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. 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) 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>KRF1c: Understand that words are separated by spaces in print.</p> | <p>Activities using the blue Sentence Frames are used to help explicitly teach word awareness (spacing between words). These frames allow students to discern separate words in a dictated sentence. The very visual of using the individual sentence frames helps students recognize that there is a separation of words in a sentence. Students are not only made aware, they experience it with manipulatives. Furthermore, the teacher explicitly and intentionally builds a sentence with the Sentence Frames from left to right and re-reads the sentence from left to right with the demonstration of scooping. The very use of manipulatives makes it explicit not implicit. This demonstration allows students to see and experience it, and not just hear a teacher say it. These skills are emphasized throughout Unit 1 in the Word Play activity. 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). It also is taught throughout the year in the following activities: 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 – Read Sentences (Unit 4: p. 317, 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> |

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| | <p>It can also be noted that the use of the Sentence Frames in the above activities demonstrate sentence boundaries (start with an uppercase letter and end with punctuation) as well as the awareness of uppercase versus lowercase letters.</p> <p>Students are taught and then demonstrate many conventions of print including letter formation, punctuation, spacing between words, and more (see Reading Rockets “Why use Dictation?” (https://www.readingrockets.org/strategies/dictation). Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359; p. 361; p. 369; p. 371; p. 373; p. 381)</p> <p>Additional activities are provided in the Home Support Packet (p. 31) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> |
| <p>KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.</p> | <p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multi-modal/multisensory manner using engaging materials. In these activities, students identify and name letters: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, 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. 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) 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) 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. 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); Skywrite/Letter</p> |

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| | <p>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); 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) 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) 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)</p> <p>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 Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> |
| KRF1e: Identify the front cover, back cover, and title page of a book. | <p>Storytime activities recommend books and direct teachers to discuss print and book awareness such as front cover, back cover, and title page of a book. Storytime (description p. 48): (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)</p> <p>Additional activities are provided in the Home Support Packet (p. 16, 112)</p> |
| Phonological Awareness | |
| KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | <p>By design, Foundations Level K sets as the goal to efficiently focuses on the most complex phonemic awareness skill of phoneme blending and segmentation which research identifies as the key skill and the functional value in decoding/reading. Phonemic awareness instruction in Level K tunes students into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). Although Foundations doesn't name an activity "Phonemic Awareness," the oral language exercises of isolating phonemes in a spoken word are ample. The skill of isolating phonemes orally first (without letters) in a spoken word is emphasized in the procedure of Echo/Find Words and Dictation Activities. During these activities students first hear the word and must segment the sounds using the Wilson® finger tapping technique to analyze, segment, and clarify words into phonemes. Several words are studied with each lesson which helps students recognize when a specified phoneme is added, changed, or removed (phoneme manipulation). Foundations spends some (but not extensive) time dedicated to lower-level PA skills (i.e., rhyming, alliteration, syllable awareness, onset-rime). Even so, these activities are included in Make it Fun, Word Play, and Storytime activities in the standard lesson as well as with the Home Support Packet and on the companion website.</p> |
| KRF2a: Recognize and produce spoken rhyming words. | <p>Instruction emphasizing phonological awareness 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> |

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| | Additional activities are provided in the Home Support Packet (p. 16), and the online resource community called the Prevention Learning Community for Foundations (PLC) which teachers have access to with purchase of the Level K Manual (See Expert Tips/Ideas section). |
| KRF2b: Blend and segment syllables in spoken words. | Word Play (description p. 48): (Unit 1: p. 100, p. 111; p. 120) Additional activities are provided on the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section) |
| KRF2c: Blend and segment onsets and rimes of spoken words. | Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. Storytime (description p. 48): (Unit 1: p. 113; p. 123; p. 183). Activities including alliteration or groups of words with the same initial sound include: p. 98; p.128; Storytime p 132 . Additional activities are provided in the Home Support Packet (p. 57) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC) |
| KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words. | Phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In Unit 1, instruction focuses on letter-sound correspondences to prepare students for phonemic awareness instruction that begins in Unit 2 through the end of the year. Beginning in Unit 2, students’ phonemic awareness is established through the Word Play-Make Words for Decoding and Word-Play-Make Nonsense Words activities. Finger tapping is used to segment and clarify phonemes before blending them to read the word. This helps to develop a student’s awareness about the way phonemes are coarticulated when they are blended. Foundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (NICHD, 2000.) 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) Word Play-Make Nonsense Words: (Unit 3: p. 243; p. 253; p. 263; p. 273; p. 283; p. 293; p. 308), (Unit 4: p. 318, p. 328, p. 338) (Unit 5: p. 361, p. 371; p. 381; p. 390; 401) Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349). Additional Make it Fun activities support the skill of students blending spoken phonemes to form one-syllable words: Make it Fun: (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 337). Additional activities are provided in the Home Support Packet (p. 58-61, 85-88) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Instruction in Level K ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce |

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| | <p>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 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>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)</p> <p>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). Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p> |
| <p>KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.</p> | <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 (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> |
| <p>Phonics and Word Recognition</p> | |
| <p>KRF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> | <p>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. 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. 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</p> |

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| | <p>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. Encoding (spelling) skills are taught in tandem with decoding skills and include Introduce New Concepts, Echo/Find Words, Dictation Words and Sentences. Additional decoding practice is provided with the 32 Duet Books found in the <i>Geodes Level K Library</i> which aligns specifically with the scope and sequence of Foundations Level K. Each child-read text at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units for students to practice taught phonetic elements and Foundations® Trick Words in connected text.</p> |
| <p>KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</p> | <p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, 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. 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) 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) 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. 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); 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> |

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| | <p>p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226); 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) 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) 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).</p> <p>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 Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> |
| <p>KRF3b: Decode short vowel sounds with common spellings.</p> | <p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level 1 is the closed syllable type and the short vowel sounds.</p> <p>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: 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.</p> |

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| | <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: 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> |
| <p>KRF3c: Decode some regularly spelled one-syllable words.</p> | <p>In Level K, students identify and fluently produce sounds of consonants (primary), short vowels, and basic digraphs. Students learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants f, m, n, l, r and s. 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. This is practiced daily with the Word Play-Make Words for Decoding and Make it Fun activities.</p> <p>Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Word Play (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) Emphasize the fluent reading of sentences; using phrasing. Word Play – Read Sentences (Unit 4: p. 317, 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) Make it Fun- Change the Sentence (Unit 5: p. 355; p. 365; p. 375) Storytime (Unit 4: p. 331; p. 341) (Note: words up to three sounds, including digraphs, are included in the Level K curriculum, see Unit 2-5. Words with four sounds will be explicitly taught in the Foundations Level 1 curriculum.)</p> <p>Additional activities are provided in the Home Support Packet (58-61, 85-88, 93, 94, 96-98, 102-104) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> |
| <p>KRF3d: Read common high-frequency words by sight.</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 and are called Trick Words in Foundations. Starting in Unit 3, several trick words are introduced and practiced in the Teach Trick Words and Trick Word Practice activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary. Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Words taught as Trick Words in Level K: the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do ; one; Level K students will be able to <i>read</i></p> |

