



## Wilson Foundations® Program Alignment to Arizona's English Language Arts Standards Grades K-3

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 a 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 materials, animations and video demonstrations, and discussion boards.
- A Home Support Pack provides teachers with a letter and accompanying materials 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 Foundations Learning Community.
- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small group targeted Foundations instruction are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.

**On the pages that follow you will find an alignment of our Foundations program to Arizona's English Language Arts Standards K-3.**



# **Foundations® LEVEL K Program**

Alignment to Arizona's English Language  
Arts Standards - Kindergarten

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## Level K Alignment to Arizona’s ELA Standards

### ELA.K.RF.1 Print Concepts

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.

| Strand  | Sub-Strand            | Standard  | Aligned Components of Foundations®   |
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| <b>Reading Standards: Foundational Skills</b> | <b>Print Concepts</b> | <b>K.RF.1</b><br>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 <b>Introduce New Concepts, Teach Trick Words, Trick Word Practice, Word Play–Word Awareness, Word Play—Read Sentences, and Dictation/Sentences</b> . 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 letter formation and the letter-sound correspondence; creating important linkages to the visual, motor, and phonological image of each letter. Students identify and name letters in the following daily activities: <b>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</b> .<br><br><b>Geodes Level K Classroom Library</b> |

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|  |  |   | <p>Print awareness is provided with the books found in the <i>Geodes</i> Level K Classroom Library, which align specifically with the scope and sequence of Foundations® Level K. <i>Geodes</i> texts allow students authentic practice in constrained skills, such as letter naming, phonics, and concepts of print. The Book Notes for each title in the collection provide an opportunity for teachers to draw students’ attention to different book sections, such as the front cover and title page.</p> <p><b>Inside Geodes Level K:</b> pages 9, 25, 51, 111</p>   |
|  |  | <p><b>K.RF.1a</b><br/>Follow words from left to right, top to bottom, and page by page.</p> | <p><b>Storytime</b> activities recommend books and direct teachers to discuss print and book awareness.</p> <p><b>Storytime</b> (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)</p> <p><b>Make It Fun</b> (description p. 48): (Unit 5: p. 395; p. 405)</p> <p>Additional Storytime activities have students read text from top to bottom and left to right with a return sweep.</p> <p><b>Storytime:</b> (Unit 1: p. 102; p. 162), (Unit 3: p. 275), (Unit 4: p. 331; p. 341)</p> <p>Print awareness in Foundations® is also demonstrated and reinforced during several activities that use <b>Sentence Frames, including Teach Trick Words, Trick Word Practice, Word Play—Word Awareness, Word Play—Read Sentences, and Dictation/Sentences.</b> These activities emphasize that sentences are read left to right, and words are separated by spaces.</p> <p><b>Teach Trick Words</b> (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)</p> <p><b>Trick Word Practice</b> (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p><b>Word Play</b> ((description p. 48)—<b>Word Awareness:</b> (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)</p> <p><b>Word Play</b> (description p. 48): —<b>Read Sentences:</b> (Unit 4: p. 317; p. 327; p. 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)</p> <p><b>Word Play</b> (description p. 48)—<b>Sentence Dictation/Write Sentences:</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p> |

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|  |  |   | <p><b>Dictation/Sentences</b> (description p. 28): (Unit 5: p. 351, p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405)</p> <p><b>Make It Fun—Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the <b>Home Support Pack</b> (p. 16; p. 112).</p> <p><b>Geodes Level K Classroom Library</b></p> <p>The <i>Geodes</i>® Level K Classroom Library, which specifically aligns with the scope and sequence of Foundations® Level K, provides practice in following words from left to right, top to bottom, and page by page. The Duet Books include print awareness. (See <i>Inside Geodes</i> Level K, p. 27.)</p>  |
|  |  | <p><b>K.RF.1b</b><br/>Recognize that spoken words are represented in written language by specific sequences of letters.</p> | <p>Foundations® explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger-tapping technique is used to analyze spoken words.</p> <p><b>Word Play—Make Words for Decoding</b> (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)</p> <p><b>Introduce New Concepts:</b> (Unit 2: p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349)</p> <p><b>Echo/Find Words</b> (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; pp. 322–323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p><b>Dictation/Words</b> (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. 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><b>Introduce New Concepts:</b> (Unit 3: p. 241; p. 277), (Unit 4: p. 307; p. 322; p. 332)</p> |

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|  |  |   | <p>Additional <b>Make It Fun</b> activities support the skill of blending spoken phonemes to form one-syllable words.</p> <p><b>Make It Fun:</b> (Unit 2: p. 197; p. 216), (Unit 3: p. 253; p. 283), (Unit 4: p. 327; p. 337)</p> <p>Other <b>Word Play</b> and <b>Make It Fun</b> activities support the skill of segmenting spoken words into individual phonemes.</p> <p><b>Word Play—Listen for Sounds:</b> (Unit 3: p. 239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p><b>Make It Fun:</b> (Unit 1: p. 68; p. 78; p. 98; p. 128; p. 148; p. 158), (Unit 3: p. 243; p. 263; p. 273; p. 293)</p> <p>Additional activities are provided in the <b>Home Support Pack</b> (p. 38; p. 57; p. 89; p. 95) and online teacher companion resource community called the Foundations Learning Community.</p>  |
|  |  | <p><b>K.RF.1c</b><br/>Identify that a sentence is made up of a group of words.</p>      | <p>Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include <b>Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play- Read Sentences.</b></p> <p><b>Teach Trick Words</b> (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)</p> <p><b>Trick Word Practice</b> (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p.339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p><b>Word Play-Word Awareness</b> (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)</p> <p><b>Word Play – Read Sentences</b> (Unit 4: p. 317, 327, 336), (Unit 5: p. 352; p. 359, p.363, p. 369; p. 373; p. 78; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403;</p> |
|  |  | <p><b>K.RF.1d</b><br/>Recognize the difference between a letter and a printed word.</p> | <p>The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word.</p> <p><b>Word Play-Make Words for Decoding</b> (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.</p>   |

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|  |  |   | <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)</p> <p><b>Introduce New Concepts</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349)</p> <p><b>Echo/Find Words</b> (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><b>Make it Fun:</b> (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p.375)</p>  |
|  |  | <p><b>K.RF.1e</b><br/>Understand that words are separated by spaces in print.</p> | <p>Activities using the blue Sentence Frames allow students to learn that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include <b>Teach Trick Words, Trick Word Practice, Word Play - Word Awareness, Word Play - Read Sentences and Sentence Dictation, Dictation/ Sentences, and Make It Fun -Change the Sentence.</b></p> <p><b>Teach Trick Words</b> (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)</p> <p><b>Trick Word Practice</b> (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295),(Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p><b>Word Play—Word Awareness:</b> (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)</p> <p><b>Word Play—Read Sentences</b> (Unit 4: p. 317, p. 327, p. 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)</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print, including letter formation, punctuation, spacing between words, and writing from left to right.</p> <p><b>Word Play—Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p> <p><b>Dictation/Sentences</b> (description p. 28): (Unit 5: p. 351, p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405)</p> <p><b>Make It Fun—Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>Recognition that words are separated by spaces in print occurs during the Foundations Storytime activity and with the <i>Geodes</i> Level K Classroom Library.</p> |

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|  |  |   | <p>Activities are also provided in the Foundations <b>Home Support Pack</b> (p. 31) and the online teacher companion resource community called the Foundations® Learning Community. (See the Expert Tips/Ideas section.)</p>  |
|  |  | <p><b>K.RF.1f</b><br/>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 each letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. In these activities, students identify and name letters: <b>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make It Fun.</b></p> <p><b>Letter-Keyword-Sound</b> (description p. 38): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174)</p> <p><b>Drill Sounds</b> (description p. 30): (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406)</p> <p><b>Echo/Find Letters (description p. 32):</b> (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p><b>Dictation/Sounds (description p. 24):</b> 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> |



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|  |  |  | <p><b>Echo/Letter Formation (description p. 36):</b> (Orientation: p. 58), (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p> <p><b>Skywrite/Letter Formation (description p. 40):</b> (Orientation: p. 57, p. 58), (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181), (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226)</p> <p><b>Student Notebook (description p. 42):</b> (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)</p> <p><b>Alphabetical Order (description p. 22):</b> (Unit 2: p. 195; p. 209; p. 219), (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287)</p> <p><b>Make It Fun (description p. 48):</b> (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 <b>Home Support Pack</b> (pp. 7–19; pp. 21–23; pp. 25–30; pp. 32–37; pp. 39–51; pp. 62–79) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K manual (see the Expert Tips/Ideas section).</p> |
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## Level K Alignment to Arizona’s ELA Standards

### ELA.K.RF.2 Phonological Awareness

By design, Foundations Level K 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 Pack, and the companion website. The Sound Search books in the GEODES Level K Library also provides practice with identifying pictures that begin with the sound that was orally produced.