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| | 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. |
| Fluency | |
| KRF4: Will engage with emergent level texts and read-alouds to demonstrate comprehension. | <p><i>Although Foundations® is not a comprehensive core program, Foundations does provide instruction to help students learn how to think actively while reading and to self-monitor their understanding. This instruction includes the development of students' ability to form visual image or construct mental picture from words using a process called Wilson Comprehension S.O.S.™. (See Teacher's Manual p. 6)</i></p> <p>Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182); (Unit 2: p. 199; p. 208; p. 218); (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 311; p. 321; p. 331; p. 341); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); Make it Fun (These two activities are an extension of the Storytime) (Unit 5: p. 395; p. 405)</p> <p>Students also apply their decoding skills when reading sentences written on Sentence Frames. This activity develops prosody (reading a sentence with phrasing) and reading for meaning. 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) Students also read connected text with prosody and expression in sentences in: Word Play (description p. 48): (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), 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), Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 395; p. 403), Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</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, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the Geodes® Level K Classroom Library (in press 2020), which provides 48 titles explicitly corresponding to Foundations' scope and sequence for grade K. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p> |

| Kindergarten Writing Standards KW | |
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| Text Types and Purposes | |
| <p>KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.</p> | <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>KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.</p> <p>KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.</p> <p>KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).</p> | <p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard.</i></p> <p>Storytime (description p. 48): (Unit 1: P. 92, P. 102, p. 162; p. 172) (Unit 3: p. 265, p. 275)</p> <p>Although Foundations is not a comprehensive writing program it does recommend that each student use a My Foundations Journal which includes a picture box and writing lines using the Wilson grid. This can be used anytime during the day as it is not part of the standard lesson time. At the beginning of the year, teachers can simply have students make pictures in it, adding words as the year progresses.</p> <p>Students draw and/or write in their My Foundations Journal several times a week. (See Reminders: p. 93, p. 293, p. 265, p. 298; p. 341, p. 367, p. 376, p. 387, p. 396)</p> |
| <p>W5: Begins in Grade 4</p> | <p><i>Begins in Grade 4</i></p> |
| Research to Present Knowledge | |
| <p>KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.</p> <p>KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).</p> | <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> |

| Kindergarten Speaking and Listening Standards KSL | |
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| Comprehension and Collaboration | |
| KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. | Please see detailed sub-standards that follow: |
| <p>KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</p> <p>KSL1b: Participate in conversations through multiple exchanges.</p> <p>KSL1c: Consider individual differences when communicating with 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 component and works both independently and collaboratively with classmates 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 21-48. See also Manual introduction pages 1-20 |
| KSL2: Participate in a conversation about features of diverse texts and formats. | <i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities that center around narrative versus informational text support this standard.</i> Teacher reads the narrative book and asks about characters, setting and main events. Storytime (Unit 5: p. 367; p. 386) Teacher then reads an informational text on the same topic and has students name one fact that they learned after each page. Storytime (Unit 5: 376; p. 396. P 406) |
| KSL3: Develop and answer questions to clarify what the speaker says. | <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> |
| Presentation of Knowledge and Ideas | |
| KSL4: Describe familiar people, places, things, and events with detail. | <p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard.</i></p> <p>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 PLC provides a list of Guiding Questions for teachers to support understanding.</p> <p>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; p. 311) (Unit 4: p. 356) (Unit 5: p. 367; p. 376, p. 386, p. 406) Make it Fun: (Unit 5: p. 385; p. 395; p. 405)</p> |
| KSL5: Create and/or utilize existing visual displays to support descriptions. | <p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard.</i></p> <p>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</p> |

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| | <p>vocabulary, punctuation, and reading fluency. The Storytime Activity provides opportunities for students to engage in reading for purpose and understanding. The PLC provides a list of Guiding Questions for teachers to support understanding.</p> <p>Specifically, the parts III and IV of the Echo stories from the Storytime activity support this standard:</p> <p>Part III - Part III requires the teacher to perform the story and then as students retell the story, the teacher will illustrate the story with simple pictures on chart paper. Teacher models retelling the story using the illustrations. Students then can retell the story using the pictures. Storytime: (Unit 1: p. 92; p. 162) (Unit 3: p. 265)</p> <p>Part IV - Teacher models retelling the story using the illustrations from previous week and then students retell the story using the pictures. Teachers read the story on large chart paper one sentence at a time and students echo. Sentences are scooped and read in phrases. Then the illustrated story and the printed story are compared and used to tell the story. Storytime: (Unit 1: p. 102; p. 172) (Unit 3: p. 275)</p> |
| KSL6: Express thoughts, feelings, and ideas. | <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> |

| Kindergarten Language Standards KL | |
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| Conventions of Academic English/Language for Learning NOTE: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of Kindergarten. Local curriculum choices will determine which specific skills are included in Kindergarten. | |
| ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (Core Conventions Skills for Prekindergarten → Grade 2) | Please see detailed sub-standards that follow: |
| Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters. | <p>Letter formation is tightly integrated with the learning the letter name and letter sound. Students master letter formation with verbal cues, repetition, sky writing, tracing, and writing practice. Letter formation is initially introduced using gross motor memory during the Sky Write/Letter Formation activity. Teachers use a gradual release approach to support student’s incremental skill mastery. Students first use gross motor memory to trace the letter, then to copy it, and finally to write the letter from memory. Letters are grouped into “like patterns” and grid lines (Wilson grid) for writing are given specific names and used as reference points. Students are guided through a letter’s formation using consistent verbalization.</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); Sky Write/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); 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. 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) Make it Fun (description p. 48): (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 128; p. 138; p. 148; p. 158; p. 178) (Unit 2: p. 227)</p> <p>Students also practice letter formation when doing the Dictation activities. Students write the letter(s) that correspond to the dictated sound or word on the Dry Erase Board with the Wilson grid.</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>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 Prevention Learning Community for Foundations (PLC).</p> |

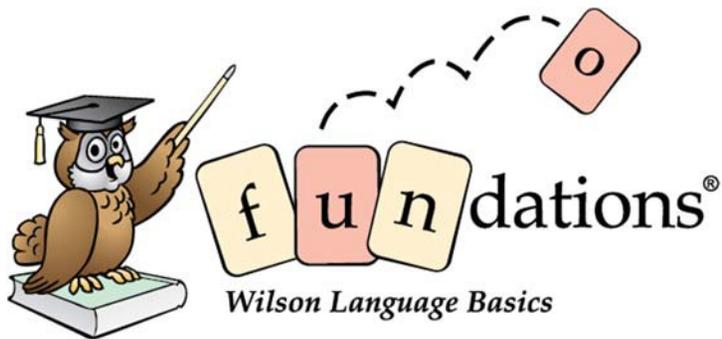
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| Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. | <p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level K does not address these standards directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>That being said, many of these standards are addressed in an incidental way throughout all lesson components. See Learning Activity Overview Section pages 21-48. See also Manual introduction pages 1-20.</p> |
| Use common, proper, and possessive nouns. | |
| Use collective nouns (e.g., group). | |
| Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). | |
| Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). | |
| Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). | |
| Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). | |
| Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | |
| Produce and expand complete sentences in shared language activities. | |
| Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves). | |
| Use verbs → 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). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). | |
| Use frequently occurring adjectives. → Use adjectives or adverbs appropriately. | |
| Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally) | |

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| <p>Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).</p> | |
| <p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (Core Punctuation and Spelling Skills for Prekindergarten → Grade 2)</p> | <p>Please see detailed sub-standards that follow:</p> |
| <p>Attempt to write symbols or letters to represent words.</p> | <p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the sound-spelling patterns taught for decoding. In Kindergarten this includes VC and CVC spelling patterns. Students learn to segment and associate letters with sounds rather than memorize words. Students write words during encoding instruction in the following activities: 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) Students independently write a sentence from dictation. 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) Make it Fun- Change the Sentence: (Unit 5: p. 355; p. 365; p. 375); Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Digraphs are included Level K, see Unit 4-5. Additional activities are provided in the Home Support Packet (89, 95, 106-110) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p> |
| <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).</p> | <p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the sound-spelling patterns taught for decoding. In Kindergarten this includes VC and CVC spelling patterns. Students learn to segment and associate letters with sounds rather than memorize words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity; as well with the Dry Erase Tablet during the Dictation Activity. 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) Students independently write a sentence from dictation. 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) Make it Fun- Change the Sentence: (Unit 5: p. 355; p. 365; p. 375); Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) A key part of learning to spell is the automatic recognition of the letters that correspond to a dictated sound. This is practiced in the Echo/Find Letters (see description 32) and Dictation/Sounds Activities (see description p 25). (Digraphs are included Level K, see Unit 4-5.)</p> |

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| | Additional activities are provided in the Home Support Packet (89, 95, 106-110) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). |
| Write a letter or letters for most consonant and short-vowel sounds (phonemes). | <p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun.</p> <p>Letter-Keyword-Sound (description p. 38): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) Drill Sounds (description p. 30): (Orientation: p. 58), (Unit 1: p. 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) 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) 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. 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); 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); 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> |

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| | <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) 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).</p> <p>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 Prevention Learning Community for Foundations (PLC).</p> |
| Consult reference materials as needed to check and correct spellings. | Each student has a Student Notebook that is a resource for letter-keyword-sounds and for the Trick Words. Teachers encourage students to use notebooks as a support tool (e.g. p. 10, Student Success – Engaging Students in Rigorous Work). |
| Recognize and name end punctuation. → Use end punctuation for sentences. | <p>The following dictation activities have students writing sentences with attention to punctuation. Use of punctuation Sentence Frames provide a multisensory way to explicitly teach punctuation.</p> <p>Introduce New Concepts: (Unit 5: p. 351; p. 379) Dictation/Sentences (description p. 28): (Unit 5: p. 379; p. 383; p. 389; p. 393; p. 403)</p> <p>The following activities reinforce the key elements of sentence structure such as capitalization and punctuation. Use of punctuation Sentence Frames provide a multisensory way to explicitly teach punctuation.</p> <p>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), (Unit 5: p. 358; p. 360; p.368; p. 370; p. 372; 380), 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. p. 381; p. 391; p. 401), Trick Word Practice: (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. 365; p. 375; p. 385; p. 394; p. 404)</p> |
| Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays. | <p>The following dictation activities have students writing sentences with attention to capitalization. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization.</p> <p>Introduce New Concepts: (Unit 5: p. p. 351; p. 379) Dictation/Sentences(description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Make it Fun: (Unit 5: p. 355; p. 365; p. 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization.</p> <p>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> |
| Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters. | <p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level K does not address these standards directly because it is expected that the core ELA program would include instruction in this standard. (Note that contractions are taught in Foundations Level 3.)</i></p> |
| Use an apostrophe to form contractions and frequently occurring possessives. | |
| Knowledge of Language | |
| L3: Begins in Grade 2 | <i>Begins in Grade 2</i> |

| Vocabulary Acquisition and Use | |
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| KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following: | <p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level K does not address these standards directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>That being said, many of these standards are addressed in an incidental way throughout all lesson components. See Learning Activity Overview Section pages 21-48. See also Manual introduction pages 1-20</p> |
| KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | |
| KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. | |
| KL5: Explore and discuss word relationships and word meanings. | |
| KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. | |
| KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | |
| KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful). | |
| KL5d: Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings. | |
| KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | |



Foundations[®] Level 1 Program

Alignment to New York State Next Generation
English Language Arts Learning Standards
(2017)

| 1st Grade Reading Standards (Literary and Informational Text) 1R | |
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| Key Ideas and Details | |
| 1R1: Develop and answer questions about key ideas and details in a text. (RI&RL) | <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>Although Foundations is not a comprehensive core/basal program, it does provide instruction in the Storytime activity that supports this standard. 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. 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. p. 395), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 451; p. 460; p. 470), (Unit 14: p. p. 488; p. 499)</p> |
| 1R2: Identify a main topic or central idea in a text and retell important details. (RI&RL) | |
| 1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL) | |
| Craft and Structure | |
| 1R4: Identify specific words that express feelings and senses. (RI&RL) | <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>Although Foundations is not a comprehensive core/basal program, it does provide instruction in the Storytime activity that supports this standard. 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. 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. p. 395), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 451; p. 460; p. 470), (Unit 14: p. p. 488; p. 499)</p> |
| 1R5: Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL) | |
| 1R6: Describe how illustrations and details support the point of view or purpose of the text. (RI&RL) | |

| Integration and Knowledge of Ideas | |
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| 1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL) | <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>Although Foundations is not a comprehensive core/basal program, it does provide instruction in the Storytime activity that supports this standard. 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. 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. p. 395), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 451; p. 460; p. 470), (Unit 14: p. p. 488; p. 499)</p> |
| 1R8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL) | |
| 1R9: Make connections between self and text (texts and other people/ world). (RI&RL) | |

| 1 st Grade Reading Standards: Foundational Skills 1RF | |
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| Print Concepts | |
| 1RF1: Demonstrate understanding of the organization and basic features of print. | <p>Foundations Level 1 continues to build upon the print awareness skills introduced in Kindergarten. During the Storytime activity, students demonstrate an understanding of the organization of basic features of print. However, as a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not fully address this standard because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction in the Storytime activity that supports aspects of this standard. It should be considered that print awareness is also demonstrated and reinforced during several Foundations activities that use the sentence frames to teach concepts. These activities emphasize reading from left to right, that words are separated by spaces in print, and punctuation and capitalization.</p> |
| 1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | <p>Students systematically learn features of a sentence, including capitalization and punctuation. 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>The Dictation (Composition Book) Activity requires students to write sentences with attention to punctuation and uses a tall or square Sentence Frame to reinforce declarative, exclamatory or interrogative punctuation.</p> <p>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. Use of a tall or square Sentence Frame reinforces declarative, exclamatory or interrogative punctuation.</p> <p>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> |
| Phonological Awareness | |
| 1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | <p>By design, Foundations sets as the goal to efficiently focus 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</p> |

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| | <p>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 <u>without letters</u> 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.</p> |
| <p>1RF2a: Count, blend and segment single syllable words that include consonant blends.</p> | <p>The Foundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Foundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to blend phonemes in words, including words with initial and/or final consonant blends once taught, are including in the following activities: Introduce New Concepts, Make it Fun, Word of the Day, Word Play, and Word Talk.</p> <p>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) 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), 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 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392) 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.</p> |

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| | <p>381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)</p> <p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, 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> |
| <p>1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.</p> <p>1RF2c: Manipulate individual sounds (phonemes) in single-syllable spoken words.</p> | <p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. When working with base words with a suffix attached, students must isolate the base word before tapping out the individual phonemes in the base word only.</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> |

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| | <p>p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Introduce New Concepts: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p> <p>The Foundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Foundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes are including in the following activities:</p> <p>Introduce New Concepts, Make it Fun, Word of the Day, Word Play, and Word Talk.</p> <p>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) 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), 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 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392) 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)</p> |
| Phonics and Word Recognition | |
| 1RF3: Know and apply 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 |