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| <p><b>Reading Standards: Foundational Skills</b></p> | <p><b>Phonological Awareness</b></p> | <p><b>K.RF.2</b><br/>                 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> | <p>By design, Foundations® Level K focuses on the <b>most</b> complex phonemic awareness (PA) skill of phoneme blending and segmentation which research identifies as the <b>key</b> skill and the functional value in decoding/reading. Phonemic awareness instruction in Level 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 <b>orally first (without letters)</b> in a spoken word is emphasized in the <b>Echo/Find Words and Dictation</b> activities. During these activities, students <b>first hear the word and must segment the sounds</b> 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).</p> <p>Foundations® spends some (but not extensive) time dedicated to lower-level PA skills (e.g., rhyming, alliteration, syllable awareness, onset-rime). Unit 1 does include phonological sensitivity skills in the Make It Fun, Storytime, and Word Play activities, including word awareness, syllable awareness, and rhyming activities. Once Kindergarten students understand the letter-sound correspondence, the primary focus is on phonemic awareness and is integrated into activities as described above. This is supported by research: “A key test of whether earlier phonological sensitivity skills are an essential step toward awareness of phonemes is whether students who have not yet learned how to segment syllables can be taught to identify and segment phonemes: the answer is ‘yes’” (Cary and Verhaeghe 1994). The important implication is that it is <b>not necessary</b> [emphasis added] to devote the time and effort to foster skills in phonological sensitivity in order for children to acquire phoneme awareness” (Brady 2020, p. 21). “The necessity of proceeding in kindergarten and first-grade from phonological sensitivity instruction to phoneme awareness instruction is not supported. Instead, teachers in these grades should target student mastery of phoneme awareness” (Brady 2020, p. 22).</p> |
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|  |  |  | <p><b>Geodes Level K Classroom Library</b><br/>The Sound Search books in the <i>Geodes</i> Level K Classroom Library also provide practice with identifying pictures that begin with the sound that was orally produced.</p>  |
|  |  | <p><b>K.RF.2a</b><br/>Identify and produce sounds (phonemes) in a spoken word.</p> | <p>Instruction 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 in a spoken word is emphasized in the procedure of the <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes.</p> <p><b>Echo/Find Words (description p. 34):</b> (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><b>Dictation/Words (description p. 26):</b> (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) <b>Introduce New Concepts:</b> (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332).</p> <p>Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes: <b>Word Play – Listen for Sounds</b> (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) <b>Make it Fun</b> (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> |
|  |  | <p><b>K.RF.2b</b><br/>Recognize and produce rhyming words.</p>                     | <p>Foundations® spends some (but not extensive) time dedicated to lower-level PA skills (e.g., rhyming). See above rationale. Unit 1 includes phonological sensitivity skills in the Make It Fun, Storytime, and Word Play activities, including rhyming activities.</p> <p>Teachers have access to supplemental phonological and phonemic awareness activities, including rhyming activities, provided in the online companion learning community that is available to teachers with the purchase of the Level K manual.</p>   |

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|  |  | <p><b>K.RF.2c</b><br/>Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).</p>            | <p>Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1. <b>Word Play</b> (description p. 48): (Unit 1: p. 100, p. 111; p. 120)</p> <p>Throughout Unit 1; instruction includes some phonological sensitivity activities (syllable awareness, onset and rime). (See above rationale.)</p> <p><b>Storytime (description p. 48):</b> (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; p 132.</p> <p><b>Make It Fun</b> (description p. 48): (Unit 1: p. 108), (Unit 2: p. 206), <b>Storytime</b> (description p. 48): (Unit 1: p. 112, p. 122; p. 182)</p> <p>Beginning in Unit 2, students’ phonemic awareness is developed during the <b>Word Play-Make Words for Decoding</b> and <b>Word Play-Make Nonsense Words</b> 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 (NICH, 2000.)</p> <p>Additional activities are provided in the Home Support Pack (p. 58-61, 85-88)</p> <p>Teachers have access to supplemental phonological and phonemic awareness activities, including syllable awareness and onset-rime activities, provided in online companion learning community that is available to teachers with the Level K Manual.</p> |
|  |  | <p><b>K.RF.2d</b><br/>Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/).</p> | <p>Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes <b>orally</b> first in a spoken word is emphasized in the procedure <b>of Echo/Find Words</b> and <b>Dictation/Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds.</p> <p><b>Echo/Find Words</b> (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><b>Dictation/Words</b> (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)</p>   |

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|  |  |  | <p>(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) <b>Introduce New Concepts:</b> (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332).</p> <p>Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes:</p> <p><b>Word Play – Listen for Sounds</b> (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) <b>Make it Fun</b> (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> <p>The Foundations® Progress Monitoring Tool Level K assesses students’ ability to isolate and pronounce sounds in CVC words.</p> <p>Additional activities are provided in the Home Support Pack (p. 38, 57, 89, 95)</p>  |
|  |  | <p><b>K.RF.2e</b><br/>Add, substitute, and delete individual phonemes in simple, one-syllable words to make new 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.</p> <p><b>Echo/Find Words</b> (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><b>Word Play</b> (description p. 48): (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210)</p> <p><b>Make It Fun</b> (description p. 48): (Unit 2: p. 206), <b>Introduce New Concepts</b> (Unit 2: p. 190), (Unit 3: p. 236)</p> <p>Additional phonemic awareness resources are available on the companion online learning community available with Level K Manual.</p> |

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### ELA.K.RF.3 Phonics and Word Recognition

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 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 Geodes Level K Library which aligns specifically with the scope and sequence of Foundations Level K. Each child-read text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units for students to practice taught phonetic elements and Foundations® Trick Words in connected text.

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| <p><b>Reading Standards: Foundational Skills</b></p> | <p><b>Phonics and Word Recognition</b></p> | <p><b>K.RF.3</b><br/>Know and apply 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 letter formation and the letter-sound correspondence, creating important linkages to the visual, motor, and phonological image of each 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 <b>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, and Make It Fun.</b></p> <p>Foundations® explicitly teaches total word structure, not just systematic phonics, in a comprehensive structured literacy approach. Explicit and systematic study of the English sound system is scaffolded across the four levels of Foundations®, and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. Level K focuses on decoding and spelling the closed syllable, and thus the short vowel sound, as this is by far the most common syllable type.</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. The Wilson® finger-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 <b>Introduce New Concepts, Word Play— Decoding, Word Play—Read Sentences, and Storytime</b> activities. Although not taught in-depth word study in Level K, students are tuned into the long vowel sounds.</p> |
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|  |  |   | <p>Fundations® emphasizes the mastery of word knowledge and transcription skills in two directions—decoding and encoding. This is because spelling is a foundational skill for writing and strongly reinforces reading. Spelling skills are taught with decoding skills in <b>Introduce New Concepts, Echo/Find Words, Dictation/Words, and Dictation/Sentences.</b></p> <p>With Fundations®, automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, provides mastery instruction for all 25 of the most common words and 75 percent of the first 50 words on both the Fry and American Heritage high-frequency word lists. Phonetically irregular high-frequency words and high-frequency words with regular sound-spelling patterns not yet introduced in the curriculum are called Trick Words in Fundations®. Trick Words are always introduced within the context of a sentence to promote automatic and fluent reading and to aid in defining the word when necessary.</p> <p><b>Geodes Level K Classroom Library</b></p> <p>Additional decoding practice is provided with the 32 Duet Books found in the <i>Geodes</i> Level K Classroom Library, which align specifically with the scope and sequence of Fundations® Level K. Each child-read text is at least 90 percent decodable, as aligned with the scope and sequence of Fundations®, for students to practice taught phonetic elements and Fundations® Trick Words in connected text.</p>                                   |
|  |  | <p><b>K.RF.3a</b><br/>           Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.</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. <b>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun.</b></p> <p><b>Letter-Keyword-Sound</b> (description p. 38): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174)</p> <p><b>Drill Sounds</b> (description p. 30): (Orientation: p. 58), (Unit 1: p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p.</p> |