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| | <p>vowel(s) within a syllable. Level 1 students decode and spell the closed and vowel-consonant-e syllables and multisyllabic words with these two syllable types. The Wilson® tapping technique adds a powerful tactile component to clarifying phonemes before blending to decode. 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. Spelling skills are taught with decoding skills through: Introduce New Concepts, Echo/Find Words, Dictation Words and Sentences. Additional decoding practice is provided in the Fluency Kit Level 1, the Foundations Stories Set 1, and with the 64 books in the <i>Geodes Level 1 Classroom Library*</i> which aligns specifically with the scope and sequence of Foundations Level 1.</p> |
| <p>1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).</p> | <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) and are included in word resources for all units following for all decoding 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>The concepts of initial and final consonant blends and digraph blends are explicitly taught in Unit 8 (See Unit 8. p. 270-296) and are included in word resources for all units following for all decoding activities (See Unit Resources p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.)</p> <p>After they are taught, digraphs and blends are then included in the Drill Sounds/Warm-Up activity and Echo/Find Letters activity through the year.</p> <p>Drill Sounds/Warm-Up (description p. 38): (Unit 3: p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p.148; 150), (Unit 4: p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176), (Unit 5: p. 184; p. 186; p. 188; p. 190; p. 192), (Unit 6: 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 7: P. 237; 238; 240; 242; 244; 246; 247; 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264), (Unit 8: p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320), (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. 352; p. 354; p. 356), (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>Echo/Find Letters (description p. 40): (Unit 3: 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>1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).</p> | <p>In Foundations, word analysis strategies for phonetically regular words is sequential and cumulative based on the six syllable types. 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. The vowel-consonant-e syllable is introduced beginning in Unit 11. Foundations activities that include decoding words with this syllable type include: Introduce New Concepts (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13:</p> |

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| | <p>p. 442; p. 452; p. 462) Word of the Day (description p. 56) (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 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 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 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) Storytime (description p. 60): (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488)</p> <p>Long vowel sounds in common 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 Foundations focuses on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p>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)</p> <p>Similarly, students in Level 1 are introduced to long vowel sounds in open syllables in the context of closed syllables but will move on to an in-depth word study of open syllables in Level 2.</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations Fluency Kit 1 and Foundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library*, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1.</p> <p>*Geodes® Level 1 books, published by Great Minds in collaboration with Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Foundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.</p> |
| <p>1RF3c: Decode regularly spelled one-syllable words.</p> | <p>In Foundations, word analysis strategies for phonetically regular words is 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 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:</p> <p>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.</p> |

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| | <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)</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations Fluency Kit 1 and Foundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1.</p> <p>R-controlled vowels and vowel teams are introduced in the Drill Sounds/Warm-Up activity beginning in Unit 8 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 Foundations focuses 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.</p> <p>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)</p> |
| <p>1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.</p> | <p>Foundations 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, <i>including their knowledge that every syllable must have a vowel sound</i>, to analyze single-syllable and multisyllabic words. In Foundations Level 1, students learn to decode closed and vowel-consonant-e syllables in multisyllabic words with these two syllable types.</p> |

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| | <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; p. 433), (Unit 13: p. 460), (Unit 14: 488)</p> |
| <p>1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.</p> | <p>Fundations 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, <i>including their knowledge that every syllable must have a vowel sound</i>, to analyze single-syllable and multisyllabic words. In Fundations Level 1, students learn to decode closed and vowel-consonant-e syllables in multisyllabic words with these two syllable types.</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; p. 433), (Unit 13: p. 460), (Unit 14: 488)</p> <p>Also, students have the opportunity to apply taught skills when using the Fundations Fluency Kit 1 and Fundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Fundations’ scope and sequence for grade 1.</p> |
| <p>1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)</p> | <p>In Level 1, students learn about the concept of base words and suffixes with the suffixes -s, -es, -ed, and -ing, learning how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (See Unit 6 p. 196-231) and words with suffix -s 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 words with suffixes -ed and -ing 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 13 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> |

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| | <p>Also, students have the opportunity to apply taught skills when using the Fundations Fluency Kit 1, and Fundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Fundations’ scope and sequence for grade 1.</p> |
| <p>1RF3g: Read most common high-frequency words by sight</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 Fundations) are taught separately from phonetically regular words. In Level 1 of Fundations, students learn 107 Trick Words for both quick and automatic recognition and for spelling. 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) 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) Trick Word Drill Drill Sounds (description p. 38): (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 Fundations Fluency Kit 1 (included in Teacher’s Kit) includes the opportunity to read Trick Words in isolation, phrases with Trick Words, as well as sentences in connected text. Also, available is the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Fundations’ scope and sequence for grade 1 including Trick Words.</p> |
| Fluency | |
| <p>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.</p> | <p>In Fundations Level 1, Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text. This is emphasized daily with a variety of activities. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. The Story Time activity provides practice applying word analysis and fluency strategies to reading controlled stories. The teacher also demonstrates phrasing with scooping and reading with prosody during Word of the Day and Teach Trick Words-Reading activities. The Fluency Kit (Included in Teacher’s Kit) contains sound drills, real and nonsense words, trick words, phrases and stories with recording form to develop single word automaticity and fluency with connected text. A phrased and</p> |

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| | <p>unphrased version of each story is provided for repeated guided reading. In Level 1, the automatic word recognition of Level 1 Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for the most common 100 sight words. 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 and are called Trick Words in Foundations.</p> |
| <p>1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1RF4b: 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. The activity provides practice applying word analysis and fluency strategies to reading controlled stories 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), (Unit 13: p. 460), (Unit 14: p. 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. Word of the Day (description p. 56) (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) Additionally, phrasing is modeled and practiced during the Teach Trick Words – Reading activity, with sentences written on sentence frames. Teach Trick Words - Reading (description p. 52) (Unit 2: 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>Foundations provides Fluency Kits 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 teacher track progress on the Recording Form including reading text orally with expression. The Progress Monitoring Tool also includes an oral reading fluency measure. Finally, students have the opportunity to engage in additional decoding and fluency practice when using the Foundations Fluency Kit 1, and</p> |

Fundations Stories Set 1 (included in Teacher’s Kit). Also available is the **Geodes® Level 1 Classroom Library**, which provides 64 titles explicitly corresponding to Fundations’ scope and sequence for grade 1.

Important Note for Consideration: Fundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the **Geodes® Level 1 Classroom Library**, which provides 64 titles explicitly corresponding to Fundations’ scope and sequence for grade 1. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding skills aligned with Fundations scope and sequence along with Fundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.

| 1st Grade Writing Standards 1W | |
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| Text Types and Purposes | |
| <p>1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.</p> <p>1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.</p> <p>1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.</p> <p>1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).</p> | <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>Although Foundations is not a comprehensive writing program it does recommend that each student use a My Foundations Journal which includes a picture box and writing lines using the Wilson grid. This can be used anytime during the day as it is not part of the standard lesson time.</p> |
| W5: Begins in Grade 4 | <i>Begins in Grade 4</i> |
| Research to Present Knowledge | |
| <p>1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.</p> <p>1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.</p> | <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> |

| 1 st Grade Speaking and Listening Standards 1SL | |
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| Comprehension and Collaboration | |
| 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). | Please see detailed sub-standards that follow: |
| <p>1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</p> <p>1SL1b: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.</p> <p>1SL1d: Consider individual differences when communicating with others.</p> | <p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and 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 25-60. See also the Teacher’s Manual Introduction pages 1-23.</p> |
| 1SL2: Develop and answer questions about key details in diverse texts and formats. | <p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities that center around narrative versus informational text support this standard.</i></p> <p>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.</p> <p>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)</p> |

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| <p>1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker’s point of view.</p> | <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>Presentation of Knowledge and Ideas</p> | |
| <p>1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.</p> | <p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities that center around narrative versus informational text support this standard.</i></p> |
| <p>1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p> | <p>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 (visual displays) 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.</p> <p>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. p. 395), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 451; p. 460; p. 470), (Unit 14: p. p. 488; p. 499)</p> |
| <p>1SL6: Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.</p> | <p>All Learning Activity procedures and routines require students to state ideas clearly. See Learning Activity Overview Section pages 25-60. See also the Introduction pages 1-23.</p> |

| 1 st Grade Language Standards 1L | |
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| Conventions of Academic English/Language for Learning | |
| NOTE: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 1st grade. Local curriculum choices will determine which specific skills are included in 1st grade. | |
| ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (Core Conventions Skills for Prekindergarten → Grade 2) | Please see detailed sub-standards that follow: |
| Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters. | 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. Grades 1 and 2 teachers have all materials and instructions to reteach and review these as needed. Throughout the Level 1 curriculum, legibility is highly valued. Students use gross-motor memory to learn letter formation following teacher verbalizations. The Sky Write/Letter Formation activity helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Sky Write/Letter Formation (description p. 50): (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96) Students develop correct pencil grip and letter formation procedures with guidance. The Echo/Letter Formation 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 <i>all</i> dictation activities. Dictation (description p. 28 - 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) |
| Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. | <i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level 1 does not address these standards directly because it is expected that the core ELA program would include instruction in this standard.</i> |
| Use common, proper, and possessive nouns. | |
| Use collective nouns (e.g., group). | |
| That being said, many of these standards are addressed in an incidental way throughout all lesson components. See Learning Activity Overview Section pages 25-60. See also the Manual Introduction pages 1-23. | |

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| <p>Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).</p> | <p>Students learn about the base word and suffix -s and how this inflectional ending changes the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (p. 196-231) and is included in word resources for all units following for all decoding activities. (Unit Resources p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) The activities that include decoding words include: Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities. Also, the Foundations Fluency Kit 1, and Foundations Stories Set 1 (included in Teacher’s Kit), and the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1, provide additional decoding practice.</p> |
| <p>Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).</p> | <p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level 1 does not address these standards directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>That being said, many of these standards are addressed in an incidental way throughout all lesson components. See Learning Activity Overview Section pages 25-60. See also the Manual Introduction pages 1-23.</p> |
| <p>Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).</p> | |
| <p>Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).</p> | |
| <p>Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> | |
| <p>Produce and expand complete sentences in shared language activities.</p> | |
| <p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).</p> | |
| <p>Use verbs → 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). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> | |
| <p>Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.</p> | |
| <p>Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally)</p> | |

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| <p>Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).</p> | |
| <p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (Core Punctuation and Spelling Skills for Prekindergarten → Grade 2)</p> | <p>Please see detailed sub-standards that follow:</p> |
| <p>Attempt to write symbols or letters to represent words.</p> | <p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 1, students learn to encode closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. Students learn to segment and associate letters with sounds rather than memorize words. Students write words during encoding instruction in the following activities: Dictation (description p. 28 - 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) 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>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).</p> | <p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 1, students learn to encode closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. Words with open syllables, r-controlled syllables and syllables with vowel combinations present a bit more of a challenge for spelling including options for spelling. Because Foundations focuses on reading and spelling together at once, the in-depth word study for those syllables happens in Level 2. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity allowing students to kinesthetically manipulate/practice sounds and spell words. The Dictation activities helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 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. The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time. This simplifies the task of spelling longer words. Introduce New Concepts: (Unit 3: p. 135; p. 145), (Unit 4: p. 168), (Unit 5: p. 185); (Unit 6: p. 203); (Unit 7: p. 239)</p> |

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| | <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) Dictation (description p. 28 - 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) 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>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> | <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. Grades 1 and 2 teachers have all materials and instructions to reteach and review these as needed. Throughout the Level 1 curriculum, legibility is highly valued.</p> <p>Students use gross-motor memory to learn letter formation following teacher verbalizations. The Sky Write/Letter Formation activity helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Sky Write/Letter Formation (description p. 50): (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96)</p> <p>Students develop correct pencil grip and letter formation procedures with guidance. The Echo/Letter Formation 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).</p> <p>Students are held accountable for legible handwriting in <i>all</i> dictation activities. Dictation (description p. 28 - 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> |

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| <p>Consult reference materials as needed to check and correct spellings.</p> | <p>Each student has a Student Notebook that is a resource for reference of taught skills including letter-keyword-sounds, Trick Words, etc. Teachers encourage students to use notebooks as a support tool (e.g. p. 11, Student Success – Engaging Students in Rigorous Work).</p> |
| <p>Recognize and name end punctuation. → Use end punctuation for sentences.</p> | <p>Students systematically learn punctuation. 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 (Composition Book) Activity requires students to write sentences with attention to punctuation and uses a tall or square Sentence Frame to reinforce declarative, exclamatory or interrogative punctuation.</p> <p>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. Use of a tall or square Sentence Frame reinforces declarative, exclamatory or interrogative punctuation.</p> <p>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>Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.</p> | <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.</p> <p>The Dictation (Composition Book) Activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization.</p> <p>Dictation/Sentences: (description p. 36): (Unit 2: 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 multisensory way to explicitly teach</p> |

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| | 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) |
| Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters. | <i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level 1 does not address these standards directly because it is expected that the core ELA program would include instruction in this standard. (Note that contractions are taught in Foundations Level 3.)</i> |
| Use an apostrophe to form contractions and frequently occurring possessives. | |
| Knowledge of Language | |
| L3: Begins in Grade 2 | <i>Begins in Grade 2</i> |
| Vocabulary Acquisition and Use | |
| 1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. | Please see detailed sub-standards that follow: |
| 1L4a: Use sentence-level context as a clue to the meaning of a word or phrase. | <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. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard. Students enter new words and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks.</i> 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) |
| 1L4b: Use frequently occurring affixes as a clue to the meaning of a word. | Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (See Unit 6 p. 196-231) and are included in word resources for all units following for all decoding activities. (See Unit Resources p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) Suffix -ed and -ing added to unchanging base words is explicitly taught in Unit 10 (See Unit 10 p. 324-360) and are included in word resources for all units following for all decoding activities See Unit Resources p 397-398; p. 435-436; p. 473-474; 501-502.). Suffix -es is explicitly taught in Unit 13 (See Unit 123 p. 438-474) and See Unit Resources p 501-502.) The activities that include decoding words include: Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities. Also, the Foundations Fluency Kit 1, and Foundations Stories Set 1 (included in Teacher’s Kit), and the Geodes® |
| 1L4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | |

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| | Level 1 Classroom Library , which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1, provide additional decoding practice. |
| 1L5: Demonstrate understanding of word relationships and nuances in word meanings. | Please see detailed sub-standards that follow: |
| 1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | <i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level K does not address these standards directly because it is expected that the core ELA program would include instruction in this standard.</i> |
| 1L5b: 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). | |
| 1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy). | |
| 1L5d: 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. | |
| 1L6: 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). | |



Foundations[®] Level 2 Program

Alignment to New York State Next Generation
English Language Arts Learning Standards
(2017)

| 2nd Grade Reading Standards (Literary and Informational Text) 2R | |
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| Key Ideas and Details | |
| 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL) | <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> |
| 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL) | Although Foundations is not a comprehensive core/basal program, it does provide instruction in the Storytime activity that supports this standard. Storytime involves listening, reading and writing activities with narrative and informational text, designed to help develop the students' awareness of print visualization, 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. It is important to note that these stories build on and practice cumulatively taught concepts, and so will have words from the current concept being taught but will also contain many concepts from previous units to be practiced. 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) |
| 2R3: In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI) | |
| Craft and Structure | |
| 2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL) | <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> |
| 2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL) | Although Foundations is not a comprehensive core/basal program, it does provide instruction in the Storytime activity that supports this standard. Storytime involves listening, reading and writing activities with narrative and informational text, designed to help develop the students' awareness of print visualization, 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. It is important to note that these stories build on and practice cumulatively taught concepts, and so will have words from the current concept being taught but will also contain many concepts from previous units to be practiced. 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) |
| 2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL) | |
| Integration and Knowledge of Ideas | |
| 2R7: Demonstrate understanding of story elements and/or topics by applying | <i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and</i> |

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| information gained from illustrations or text features. (RI&RL) | <i>handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i> |
| 2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL) | Although Foundations is not a comprehensive core/basal program, it does provide instruction in the Storytime activity that supports this standard. Storytime involves listening, reading and writing activities with narrative and informational text, designed to help develop the students’ awareness of print visualization, 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. It is important to note that these stories build on and practice cumulatively taught concepts, and so will have words from the current concept being taught but will also contain many concepts from previous units to be practiced. 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) |
| 2R9: Make connections between self and text (texts and other people/ world). (RI&RL) | |

2nd Grade Reading Standards: Foundational Skills | 2RF

Phonics and Word Recognition

2RF3: Know and apply phonics and word analysis skills in decoding words.

Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics.

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.

2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).

In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. **(Resources: p. 140-141, p. 168-170, p. 198- 200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516)** By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. **Unit 1 Introduction (p. 70), Unit 3 Introduction (p. 126), Unit 4 Introduction (p. 142), Unit 5 Introduction (multisyllabic words) (p. 172), Unit 6 Introduction (p. 202), Unit 7 Introduction (p. 230), Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444).** Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: **Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find Words, Word of the Day, Word Talk, and Make It Fun. Dictation/Words (description p. 30-35):** (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p.

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| | <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. 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>2RF3b: Decode short and long vowel sounds in two-syllable words.</p> | <p>In Foundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the additional decoding practice is provided in the Foundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2. (*Geodes® Level 2 books, published by Great Minds in collaboration with Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Foundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.) Syllable rules are directly addressed in:</p> |

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| | <p>Unit 5, 6, 7 Introductions: (p. 172, p. 202, p. 230), Introduce New Concepts: (Unit 5: p. 176-177) (Unit 6: p. 217) (Unit 7: p. 240) (Unit 8: p. 273), Word of the Day (description p. 56-57): (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: 306), (Unit 10: p. 330; p. 334), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402;), (Unit 14: p. 430; p. 434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; 506; p. 510) Word Talk (description p. 58-59) (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) Make It Fun (description p. 60): (Unit 5: p. 187) (Unit 6: p. 221) (Unit 15: p. 463) Storytime (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p> |
| <p>2RF3c: Decode regularly spelled two-syllable words.</p> | <p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Multisyllabic words are introduced in Unit 5, and then included in word resources for all units following for all decoding activities. (Resources: 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). Foundations activities that include decoding words with these syllable types include: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Foundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes® Level 2 Classroom Library, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2, provide additional decoding practice.</p> <p>Introduce New Concepts: (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210, p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (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) (Unit 17: p. 494, p.497, p.504)</p> <p>Word of the Day (description p. 56-57): (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 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; 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; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259) (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (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</p> |

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| | <p>15: p. 463) (Unit 17: p. 499; p. 508) 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>2RF3d: Recognize and identify root words and common suffixes and prefixes.</p> | <p>Foundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with inflectional endings, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see Unit 4 Introduction: p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (Resources: p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384- 386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Foundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes® Level 2 Classroom Library, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2, provide additional decoding practice.</p> |
| <p>2RF3e: Read all common high-frequency words by sight.</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 quickly recognized. High frequency irregular sight words are taught to be quickly recognized because they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught to be quickly recognized for reading and spelling to allow students access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri, 2014). In Level 2 Foundations students will learn 81 trick words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (fry & 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.</p> |

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| | 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) |
| Fluency | |
| 2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. | <p>Foundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy, such as tapping out sounds and marking word elements. Lessons progress to a focus on quick and automatic word recognition. Teachers make word chains with Sound Cards and students learn how to scoop sentences into meaningful phrases to develop prosody and expression when reading connected text.</p> <p>Foundations provides a Fluency Kit for Levels 2 for students who need additional practice with controlled text. The kits include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. Foundations was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the Geodes[®] Classroom Libraries, which provide 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2.</p> |
| <p>2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2RF4b: 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. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),</p> <p>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),</p> |

(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)

Fluency Kit 2 Materials, Books to Remember Set 2, and the **Progress Monitoring Tool** (included in Teacher’s Kit or available on the associated online Learning Community and the **Geodes® Level 2 Classroom Library**, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2, provide additional decoding practice.

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 connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the **Geodes® Classroom Libraries**, which provide 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.

| 2nd Grade Writing Standards 1W | |
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| Text Types and Purposes | |
| 2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. | <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>Although Foundations is not a comprehensive writing program it does recommend that each student use a My Foundations Journal. This can be used anytime during the day, and is also used during the standard lesson in the following activities: Storytime (description p. 60): (Unit 2: p. 117) (Unit 4: p. 165) (Unit 5: p. 195) (Unit 6: p. 223) (Unit 7: p. 251), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p.461), (Unit 17: p. 509)</p> |
| 2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section. | |
| 2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure. | |
| 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). | |
| W5: Begins in Grade 4 | |
| Research to Present Knowledge | |
| 2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge. | <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> |
| 2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question. | |

| 2 nd Grade Speaking and Listening Standards 2SL | |
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| Comprehension and Collaboration | |
| 2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. | Please see detailed sub-standards that follow: |
| <p>2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</p> <p>2SL1b: Build on others’ talk in conversations by linking their comments to the remarks of others through multiple exchanges.</p> <p>2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.</p> <p>2SL1d: Consider individual differences when communicating with others.</p> | <p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27-60. See Teacher’s Manual Introduction pages 1-26.</p> |
| 2SL2: Recount or describe key ideas or details of diverse texts and formats. | <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>Although Foundations is not a comprehensive core/basal program, it does provide instruction in the Storytime activity that supports this standard. Storytime involves listening, reading and writing activities with narrative and informational text, designed to help develop the students’ awareness of print visualization, 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. It is important to note that these stories build on and practice cumulatively taught concepts, and so will have words from the current concept being taught but will also contain many concepts from previous units to be practiced. 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> |
| 2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker’s point of view, providing a reason(s). | <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> |

| Presentation of Knowledge and Ideas | |
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| 2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | <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> |
| 2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings. | Although Foundations is not a comprehensive core/basal program, it does provide instruction in the Storytime activity that supports this standard. Storytime involves listening, reading and writing activities with narrative and informational text, designed to help develop the students' awareness of print visualization, 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. It is important to note that these stories build on and practice cumulatively taught concepts, and so will have words from the current concept being taught but will also contain many concepts from previous units to be practiced. 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) |
| 2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context. | All the Foundations Learning Activity procedures and routines require students to speak audibly and clearly to demonstrate understanding. See Learning Activity Overview Section pages 27-60. See Teacher's Manual Introduction pages 1-26. |

| 2nd Grade Language Standards 2L | |
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| Conventions of Academic English/Language for Learning | |
| Language Standards 1 and 2 are organized within grade bands and are meant to be accomplished by the end of 2nd grade. Local curriculum choices will determine which specific skills are included in 2nd grade. | |
| ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (Core Conventions Skills for Prekindergarten → Grade 2) | Please see detailed sub-standards that follow: |
| Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters. | Foundations takes a cumulative, systematic approach the foundational skills of decoding, encoding and handwriting. Printing skills in Foundations are thoroughly and explicitly taught in Kindergarten and reviewed in Grade 1. In Grade 2, printing skills are again reviewed again in the Orientation Unit (pg. 66-67), and supplemental handwriting activities are included in the Learning Activity Overview section for additional practice (see Echo/Letter Formation pg. 50-51 and Sky Write/Letter Formation pg. 52-53). Students are held accountable for legible handwriting in all Foundations activities. Please also note that cursive handwriting is explicitly taught and integrated into the Foundations Level 3 curriculum but can also be taught in Level 2 using the supplemental Wilson® Cursive Writing Kit . This comprehensive kit includes the complete set of materials needed for cursive writing instruction. |
| Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. | <i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level 1 does not address these standards directly because it is expected that the core ELA program would include instruction in this standard.</i> |
| Use common, proper, and possessive nouns. | |
| Use collective nouns (e.g., group). | |
| Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). | Foundations explicitly teaches spelling of the base word and prefixes/suffixes, including suffixes that create regular plural nouns. Students learn to encode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with inflectional endings, 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 encoding 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 encoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following encoding activities: Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make It Fun. |
| Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). | |