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|  |  |  | <p>252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406)</p> <p><b>Echo/Find Letters</b> (description p. 32): (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p><b>Dictation/Sounds</b> (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><b>Echo/Letter Formation</b> (description p. 36): (Orientation: p. 58), (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181), (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 209; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 261; p. 269; p. 271; p. 279; p. 281; p. 289; p. 291;), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p> <p><b>Skywrite/Letter Formation (description p. 40):</b> (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226);</p> <p><b>Student Notebook</b> (description p. 42): (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203 p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 305)</p> <p><b>Alphabetical Order (description p. 22):</b> (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287)</p> |
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|  |  |  | <p><b>Make It Fun</b> (description p. 48): (Unit 1: p. 68; p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178), (Unit 4: p. 307)</p> <p>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 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 words. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations® Level K is the closed syllable type and the short vowel sounds.</p> <p><b>Drill Sounds</b> (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)</p> <p><b>Echo/Find Letters</b> (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)</p> <p><b>Letter-Keyword-Sound</b> (description p. 38): (Unit 1: p. 84; p. 94; p. 105; p. 124)</p> <p><b>Word Play</b> (description p. 48): Unit 3: 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p><b>Word Play – Listen for Sounds</b> introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> |
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## Level K Alignment to Arizona’s ELA Standards

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|  |  | <p><b>K.RF.3b</b><br/>Decode regularly spelled closed-syllable words.</p>                               | <p>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 <b>f, m, n, l, r</b> and <b>s</b>. 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 introduced in Introduce New Concepts and practiced daily with the <b>Word Play-Make Words for Decoding</b> and <b>Make it Fun</b> activities.</p> <p><b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349)</p> <p><b>Word Play (description p. 48):</b> (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),</p> <p><b>Make it Fun:</b> (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) Emphasize the fluent reading of sentences; using phrasing.</p> <p><b>Word Play – Read Sentences</b> (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) <b>Make it Fun- Change the Sentence</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p><b>Storytime</b> (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 Pack (58-61, 85-88, 93, 94, 96-98, 102-104) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> |
|  |  | <p><b>K.RF.3c</b><br/>Read 50 common high-frequency words by sight from a research-based word list.</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</p>   |

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|  |  |   | <p>the curriculum are taught as words to be automatically recognized, called Trick Words in Foundations®. Starting in Unit 3, several Trick Words are introduced and practiced in the <b>Teach Trick Words</b> and <b>Trick Word Practice</b> 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.</p> <p><b>Teach Trick Words</b> (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)</p> <p><b>Trick Word Practice</b> (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p><b>Words taught as Trick Words in Level K:</b> 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 read high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry’s first 100 list: in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.</p> <p>Additional activities are provided in the Home Support Pack (81-82, 91, 100-101).</p>  |
|  |  | <p><b>K.RF.3d</b><br/>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p>With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC patterns. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added, or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises such as word chaining.</p> <p><b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349)</p> <p><b>Word Play—Make Words for Decoding</b> (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)</p> <p><b>Make It Fun:</b> (Unit 2: p. 206), (Unit 4: p. 307; p. 317; p. 355; p. 365; p. 375)</p> |

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### ELA.K.RF.4 Fluency

With Foundations, automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. Trick Words are always introduced within the context of a sentence to promote automatic and fluent reading and to aid in defining the word when necessary. Additional practice in decoding is provided with the 32 Duet Books found in the Geodes Level K Library 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.

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| <p><b>Reading Standards: Foundational Skills</b></p> | <p><b>Fluency</b></p> | <p><b>K.RF.4</b><br/>Read emergent-reader texts with purpose and understanding.</p> | <p><b>Storytime</b> (description p. 48) (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 248; p. 255; p. 275; p. 285)<br/>Students also read connected text with prosody and expression in sentences in:</p> <p><b>Trick Word Practice</b> (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404),</p> <p><b>Sentence Reading:</b> (Unit 5: p. 348; p. 350)</p> <p><b>Word Play- Read Sentences</b> (Unit 5: p. 353; p. 359; p. 360; p. 363, p. 369; p. 370; p. 373; p. 378; p. 380; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403)</p> <p><b>Make it Fun</b> (Unit 5 p. 355, 365, 375) <i>Students proofread the written sentence which requires students to read connected text.</i></p> <p><b>Dictation/Sentences</b> (description p. 28): (Unit 5: p. 351, p. 359, p. 361, p. 369, p. 370, p. 379, p. 381, p. 383; p. 389; p. 395; p. 403)</p> <p><b>Important Note for Consideration:</b> 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 <b>Geodes Level K Classroom Library</b>, which provides 32 Duet Books explicitly corresponding to Foundations’® scope and sequence for grade K. These Duet Books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations® scope and sequence along with Foundations® Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p> |
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### ELA.K.WF.1, 2, 3 Sound-Letter Basics and Handwriting and Spelling

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

Automatic, fluent handwriting instruction is an integral part of Fundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation.

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| <b>Writing Standards: Foundational Skills</b> | <b>Sound-Letter Basics and Handwriting</b> | <b>K.WF.1</b><br>Demonstrate and apply handwriting skills.                             |   |
|   |  | <b>K.WF.1a</b><br>Match upper and lowercase manuscript letters.                        | <p>When students are introduced to a new letter-sound they are shown a Large Sound Card that includes both the upper- and lower-case manuscript letter. <b>Letter-Keyword-Sound (description p. 38)</b>: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174)</p> <p>Students are taught letter formation for upper case letters associated with the lowercase letter in the same lesson in the Sky Write/Letter Formation, Student Notebook and Echo/Letter Formation activities. (Unit 2: p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226).</p> <p>See Student Notebook page 33-84.</p>  |
|   |  | <b>K.WF.1b</b><br>Write upper and lower manuscript letters, with reference to a model. | <p>Automatic, fluent handwriting instruction is an integral part of Fundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of <b>all 26 letters, upper- and lowercase</b>, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following specific verbalizations. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. The following activities directly teach handwriting: <b>Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook</b></p> <p><b>Echo/Letter Formation</b> (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.</p> |

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|  |  | <p>157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p> <p><b>Skywrite/Letter Formation</b> (description p. 40): (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226)</p> <p><b>Student Notebook</b> (description p. 42): (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350)</p> <p>Students also practice letter formation when doing the <b>Dictation/Sounds</b> activity. Students write the letter(s) that correspond to the dictated sound on the Dry Erase Board with the Wilson grid.</p> <p><b>Dictation/Sounds (description p. 24):</b> 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 Foundations Home Support Pack (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Foundations Learning Community.</p> |   |
|  |  | <p><b>K.WF.1c</b><br/>Write left to right using appropriate spacing between words.</p>   | <p>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p.359, p. 361; p. 369, p. 371; p. 373; p. 381); <b>Dictation/Sentences</b> (description p. 28): (Unit 5: p. 351, p. 379; 383; p. 389)</p> |
|  |  | <p><b>K.WF.2</b><br/>Demonstrate and apply sound-letter concepts.</p>  |   |

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|  |          | <p><b>K.WF.2a</b><br/>Orally segment the phonemes in any single-syllable, spoken word.</p>                 | <p><b>Echo/Find Words (description p. 34):</b> (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><b>Dictation/Words (description p. 26):</b> (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><b>K.WF.2b</b><br/>Demonstrate and understand that each syllable is organized around a vowel sound.</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 key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level K is the closed syllable type and the short vowel sounds. All six syllable types are mastered by the end of Level 2.</p> <p><b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Word Play (description p. 48):</b> (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),</p> |
|  | Spelling | <p><b>K.WF.3</b><br/>Know and apply phonics and word analysis skills when encoding words.</p>              |  |
|  |          | <p><b>K.WF.3a</b><br/>Represent phonemes in simple words, using letter-sound relationships.</p>            | <p><b>Echo/Find Words (description p. 34):</b> (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><b>Dictation/Words (description p. 26):</b> (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)</p>  |

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|  |  |   | <p>(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>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 <b>Echo/Find Letters (see description 32)</b> and <b>Dictation/Sounds Activities (see description p 25)</b>.</p>   |
|  |  | <p><b>K.WF.3b</b><br/>Write or select an initial or final consonant when a medial vowel is provided.</p>  | <p>With the mastery of sound-to-letter correspondence and the development of encoding skills, students will be able to encode all words presented with CVC and VC pattern. The skill of isolating phonemes in a spoken word is emphasized in the procedure of <b>Echo/Find Words and Dictation Activities</b>. Several words are studied with each lesson which helps students recognize when a specified phoneme is added, changed, or removed.</p> <p><b>Echo/Find Words (description p. 34):</b> (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><b>Dictation/Words (description p. 26):</b> (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><b>K.WF.3c</b><br/>Spell VC (Vowel-Consonant) (e.g., <i>at, in</i>) and CVC (Consonant-Vowel-Consonant) (e.g., <i>pet, mud</i>) words with short vowel sounds.</p> | <p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p><b>Echo/Find Words (description p. 34):</b> (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><b>Dictation/Words (description p. 26):</b> (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) <b>Introduce New Concepts:</b> (Unit 5: p. p. 351; p. 379)</p> <p><b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405)</p>   |



Level K Alignment to Arizona’s ELA Standards

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|  |  |   | <p><b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p> <p><b>Make it Fun:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Pack (89, 95, 106-110)</p>  |
|  |  | <p><b>K.WF.3d</b><br/>Accurately write grade-level appropriate words, as found in a research-based word list.</p> | <p>Level K students will be able to spell high-frequency words that have regular VC and CVC sound spelling patterns, including the following words from Fry’s first 100 list: <b>in, that, it, on, with, at, this, had, but, not, when, if, up, then, them, him, sit, did, get.</b> As students progress in the Foundations curriculum Levels 1-2, a multisensory strategy is introduced to learn the <i>spelling</i> of high frequency words (Trick Words) that are not phonetically regular or has word structure that has not yet been taught.</p>   |
|  |  | <p><b>K.WF.3e</b><br/>Attempt phonetic spelling of unknown words.</p>   | <p>Level K students will be able to draw upon phonemic awareness and sound-letter relationships that have been directly taught in the Foundations Level K curriculum including all consonant, short-vowel sounds, and digraphs. Teachers include closed-syllable (cvc and vc) words in the Echo/Find Words and Dictation Words activities for students to apply skills. Foundations 30-minute instruction does not include words for practice with untaught patterns.</p> <p>Students are encouraged to write in My Foundations Journal. (p. 93, 163, 199, 232, 265, 298, 341, 376, 387, 396)</p> |

## Level K Alignment to Arizona’s ELA Standards

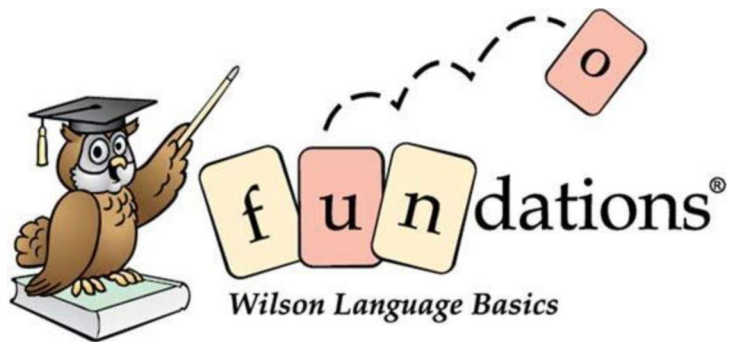
### Additional Standards Supported by Foundations

In addition to the foundational skills, Foundations also strongly supports standards below.

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| <b>Language Standards</b> | <b>Conventions of Standard English</b> | <b>K.L.2</b><br>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.              | Foundations® teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012).<br><br>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.   |
|                           |  | <b>K.L.2a</b><br>Capitalize the first word in a sentence and the pronoun <i>I</i> .<br><br><b>K.L.2b</b><br>Recognize and name end punctuation. | The following dictation activities have students writing sentences with attention to capitalization and punctuation:<br><br><b>Introduce New Concepts:</b> (Unit 5: p. p. 351; p. 379)<br><br><b>Dictation/Sentences</b> (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405)<br><br><b>Word Play—Sentence Dictation/Write Sentences:</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)<br><br><b>Make It Fun:</b> (Unit 5: p. 355; p. 365; p. 375)<br><br>The following activities also reinforce the key elements of sentence structure, such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation.<br><br><b>Word Play</b> (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)<br><br><b>Teach Trick Words</b> (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)<br><br><b>Trick Word Practice</b> (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)<br><br>Additional activities are provided in the Home Support Pack (p. 89; p. 95; pp. 106–110) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K manual. (See the Expert Tips/Ideas section.) |

## Level K Alignment to Arizona’s ELA Standards

Fundations’ 30-minute standard lesson focuses on decoding and total word structure, spelling, and handwriting and is not intended to be a core ELA program. However, teachers create a rich oral language environment to reinforce that words have meaning throughout Fundations lessons. They develop “word conscious” classrooms, constantly emphasizing both structure and meaning. Students learn to orally provide sentences for selected words they have decoded as well as how to expand them with more details. For text, students practice visualization and retelling strategies in the Storytime Activity. *Therefore, there are many standards that Fundations will support related to vocabulary and comprehension.*



# **Fundations® LEVEL 1 Program**

Alignment to Arizona's English Language  
Arts Standards - 1<sup>st</sup> Grade

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Level 1 Alignment to Arizona’s ELA Standards

**ELA.1.RF.1 Print Concepts**

Fundations Level 1 continues to build upon the print awareness skills introduced in Kindergarten.

| Strand   | Sub-Strand                   | Standard  | Aligned Components of Foundations®   |
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| <p><b>Reading Standards: Foundational Skills</b></p> | <p><b>Print Concepts</b></p> | <p><b>1.RF.1</b><br/>                     Demonstrate understanding of the organization and basic features of print.</p>  | <p>Fundations® Level 1 continues to build upon the print awareness skills introduced in Kindergarten. During the Storytime activity, students demonstrate an understanding of the organization of basic features of print. During the Teach Trick Words activity, the concept of sentence structure is explicitly taught using manipulatives (Sentence Frames) to assist with the understanding that words make up sentences, and that sentences begin with a capital or uppercase letter and end with punctuation. During Sentence Dictation activities, students demonstrate many conventions of print, including letter formation, punctuation, spacing between words, and writing from left to right. Additional practice in print awareness activities is provided with the stories in the Fluency Kit and the Foundations® Stories Set 1 books as well as the 64 titles in the <i>Geodes</i>® Level 1 Classroom Library, which align specifically with the scope and sequence of Foundations® Level 1.</p> <p><b>Geodes Level 1 Classroom Library</b></p> <p>Print awareness is provided with the books found in the Geodes Level 1 Classroom Library, which align specifically with the scope and sequence of Foundations® Level 1. Geodes texts allow students authentic practice in constrained skills, such as letter naming, phonics, and concepts of print. The Book Notes for each title in the collection provide an opportunity for teachers to draw students’ attention to differentbook sections such as the front cover and title page.</p> <p><i>Inside Geodes</i>® Level 1: pages 9, 53, 69, 93, 97, 119</p> |
|  |                              | <p><b>1.RF.1a</b><br/>                     Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).</p> | <p>Students systematically learn features of a sentence. Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital oruppercase letter and end with punctuation.</p> <p>During <b>Teach Trick Words—Reading</b>, students must recognize the features of the sentence and many conventions of print, including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14.</p> <p><b>Teach Trick Words—Reading (description p. 52)</b> (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; p. 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p.</p>  |

Level 1 Alignment to Arizona’s ELA Standards

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|  |  |  | <p>443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>During <b>Dictation</b> activities, students demonstrate many conventions of print, including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations® students practice print concepts with Sentence Dictation in <b>Dictation (Dry Erase)</b>, <b>Dictation (Composition Book)</b>, and <b>Unit Tests</b> from Unit 2 through Unit 14.</p> <p><b>Dictation/Sentences (description p. 36):</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 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><b>Geodes Level 1 Classroom Library</b></p> <p>Additional practice in print awareness activities is provided with the stories in the Fluency Kit and the Foundations® Stories Set 1 books, as well as the 64 titles in the <i>Geodes</i> Level 1 Classroom Library, which align specifically with the scope and sequence of Foundations® Level 1.</p> |
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## Level 1 Alignment to Arizona’s ELA Standards

### ELA.1.RF.2 Phonological Awareness

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

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| <p><b>Reading Standards: Foundational Skills</b></p> | <p><b>Phonological Awareness</b></p> | <p><b>1.RF.2</b><br/>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> | <p>By design, Foundations® Level 1 efficiently focuses on the <i>most</i> complex phonemic awareness skill of phoneme blending and segmentation, which research identifies as the <i>key</i> 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). 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 <i>orally first (without letters)</i> in a spoken word is emphasized in Echo/Find Words and Dictation activities and some Introduce New Concepts and Make It Fun 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). Words with digraphs, blends, digraph blends, and words up to five 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.</p> <p>The Foundations® curriculum is built around the research-base that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD 2000). Thus, once Level 1 students understand the letter- sound correspondence (Unit 1), the primary focus is on phonemic awareness. Phonemic awareness is not just something performed at the beginning of the program and in isolation; rather, it is conducted (daily) throughout the year as it is directly integrated into the study of word structure. This is supported by research: “A key test of whether earlier phonological sensitivity skills are an essential step toward awareness of phonemes is</p> |
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## Level 1 Alignment to Arizona’s ELA Standards