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| Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). | <p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level 1 does not address these standards directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>That being said, many of these standards are addressed in an incidental way throughout all lesson components. See Learning Activity Overview Section pages 25-60. See also the Manual Introduction pages 1-23.</p> |
| Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). | |
| Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | |
| Produce and expand complete sentences in shared language activities. | |
| Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves). | |
| Use verbs → 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). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). | |
| Use frequently occurring adjectives. → Use adjectives or adverbs appropriately. | |
| Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally) | |
| Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). | |
| ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (Core Punctuation and Spelling Skills for Prekindergarten → Grade 2) | Please see detailed sub-standards that follow: |

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| <p>Attempt to write symbols or letters to represent words.</p> | <p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 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. Students learn to segment and associate letters with sounds rather than memorize words. Students write words during encoding instruction in the following activities: the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and Make It Fun activities.</p> <p>Dictation (description p. 28-39): (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) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p> |
| <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).</p> | <p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 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 during the Echo/Find Words activity; the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and the Introduce New Concepts and Make It Fun activities. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 5, Introduce New Concepts p. 181 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. Word with the six syllable types are included in word resources for all units for use in all encoding activities. (Resources: p. 94-96, p. 122-124, 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).</p> <p>Dictation/Words (description p. 30-35): Dictation (Dry Erase/Composition Books/Check-Up): (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> |

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| | <p>p. 505; p. 507; p. 511) Dictation/Sentences (description p. 38-39): Dictation (Dry Erase/Composition Books/Check-Up) - Unit Sounds Dictation: (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) Introduce New Concepts: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Echo/Find Words (description p. 44-49): (Orientation: p. 65) (Unit 1: p. 83; p. 113) (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) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p> |
| Write a letter or letters for most consonant and short-vowel sounds (phonemes). | <p>Fundations takes a cumulative, systematic approach the foundational skills of decoding, encoding and handwriting. Printing skills in Fundations are thoroughly and explicitly taught in Kindergarten and reviewed in Grade 1. In Grade 2, printing skills are again reviewed again in the Orientation Unit (pg. 66-67), and supplemental handwriting activities are included in the Learning Activity Overview section for additional practice (see Echo/Letter Formation pg. 50-51 and Sky Write/Letter Formation pg. 52-53). Students are held accountable for legible handwriting in all Fundations activities.</p> <p>Please also note that cursive handwriting is explicitly taught and integrated into the Fundations Level 3 curriculum but can also be taught in Level 2 using the supplemental Wilson® Cursive Writing Kit. This comprehensive kit includes the complete set of materials needed for cursive writing instruction.</p> |
| Consult reference materials as needed to check and correct spellings. | <p>Each student has a Student Notebook that is a resource for reference of taught skills including letter-keyword-sounds, Trick Words, etc. Teachers encourage students to use notebooks as a support tool (e.g. p. 11, Student Success – Engaging Students in Rigorous Work).</p> |
| Recognize and name end punctuation. → Use end punctuation for sentences. | <p>Although Fundations 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.</p> <p>Dictation/Sentences (description p. 38-39): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p> |

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| <p>Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.</p> | <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 a capital letter at the beginning of the sentence and have capitalized any proper nouns.</p> <p>Dictation/Sentences (description p. 38-39): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p> |
| <p>Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.</p> | <p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level 2 does not address these standards directly because it is expected that the core ELA program would include instruction in this standard. (Note that contractions are taught in Foundations Level 3.)</i></p> |
| <p>Use an apostrophe to form contractions and frequently occurring possessives.</p> | |
| <p>Knowledge of Language</p> | |
| <p>2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> | <p>Please see detailed sub-standards that follow:</p> |
| <p>2L3a: Compare academic and conversational uses of English.</p> | <p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level 2 does not address these standards directly because it is expected that the core ELA program would include instruction in this standard.</i></p> |
| <p>Vocabulary Acquisition and Use</p> | |
| <p>2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> | <p>Please see detailed sub-standards that follow:</p> |
| <p>2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <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. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard. Students enter new words and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks.</i></p> <p>Word of the Day (description p. 56-57): (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (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 8: p. 274; p. 278), (Unit 9:</p> |

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| | <p>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; 506; p. 510)</p> |
| <p>2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> | <p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address these standards directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p><i>Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports these standards.</i> 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. The affixes -tion and -sion are addressed in Foundations Level 3. 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> |
| <p>2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> | <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><i>Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Word analysis strategies are taught explicitly and systematically. In Unit 5 the focus changes from sounds to syllables and students learn to look at words in larger orthographic parts (syllables, rather than individual sounds). Students learn how to read two-syllable words with all six syllable types, including compound words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Compound words are included in word resources for all units following Unit 5 for all decoding activities. (Resources: 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). Compound words are included in activities that include decoding: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Foundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes provide additional decoding practice. Compound words are also directly addressed in: Unit 5&6 Introductions: (p. 172, p. 202), Introduce New Concepts: (Unit 5: p. 177) (Unit 6: p. 217) (Unit 8: p. 273), Word of the Day: (Unit 14: p. 434). Contractions are taught in Foundations Level 3. Common abbreviations are included in Trick Word instruction in Level 1 and used throughout the following levels in various activities.</p> |
| <p>2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> | <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><i>Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Word analysis strategies are taught explicitly and systematically. In Unit 5 the focus changes from sounds to syllables and students learn to look at words in larger orthographic parts (syllables, rather than individual sounds). Students learn how to read two-syllable words with all six syllable types, including compound words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Compound words are included in word resources for all units following Unit 5 for all decoding activities. (Resources: 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). Compound words are included in activities that include decoding: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Foundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes provide additional decoding practice. Compound words are also directly addressed in: Unit 5&6 Introductions: (p. 172, p. 202), Introduce New Concepts: (Unit 5: p. 177) (Unit 6: p. 217) (Unit 8: p. 273), Word of the Day: (Unit 14: p. 434). Contractions are taught in Foundations Level 3. Common abbreviations are included in Trick Word instruction in Level 1 and used throughout the following levels in various activities.</p> |

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| | <p>Word of the Day (description p. 56-57): (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 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; 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; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259) (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (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) (Unit 17: p. 499; p. 508) 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>2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p> | <p>Students are encouraged to use their Student Notebook. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed. 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>2L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> | <p>Please see detailed sub-standards that follow:</p> |
| <p>2L5a: Identify real-life connections between words and their use.</p> | <p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations Level 2 does not address these standards directly because it is expected that the core ELA program would include instruction in these standards.</i></p> |
| <p>2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy).</p> | |
| <p>2L5c: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> | |
| <p>2L6: Use words and phrases acquired through conversations, reading and being</p> | |

read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).



Foundations[®] Level 3 Program

Alignment to New York State Next Generation
English Language Arts Learning Standards
(2017)

| 3rd Grade Reading Standards (Literary and Informational Text) 3R | |
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| Key Ideas and Details | |
| 3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) | <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> |
| 3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL) | |
| 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI) | |
| Craft and Structure | |
| 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL) | <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> |
| 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) In informational texts, identify and use text features to build comprehension. (RI) | |
| 3R6: Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL) | |
| Integration and Knowledge of Ideas | |
| 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL) | <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> |
| 3R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) | |

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| 3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL) | |
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3rd Grade Reading Standards: Foundational Skills | 3RF

Phonics and Word Recognition

3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics.