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|  |  |   | <p>whether students who have not yet learned how to segment syllables can be taught to identify and segment phonemes: the answer is ‘yes’” (Cary and Verhaeghe 1994). The important implication is that it is <b>not necessary</b> [emphasis added] to devote the time and effort to foster skills in phonological sensitivity in order for children to acquire phoneme awareness” (Brady 2020, p. 21). “The necessity of proceeding in kindergarten and first grade from phonological sensitivity instruction to phoneme awareness instruction is not supported. Instead, teachers in these grades should target student mastery of phoneme awareness” (Brady 2020, p. 22).</p> <p>Because the focus of Foundations® is on the key skill of phoneme segmentation and blending, the other lower-level PA skills (i.e., rhyming, alliteration, syllable awareness, onset-rime) are provided as supplemental activities that can be found on the Foundations Learning Community should Foundations® students needed additional support in these tasks.</p>   |
|  |  | <p><b>1.RF.2a</b><br/>Distinguish long from short vowel sounds in spoken single-syllable words.</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 finger-tapping technique helps students develop their phonemic awareness skills and practice the alphabetic principle. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes, thus distinguishing the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. Words with both long and short vowel sounds are included in word resources for Units 11–14 for decoding and encoding activities. (Resources: pp. 397–398; pp. 435–436; pp. 473–474; pp. 501–502)</p> <p><b>Introduce New Concepts:</b> (Unit 11 Introduction: p. 366, p. 368; p. 387)<br/> <b>Make It Fun (description p. 60):</b> (Unit 11: p. 371; p. 381; p. 391)<br/> <b>Word of the Day (description p. 56):</b> (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393)<br/> <b>Word Talk (description p. 58):</b> (Unit 11: p. 374; p. 380; p. 390; p. 394)</p> <p><b>Word Play (description p. 60):</b> (Unit 11: p. 386; p. 392)</p> <p>The vowel-consonant-e concept is reinforced in spelling activities in <b>Echo/Find Words</b> and <b>Dictation/Words</b>.<br/> <b>Echo/Find Words (description p. 42):</b> (Unit 11: p. 369; p. 371; p. 379; p. 387),<br/> <b>Dictation/Words (description p. 26):</b> (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p> |



## Level 1 Alignment to Arizona’s ELA Standards

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|  |  |   | <p>By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (Unit 9: p. 313).</p>  |
|  |  | <p><b>1.RF.2b</b><br/>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</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 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><b>Dictation/Words (description p. 26):</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 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)</p> <p><b>Echo/Find Words (description p. 42; p. 44):</b> (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 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; p. 341; p. 345; p. 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><b>Introduce New Concepts:</b> (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; p. 341), (Unit 11: p. 368; p. 387)</p> <p><b>Make It Fun (description p. 60)</b> (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> |

## Level 1 Alignment to Arizona’s ELA Standards

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|  |  | <p><b>1.RF.2c</b><br/>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> | <p>The skill of isolating phonemes in a spoken word is emphasized in the Dictation/Words and Echo/Find Words activities, and in some Introduce New Concepts activities. The Wilson® finger-tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo the word and then tap out the individual phonemes. This is conducted <i>orally</i>, before students then identify letter tiles or write the word, applying the alphabetic principle. During each activity, teachers dictate several words, which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phonememanipulation.</p> <p><b>Dictation/Words</b> (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; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 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)</p> <p><b>Echo/Find Words (description p. 42; p. 44):</b> (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 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; p. 341; p. 345; p. 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><b>Introduce New Concepts:</b> (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; p. 341), (Unit 11: p. 368; p. 387)</p> <p><b>Make It Fun (description p. 60)</b> (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><b>1.RF.2d</b><br/>Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/).</p> | <p>Spoken one syllable words with three sounds are segmented in Echo/Find and Dictation beginning in Unit 2, up to four sounds beginning in Unit 8, and up to five sounds beginning in Unit 10.</p> <p><b>Introduce New Concept</b> (Unit 2 p. 108) (Unit 8 p. 275) (Unit 10 p. 331)<br/><b>Echo/Find Words (description p. 42; p. 44):</b> (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 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; p. 341; p. 345; p. 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.</p>   |

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|  |  |   | <p>491)</p> <p><b>Dictation/Words</b> (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; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 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)</p> <p>Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes:</p> <p><b>Word Play – Listen for Sounds</b> (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p><b>Make it Fun</b> (Unit 1: p. 68; p. 78; p. 98; p. 128; p. 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> |
|  |  | <p><b>1.RF.2e</b><br/>Orally generate a series of rhyming words using a variety of phonograms (e.g., <i>-ed</i>, <i>-ake</i>, <i>-ant</i>, <i>ain</i>) and consonant blends (e.g., /bl/, /st/, /tr/).</p> | <p>Make it Fun: (Unit 7: p. 238; p. 250)</p>   |
|  |  | <p><b>1.RF.2f</b><br/>Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.</p>   | <p>During each <b>Echo/ Find Words Activity</b>, teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted <b>orally</b> before students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>Echo/Find Words (description p. 42; p. 44):</b> (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 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; p. 341; p. 345; p. 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>  |

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### ELA.1.RF.3 Phonics and Word Recognition

In Foundations Level 1, sound mastery is a critical component reinforced in: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, and Make it Fun. Explicit and systematic study of the English sound system is scaffolded across each program level and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. 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 Geodes Level 1 Classroom Library which aligns specifically with the scope and sequence of Foundations Level 1.

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| <p><b>Reading Standards: Foundational Skills</b></p> | <p><b>Phonics and Word Recognition</b></p> | <p><b>1.RF.3</b><br/>Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.</p> | <p>In Foundations® Level 1, sound mastery is a critical component reinforced in Letter- Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, and Make It Fun. Explicit and systematic study of the English sound system is scaffolded across each program level and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable.</p> <p>Foundations® explicitly teaches total word structure, not just systematic phonics, in a comprehensive structured literacy approach across four levels (K, 1, 2, 3). Level 1 students decode and spell the closed and vowel-consonant-e syllables and multisyllabic words with these two syllable types. Foundations® students develop deep word-level knowledge and automatic word identification skills, beginning with strategies that target accuracy, such as tapping out sounds and marking word elements. The Wilson® tapping technique adds a powerful tactile component to clarifying phonemes before blending to decode. Lessons focus on quick automatic word recognition. Activities provide ample practice for decoding practice, including Introduce New Concepts, Word of the Day, Word Talk, Teach Trick Words—Reading, Make It Fun, and Storytime. Although not taught in depth in Level 1 for encoding, students are introduced to the sounds of r-controlled vowels and the vowel teams, including those with long vowel sounds.</p> <p>Foundations® emphasizes the mastery of word knowledge and transcription skills in two directions—decoding and encoding. This is because spelling is a foundational skill for writing and strongly reinforces reading. Spelling skills are taught with decoding skills through Introduce New Concepts, Echo/Find Words, Dictation/Words, and Dictation/Sentences.</p> <p>With Foundations®, automatic word recognition of Level 1 Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for the most common 100 words on both the Fry and American Heritage high-frequency word lists. Phonetically irregular high-frequency</p> |
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|  |  |  | <p>words and high-frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as Trick Words in Foundations®. Trick Words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary.</p> <p>Additional single-word decoding practice for accuracy and automaticity, as well as application of emerging decoding skills with connected text, is provided in the Home Support Pack 1, Fluency Kit Level 1, the Foundations® Stories Set 1, and the 64 books in the <i>Geodes</i> Level 1 Classroom Library, which align specifically with the scope and sequence of Foundations® Level 1.</p>  |
|  |  | <p><b>1.RF.3a</b><br/>Know the spelling-sound correspondences for common consonant digraphs.</p> | <p>The concept of digraphs was taught in Level K Foundations® and is again explicitly taught in Level 1, Unit 3 (<b>See Unit 3 pp. 130–153</b>). Digraphs are included in word resources for <b>all</b> subsequent units for all decoding and encoding activities. (See <b>Unit Resources</b>: p. 179; p. 195; p. 231; pp. 267–268; pp. 295–296; p. 323; pp. 359–360; pp. 397–398; pp. 435–436; pp. 473–474; pp. 501–502.)</p> <p><b>Drill Sounds/Warm-Up (description p. 38)</b> (Unit 3: p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150), (Unit 4: p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; 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: pp. 237–238; 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. 266), (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. 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. 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><b>Introduce New Concepts:</b> (Unit 3: p. 132; p. 135; p. 145), (Unit 8: p. 274; p. 284)</p> <p><b>Echo/Find Letters (description p. 40):</b> (Unit 3: p. 139; p. 145), (Unit 4: p. 159; p. 173; p. 175), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379), (Unit 12: p. 387; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p><b>Dictation/Sounds (description p. 28):</b> (Unit 3: p. 135; p. 139; p. 147), (Unit 4: p. 163; p. 167; p. 169), (Unit 5: p. 185; p. 189), (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. 251; p. 253; p. 255), (Unit 8: p. 261; p. 281; p. 287; p. 291), (Unit 9: p. 305; p.</p> |

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|  |  |  | <p>309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 376; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 409; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; pp. 457–458; pp. 460–461; p. 465; p. 467; p. 469), (Unit 14: p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p><b>Word Play (description p. 60)</b> (Unit 3: p. 134)</p> <p><b>Make It Fun (description p. 60)</b> (Unit 8: p. 287)</p> <p>Additional decoding practice is provided in the <b>Home Support Pack, Fluency Kit Level 1</b>, the Foundations® Stories Set 1, and the 64 books in the <b>Geodes Level 1 Classroom Library</b>, which align specifically with the scope and sequence of Foundations® Level 1.</p>   |
|  |  | <p><b>1.RF.3b</b><br/>Decode regularly spelled one-syllable words.</p> | <p>In Foundations®, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound, /ă/, but does not know when the letter <i>a</i> says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50 percent 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 the following:</p> <p><b>Introduce New Concepts:</b> (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: pp. 366–367; p. 387),</p> <p><b>Word of the Day</b> (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)</p> <p><b>Word Talk (description p. 58):</b> (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; p. 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)</p> <p><b>Make It Fun (description p. 60):</b> (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)</p> |

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|  |  |   | <p><b>Word Play (description p. 60):</b> (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)</p> <p><b>Storytime (description p. 60):</b> (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (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><b>Foundations® Fluency Kit 1</b> (included in the Teacher’s Kit)</p> <p>Also, the r-controlled vowels and vowel teams are introduced in the <b>Quick Drill/Warm-Up</b> activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open, but they move on to an in-depth word study of open syllables in Level 2.</p> <p><b>Drill Sounds/Warm-Up</b> (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 open syllables in the context of closed syllables, but they move on to an in-depth word study of open syllables in Level 2.</p> |
|  |  | <p><b>1.RF.3c</b><br/>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> | <p>Foundations® presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge of vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sound Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Foundations® Level 1, students first learn to decode closed syllables, then they learn the vowel-consonant-e syllable type, and then they examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards. (In Level 2, students progress to learn all six syllable types within multisyllabic words.)</p>  |

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|  |  |   | <p><b>Introduce New Concepts:</b> (Unit 9: p. 302, p. 312, p. 313), (Unit 11: p. 366, p. 367), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462)</p> <p><b>Word of the Day</b> (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)</p> <p><b>Word Talk</b> (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)</p> <p><b>Make It Fun</b> (description p. 60): (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)</p> <p><b>Word Play</b> (description p. 60): (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490)</p> <p><b>Storytime</b> (description p. 60): (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488)</p> <p>Students apply taught skills by using the Foundations® <b>Fluency Kit 1</b> and Foundations® <b>Stories Set 1</b> (included in the Teacher’s Kit). Also available is the <b>Geodes Level 1 Classroom Library</b>, which provides 64 titles explicitly corresponding to Foundations®’ scope and sequence for Grade 1.</p>  |
|  |  | <p><b>1.RF.3d</b><br/>Recognize and apply all six syllable types when decoding grade level texts.</p> | <p>Foundations teaches word structure cumulatively and thoroughly across K-3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on. Foundations first teaches a new syllable type in isolation, and then combines it with only other syllable types that have already studied. In grade 1, Foundations establishes word work with closed and v-c-e syllables and multisyllabic words with only those type of syllables (See 1.RF.3b for specific citations). Furthermore, the teaching of the syllable types are more thorough and intentional because Foundations teaches <b>both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach</b> which explicitly teaches total word structure, not just phonics. <b>Encoding (spelling) skills</b> are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). Both the r-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options and present more of a challenge for spelling. Thus, Level 1 students are introduced to the r-controlled vowels and vowel teams in the Quick Drill/Warm Up activity to help with students’ reading and will prepare students to learn those syllable types more in depth for both reading and spelling in Level 2.</p> |



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|  |  |   | <p>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><b>1.RF.3e</b><br/>Read words with inflectional endings.</p>                           | <p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (see pp. 196–231) and are included in word resources for all units following for all decoding activities. (See Unit Resources pp. 267–268; pp. 295–296;p. 323; pp. 359–360; pp. 397–398; pp. 435–436; pp. 473–474; pp. 501–502.) Suffixes -ed and -ing added to unchanging base words is explicitly taught in Unit 10 (see pp. 324–360)and are included in word resources for all subsequent units for all decoding activities. (See Unit Resources pp. 397–398; pp. 435–436; pp. 473–474; pp. 501–502.) Suffix -es is explicitly taught in Unit 13 (see pp. 438–474) and Unit Resources pp. 501–502.) The activities that include decoding words include Introduce New Concepts, Word of theDay, Word Talk, Make It Fun, Word Play, and Storytime.</p> <p>Students apply taught skills by using the <b>Home Support Pack 1, Fluency Kit 1, and Foundations® Stories Set 1</b> (all included in the Teacher’s Kit).</p> <p><b>Geodes Level 1 Classroom Library</b></p> <p>Additional practice is available through the texts in <i>Geodes</i> Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Foundations®’ scope and sequence forLevel 1.</p> |
|  |  | <p><b>1.RF.3f</b><br/>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 are taught as words to be automatically recognized. These sight words (called Trick Words in Foundations®) are taught separately from phonetically regular words. In Level 1 of Foundations®, students learn 107 Trick Words for both quick and automatic recognition and for spelling.</p> <p>During the <b>Teach Trick Words—Reading</b> activity, Trick Words are explicitly taught within the context of a sentence using blue sentence frames, focusing students’ attention on the Trick Words by circling them. Meaning is discussed as needed. Recognition is reinforced with <b>flash cards</b> during the Trick Words Drill (Drill Sounds/Warm-Up) and by entering each Trick Word into the <b>Student Notebook</b>.</p> <p><b>Teach Trick Words—Reading (description p. 52)</b> (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.</p>   |

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|  |  |  | <p>335; p. 339; p. 353), (Unit 11: p. 373; p. 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>Students also practice Trick Words for automaticity by reading flashcards as a <b>Trick Word Drill</b> during the <b>Drill Sounds/Warm-Up</b> activity (Unit 3: p. 134; p. 138; p. 140; p. 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; p. 238; p. 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 <b>Fluency Kit 1</b> (included in the Teacher’s Kit) includes the opportunity to read Trick Words in isolation, phrases with Trick Words, and sentences in connected text. <b>Geodes Level 1 Classroom Library</b> provides 64 titles explicitly corresponding to Foundations®’ scope and sequence for Grade 1, including Trick Words.</p> |
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## Level 1 Alignment to Arizona’s ELA Standards

### ELA.1.RF.4 Fluency

In Foundations 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. Foundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime 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 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, called Trick Words in Foundations.