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.

3RF3a: Identify and know the meaning of the most common prefixes and 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)

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), (Unit 6: p. 234; p. 236; p. 244; p. 246; p.

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| | <p>254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312),(Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548) Word Talk (description p. 68): (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) Make It Fun (description p.70): (Unit 2: p. 127; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit 8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549).</p> |
| <p>3RF3b: Decode multi-syllabic words.</p> | <p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (Resources: p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations activities for decoding words with these syllable types include: Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play and Make It Fun activities. 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> |
| <p>3RF3c: Identify, know the meanings of, and decode words with suffixes.</p> | <p>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</p> |

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| | <p>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.</p> <p>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), (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) 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), (Unit 8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549).</p> |
| <p>3RF3d: Recognize and read grade-appropriate irregularly spelled words.</p> | <p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in 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> |
| <p>Fluency</p> | |
| <p>3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> | <p>Foundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy, such as tapping out sounds and marking word elements. Lessons progress to a focus on quick and automatic word recognition. Teachers make word chains with Sound Cards and students learn how to scoop sentences into meaningful phrases to develop prosody and expression when reading connected text.</p> <p>By Grade 3, given the depth of knowledge systematically imparted in all Levels, and the fact that Foundations Level 2 is a prerequisite for Foundations Level 3, students should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text.</p> |
| <p>3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p>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 outcomes 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> |

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| <p>3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <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: In Level K, 1 and 2, students focused on 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.</p> <p>Note: Students enter words and a defining sentence into a vocabulary dictionary and homophones (“Sound Alikes”) dictionary, which are sections in their Student Notebooks. 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> |
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| 3 rd Grade Writing Standards 3W | |
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| Text Types and Purposes | |
| 3W1: Write an argument to support claim(s), using clear reasons and relevant evidence. | Please see detailed sub-standards that follow: |
| 3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically. | <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>Although Foundations is not a comprehensive writing program it does recommend that each student write in a My Foundations Journal.</p> |
| 3W1b: Use precise language and content-specific vocabulary. | |
| 3W1c: Use linking words and phrases to connect ideas within categories of information. | |
| 3W1d: Provide a concluding statement or section. | |
| 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | Please see detailed sub-standards that follow: |
| 3W2a: Introduce a topic and organize related information together. | <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>Although Foundations is not a comprehensive writing program it does recommend that each student write in a My Foundations Journal.</p> |
| 3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. | |
| 3W2c: Use precise language and content-specific vocabulary. | |
| 3W2d: Use linking words and phrases to connect ideas within categories of information. | |
| 3W2e: Provide a concluding statement or section. | |
| 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. | Please see detailed sub-standards that follow: |
| 3W3a: Establish a situation and introduce a narrator and/or characters. | <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> |

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| 3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | Although Foundations is not a comprehensive writing program it does recommend that each student write in a My Foundations Journal . |
| 3W3c: Use temporal words and phrases to signal event order. | |
| 3W3d: Provide a conclusion. | |
| 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). | |
| W5: Begins in Grade 4 | <i>Begins in Grade 4</i> |
| Research to Present Knowledge | |
| 3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge. | <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> |
| 3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories. | |

| 3 rd Grade Speaking and Listening Standards 3SL | |
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| Comprehension and Collaboration | |
| 3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. | Please see detailed sub-standards that follow: |
| 3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. | <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> |
| 3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. | All the Foundations Learning Activity procedures and routines require students to listen activity and respond using multi-word responses that are on topic while following classroom norms. See Learning Activity Overview Section pages 31-70. See also the Introduction pages 1-30. |
| 3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others. | <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> |
| 3SL1d: Explain their own ideas and understanding of the discussion. | |
| 3SL1e: Consider individual differences when communicating with others. | |
| 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral). | |
| 3SL3: Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail. | |
| Presentation of Knowledge and Ideas | |
| 3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | <i>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> |
| 3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details. | |
| 3SL6: Identify contexts that call for academic English or informal discourse. | |

| 3 rd Grade Language Standards 3L | |
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| Conventions of Academic English/Language for Learning Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 3rd grade. Local curriculum choices will determine which specific skills are included in 3rd grade. | |
| ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (Core Conventions Skills for Grades 3→5) | Please see detailed sub-standards that follow: |
| Produce simple, compound, and complex sentences. | <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> That being said, many of these standards are addressed in an incidental way throughout all lesson components. See Learning Activity Overview Section pages 31-70. See also the Introduction pages 1-30. |
| Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. | |
| Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | |
| Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. | |
| Form and use regular and irregular plural nouns. | |
| Use abstract nouns. | Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching regular and irregular plurals in Introduce New Concepts and Word of the Day activities , including in Unit 2 pg. 118-119, Unit 4 pg. 178, unit 7 pg. 306, 310, Unit 10 pg. 428. Both regular and irregular plurals are included in all Unit Resources for use during any Echo/Find Words or Dictation activity once introduced. |
| Form and use regular and irregular verbs. | |
| Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). | |
| Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). | |
| Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). | |
| Use verb tense to convey various times, sequences, states, and conditions. | |
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| Recognize and correct inappropriate shifts in verb tense. | |
| Ensure subject-verb and pronoun-antecedent agreement. | |
| Use coordinating and subordinating conjunctions. | |
| Use and identify prepositional phrases. | |
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | |
| Correctly use frequently confused words (e.g., to, too, two; there, their). | |
| ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (Core Punctuation and Spelling Skills for Grades 3→5) | Please see detailed sub-standards that follow: |
| Capitalize appropriate words in titles. | 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 in 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 a capital letter at the beginning of the sentence and have capitalized any proper nouns. 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) |
| Use correct capitalization. | |
| Use commas in addresses. | <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> |
| Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. | |
| Use a comma before a coordinating conjunction in a compound sentence. | |
| Use a comma to separate an introductory element from the rest of the sentence. | |
| Use punctuation to separate items in a series. | |

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

Fundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including **-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or** beginning in Unit 2 (see Unit 2 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 Fundations 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), (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) **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), (Unit 8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549).

Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Fundations) are taught as words to be quickly recognized in Fundations Levels K, 1 and 2. By the end of Level 2, Fundations students are prepared them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the **Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up)** activities, and there is an option for supplemental support with the **Trick Words** activity **(description p. 64-65)**. **Dictations/Sound Alike & Trick Words (description p. 40):** (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) **Dictation/Sentences (description p. 42):** (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p.

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| | 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) |
| Use quotation marks or italics to indicate titles of works. | <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> |
| Knowledge of Language | |
| 3L3: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing. | <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> |
| 3L3a: Choose words and phrases for effect. | |
| 3L3b: Recognize and observe differences between the conventions of spoken and written standard English. | |
| Vocabulary Acquisition and Use | |
| 3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following: | Please see detailed sub-standards that follow: |
| 3L4a: Use sentence-level context as a clue to the meaning of a word or phrase. | <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. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Students enter words and a defining sentence into a vocabulary dictionary and homophones (“Sound Alikes”) dictionary, which are sections in their Student Notebooks. 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) |

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| <p>3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> | <p>Fundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to 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, fact, fract, ject, junct, lect, min, scribe, 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>3L4c: 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>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> |
| <p>3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> | <p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Fundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i></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 Fundations classroom posters, Cursive Writing Desk Strips, etc. (Fundations Introduction – Skills Taught in Fundations: p. 4, p. 5, p. 8) (Fundations 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> |
| <p>3L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> | <p>Please see detailed sub-standards that follow:</p> |

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| <p>3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> | <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>3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful).</p> | |
| <p>3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> | |
| <p>3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).</p> | <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> |