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| <b>Reading Standards:<br/>Foundational Skills</b> | <b>Fluency</b> | <b>1.RF.4</b><br>Read with sufficient accuracy and fluency to support comprehension.  | Quick and automatic word recognition is necessary for fluency, but is not sufficient. In addition to automaticity, students need to develop prosody and expression. In Foundations®, students have multiple opportunities to develop quick and automatic word recognition. They also work to develop prosody and expression with connected text with a variety of activities such as 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. Additional supported fluency practice is provided in the Fluency Kit Level 1.<br><br><b>Geodes Level 1 Classroom Library</b><br>Fluency practice and reading for purpose and understanding is supported through use of the <i>Geodes</i> Level 1 Classroom Library. The collection of 64 knowledge building books is specifically aligned to the Foundations® scope and sequence, allowing application of emerging decoding skills with meaningful text. |
|   |                | <b>1.RF.4a</b><br>Read on-level text with purpose and understanding.<br><br><b>1.RF.4b</b><br>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.<br><br><b>1.RF.4c</b> | 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 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 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   |

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|  |  | <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>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.</p> <p><b>Storytime (description p. 60):</b> (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (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. 488)</p> <p><b>Prosody:</b> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <b>Word of the Day</b> activity.</p> <p><b>Word of the Day (description p. 56):</b> (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)</p> <p>Additionally, phrasing is modeled and practiced during the <b>Teach Trick Words—Reading</b> activity, with sentences written on sentence frames.</p> <p><b>Teach Trick Words—Reading (description p. 52):</b> (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; p. 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 the <b>Level 1 Fluency Kit</b> in the Teacher’s Kit which includes exercises for sounds, word lists, and phrases to develop automaticity and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component, in which teachers track progress on the Recording Form, including reading text orally with expression.</p> <p>The <b>Level 1 Progress Monitoring Tool</b> (available for free download on the companion website) also includes an oral reading fluency measure.</p> |
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|  |  |  | <p><b>Fundations® Stories Set 1</b> (included in the Teacher’s Kit) and the <b>Books to Remember Set 1</b> and <b>Geodes Level 1 Classroom Library</b> provide additional decoding and fluency practice.</p> <p><b>Geodes Level 1 Classroom Library</b><br/>         The 64 titles in <i>Geodes</i> Level 1 Classroom Library explicitly correspond to Fundations®’ scope and sequence for Grade 1. These books provide students with the opportunity to practice applying decoding skills aligned with the Fundations® scope and sequence, along with Fundations® Trick Words, which include high-frequency sight words, through authentic texts.</p> |
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**ELA.1.WF. 1, 2, 3 Sound-Letter Basics and Handwriting and Spelling**

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

Spelling skills are directly taught and reinforced in Foundations® using multisensory techniques and manipulatives. Students learn to segment and spell words as they correspond to decoding patterns taught. They learn to segment and associate letters with sounds rather than memorize words. Handwriting is an important aspect of Foundations instruction. Students are directly taught letter formation with the Wilson font. In Levels K and 1, students master letter formation with verbal cues, repetition, sky writing, tracing, and writing practice.

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| <p><b>Writing Standards: Foundational Skills</b></p> | <p><b>Sound-Letter Basics and Handwriting</b></p> | <p><b>1.WF.1</b><br/>Demonstrate and apply handwriting skills.</p>  |  |
|  |   | <p><b>1.WF.1a</b><br/>Write upper- and lower-case manuscript alphabet from memory using correct letter formation.</p> | <p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation.</p> <p><b>Sky Write/Letter Formation</b> (description p. 50): (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96) Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence.</p> <p><b>Echo/Letter Formation</b> (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 all dictation activities and on the Unit Tests. <b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words</b> (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p>The <b>Home Support Pack</b> also reinforces letter formation. (See pages 8-21)</p> |

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|  |  |  | <p>A note on upper case letter formations: Foundations® students are explicitly taught the letter formations of all 26 letters, upper- and lowercase, in Level K. Given the systematic and cumulative nature of Foundations®, and the expectation that the program is implemented across grades, skills were well established in Kindergarten. The lower-case letters are reviewed in Level 1, the uppercase letters are not retaught unless it is needed. The Level 1 Teacher’s Manual (page 7) includes an explicit note about the potential need to review or teach uppercase letters in Level 1, depending on the background of the students. The Level 1 Manual includes explicit instructions to teach letter formation (Echo/Letter Formation p 46, Sky Write/Letter Formation p50), and the Level 1 Teacher’s Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see Formation Guides in Teacher’s Kit).</p>  |
|  |  | <p><b>1.WF.1b</b><br/>Write the common grapheme (letter or letter group) for each phoneme.</p> | <p><b>Echo/Letter Formation (description p. 46):</b> (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><b>Dictation/Sounds (description p. 28): Dictation (Dry Erase) –</b> Unit Sounds (Unit 2: p. 113), (Unit 3: p. 135; p. 139), (Unit 4: p. 175), (Unit 5: p. 185), (Unit 6: p. 203; p. 211; p. 215; p. 221; p. 227), (Unit 7: p. 241; p. 243), (Unit 9: p. 313; 317), (Unit 10: p. 335; p. 345), (Unit 11: p. 369; p. 377; p. 381; p. 389), (Unit 12: p. 407; p. 415; p. 421; p. 425), (Unit 13: p. 445; p. 447; p. 465), (Unit 14: p. 483; p. 491; p. 495); <b>Dictation (Composition Book) –</b> Unit Sounds (Unit 2: p. 123), (Unit 3: p. 139; p. 147; p. 157); (Unit 4: p. 163; p. 169), (Unit 5: p. 189); (Unit 6: p. 207; 213; 217; p. 225), (Unit 7: p. 251; p. 253; p. 261), (Unit 8: p. 281; 287; p. 291), (Unit 9: p. 305; p. 309; p. 315; p. 319), (Unit 10: p. 331; p. 343; p. 351; p. 355), (Unit 11: p. 379; p. 383; p. 391; p. 393), (Unit 12: p. 419; p. 431), (Unit 13: p. 449; p. 457; p. 467; p. 469), (Unit 14: p. 487; p. 493); <b>Dictation (Day 5 Check-Up) –</b> (Unit 4: p. 167), (Unit 6: p. 219), (Unit 7: p. 255) (Unit 8: p. 283), (Unit 9: p. 311), (Unit 10: p. 347), (Unit 11: p. 385), (Unit 12: p. 423), (Unit 13: p. 461), (Unit 14: p. 489)</p> |
|  |  | <p><b>1.WF.1c</b><br/>Write with appropriate spacing between letters and words.</p>            | <p><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words</b> (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p>  |

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| <b>Spelling</b> | <p><b>1.WF.2</b><br/>Demonstrate and apply sound-letter concepts.</p>   |   |
|                 | <p><b>1.WF.2a</b><br/>Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.</p>                              | <p><b>Echo/Find Words</b> (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),</p> <p><b>Dictation/Words (description p. 31):</b> (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)</p> <p><b>Make it Fun (description p. 60)</b> (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 7: p. 238; p. 250), (Unit 8: p. 287)</p> |
|                 | <p><b>1.WF.2b</b><br/>Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</p> | <p><b>Dictation (Dry Erase) and Dictation</b> (Composition Book): <b>Dictation/Words</b> (description p. 31-Dictation/Sentences: (description p. 36): (Unit 2: p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p>   |
|                 | <p><b>1.WF.3</b><br/>Know and apply phonics and word analysis skills when encoding 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. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as q followed by u, digraphs, blends, digraph blends, bonus letter (ff, ll, ss), glued sounds, ways to spell /k/, spelling of ck at the end of words, long and short vowel sounds,</p>   |



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|  |  |  | <p>syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, and spelling words with a suffix with unchanging base words. Level 1 excludes spelling of sound options and advanced spelling rules in order to establish a solid foundation; more complex rules of the language are provided in Foundations Levels 2 and 3. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity, as well with the Dictation (Dry Erase) and Dictation (Composition Book) 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. 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.</p> |
|  |  | <p><b>1.WF.3a</b><br/>Spell common, regular, single-syllable words using:</p>  |   |
|  |  | <p><b>1.WF.3a.1</b><br/>Short vowels and single consonants.</p>  | <p><b>Echo/Find Words (description p. 42; 44) and Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36):</b> (Unit 2: p. 113; p. 121; p. 123): (Unit 2: p. 109; p. 117),</p> <p>Short vowels and single consonants are reviewed in each Unit forward Units 3-10.</p>   |
|  |  | <p><b>1.WF.3a.2</b><br/>Consonant graphemes including <i>qu</i>, <i>x</i>, and <i>-ck</i>; digraphs (e.g., <i>thin</i>, <i>shop</i>, <i>when</i>, <i>much</i>, <i>sing</i>); and doubled letters (e.g., <i>off</i>, <i>will</i>, <i>mess</i>).</p> | <p>The concept of digraphs is explicitly taught in Unit 3 (See Unit 3 p. 130-153) and digraphs are included in word resources for all encoding (spelling) activities (See <b>Unit Resources</b> 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>Bonus letter (ff, ll, ss) spelling rule is explicitly taught in Unit 4 (see Unit 4 p 154-179) and are included in word resources for all encoding (spelling) activities (See <b>Unit Resources</b> 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><b>1.WF.3a.3</b><br/>Initial and final consonant blends (e.g., <i>must</i>, <i>slab</i>, <i>plump</i>).</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 encoding (spelling) activities (See <b>Unit Resources</b> p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502)</p>  |

## Level 1 Alignment to Arizona’s ELA Standards

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|  |  | <p><b>1.WF.3a.4</b><br/>Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., <i>came, like</i>), common vowel teams (e.g., <i>boat, play, wait, see, team, right</i>), and open syllables (e.g., <i>go, cry</i>).</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 vowel-consonant-e syllables in both single-syllable and multisyllabic words. (Units 11-14) Words with open syllables and syllables with vowel combinations present 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. Students are introduced to vowel teams in the Drill Sounds/Warm Up activity beginning in Unit 9.</p> |
|  |  | <p><b>1.WF.3a.5</b><br/>Vowel-r combinations, including <i>er, ar, or</i> (e.g., <i>car, her, stir, for, burn</i>).</p>  | <p>Words with r-controlled syllables present 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 occurs in Level 2. Students are introduced to the r-controlled vowels in the Drill Sounds/Warm Up activity beginning in Unit 8.</p>   |
|  |  | <p><b>1.WF.3b</b><br/>With prompting and support, spell on-level words with inflectional endings.</p> <p>In Level 1, students are explicitly taught the concept of base words and suffix. Students must isolate the base word before tapping out the individual phonemes in the base word only. When a word is a base word with a suffix, a distinctive suffix card is used to differentiate the suffix from the base word. This serves as another visual clue to students, focusing them in on the decoding of the base word. Students learn to tap and read the base word first, before reading the whole word with the suffix included.</p> |   |
|  |  | <p><b>1.WF.3b.1</b><br/>Verbs with <i>-ing, -ed, -s</i>, and no change in the base word (e.g., <i>snowed, playing, jumps</i>).</p>   | <p>Foundations® explicitly teaches spelling of words with suffixes -s, -ed, -ing added to unchanging base words. (Unit 6 p 196, 201, 203) (Unit 10 p 324, 341, 348) (Unit 11, p 386) (Unit 13, p 438, 442, 445) Spelling words with a suffix is practiced in all subsequent encoding activities from Unit 6 onward: See <b>Echo/Find Words</b> and <b>Dictation Activities</b>.</p>   |
|  |  | <p><b>1.WF.3b.2</b><br/>Nouns with <i>-s, -es</i>, and no change to the base word (e.g., <i>rugs, kisses</i>).</p>   | <p>Foundations® explicitly teaches spelling of words with suffixes -s, -es added to unchanging base words. (Unit 6 p 196, 201, 203) 9(Unit 13, 452, 455, 462, 465). Spelling words with a suffix is practiced in all subsequent encoding activities from Unit 6 onward: See <b>Echo/Find Words</b> and <b>Dictation Activities</b>.</p>   |
|  |  | <p><b>1.WF.3b.3</b></p>  | <p>The -er and -est suffix endings are taught in the Foundations Level 2 curriculum. In Level 1, students are explicitly taught the concept of base words and suffix. Students must isolate the base word</p>   |

## Level 1 Alignment to Arizona’s ELA Standards

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|   |  | <p>Adjectives with <i>-er</i>, <i>-est</i>, and no change to the base word (e.g., <i>slower</i>, <i>slowest</i>).</p>  | <p>before tapping out the individual phonemes in the base word only. When a word is a base word with a suffix, a distinctive suffix card is used to differentiate the suffix from the base word. This serves as another visual clue to students, focusing them in on the decoding of the base word. Students learn to tap and read the base word first, before reading the whole word with the suffix included. (Unit 6 p 196, 201, 203) (Unit 10 p 324, 341, 348) (Unit 11, p 386) (Unit 13, p 438, 442, 445, 452, 455, 465)</p> |
| <p><b>1.WF.3c</b><br/>With prompting and support, spell on-level two-syllable words, including:</p>   |  |  |   |
| <p><b>1.WF.3c.1</b><br/>Words that end in <i>-y</i> or <i>-ly</i> (e.g., <i>smelly</i>, <i>gladly</i>).</p> <p><b>1.WF.3c.2</b><br/>Common compound words (e.g., <i>hotdog</i>, <i>mailbox</i>).</p> <p><b>1.WF.3c.3</b><br/>Words with two closed syllables (e.g., <i>rabbit</i>, <i>wagon</i>).</p> |  | <p>Foundations Level 1 students first learn to encode closed syllables, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. This includes common compound words and words with two closed syllable and words with closed and v-e syllables. Words with <i>-y</i>, <i>-ly</i> are taught in Level 2 when the open syllable is taught or as suffixes as appropriate. 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.</p> <p><b>Introduce New Concepts</b> Unit 12 p. 407, p. 415, p. 417, p. 424) (Unit 13: p. 445)<br/> <b>Echo/Find Words (multisyllabic words description p. 44; 44):</b> (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p><b>Dictation/Words (multisyllabic words description p. 32):</b> (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> |   |
| <p><b>1.WF.3d</b><br/>Spell grade-level appropriate words in English as found in a research-based list, including:</p>  |  |  |   |
| <p><b>1.WF.3d.1</b><br/>Irregular words (e.g., <i>said</i>, <i>what</i>, <i>are</i>, <i>they</i>, <i>was</i>).</p>  |  | <p>Students learn high frequency words for spelling. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. The <b>Teach Trick Words-Spelling</b> activity helps students learn to spell high frequency words using gross-motor memory. Students practice spelling learned Trick Words in the <b>Dictation (Composition) Activity</b> in isolation and in sentence dictation.</p> <p><b>Teach Trick Words - Spelling (description p. 54)</b> (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137, p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 215; p. 223), (Unit 7: p. 241; p. 249; p. 259; p.263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10:</p>   |   |

Level 1 Alignment to Arizona’s ELA Standards

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|  |  |   | <p>p. 335; p. 339; p. 353), (Unit 11: p. 373; 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p><b>Dictation (Composition Book)</b> (Dictation/Trick Words description p.34, Dictation/Sentences description p. 36): (Unit 2: p. 123), (Unit 3: p. 135; p. 139; p. 147), (Unit 4: p. 163; p. 167; 169; 175), (Unit 5: p. 185; p. 189), (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. 251; p. 253; p. 255; p. 261), (Unit 8: p. 281; p. 283; p. 287; p. 291;), (Unit 9: p. 305; p. 309; p. 311; p. 315; p. 313; p. 317; p. 319; p. 331), (Unit 10: p. 331; p. 335; 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. 457; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p.487; p. 489; p. 491; p. 493; p. 495)</p> <p>Level 1 students will also be able to spell high-frequency words that have regular sound spelling patterns taught in the Level I curriculum that includes closed syllable and vowel-consonant-e syllable. including the following high frequency words from Fry’s first 100 list: <b>and, in; that; it; on; with; at; this; had; but; not; all; when; can; use, an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made</b></p>   |
|  |  | <p><b>1.WF.3d.2</b><br/>           Pattern based words (e.g., <i>he, him, for, in, by, like</i>).</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. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as q followed by u, digraphs, blends, digraph blends, bonus letter (ff, ll, ss), glued sounds, ways to spell /k/, spelling of ck at the end of words, long and short vowel sounds, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, and spelling words with a suffix with unchanging base words. Level 1 excludes spelling of sound options and advanced spelling rules in order to establish a solid foundation; more complex rules of the language are provided in Foundations Levels 2 and 3. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity, as well with the Dictation (Dry Erase) and Dictation (Composition Book) 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. 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.</p> <p><b>Introduce New Concepts:</b> (Unit 3: p. 135; p. 145), (Unit 4: p. 168), (Unit 5: p. 185); (Unit 6: p. 203); (Unit 7: p. 239)</p> <p><b>Echo/Find Words (description p. 42; 44):</b> (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.</p> |

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|  |  |  | <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><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36):</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p><b>Make it Fun (description p. 60)</b> (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><b>1.WF.3e</b><br/>Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.</p> | <p>Foundations® sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high-frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31) Dictation/Sentences (description p. 36):</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 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><b>Make It Fun (description p. 60):</b> (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><b>Echo/Find Words (description p. 42; p. 44):</b> (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 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; p. 341; p. 345; p.</p> |

Level 1 Alignment to Arizona’s ELA Standards

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|  |  |  | 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)<br>The <b>Home Support Pack</b> activities reinforce encoding skills. |
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## Level 1 Alignment to Arizona’s ELA Standards

### Additional Standards Supported by Foundations

In addition to the foundational skills, Foundations also strongly supports standards below.

| Language Standards | Conventions of Standard English | 1.L.2a<br>Capitalize dates and names of people.             | <p>Students systematically learn capitalization. Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places, as well as dates, begin with uppercase letters. The Dictation (Composition Book) activity requires students to write sentences with attention to capitalization and uses tall Sentence Frames to reinforce capitalization.</p> <p><b>Dictation/Sentences:</b> (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 <b>Teach Trick Words—Reading</b> activity also reinforces the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provides a multisensory way to explicitly teach capitalization.</p> <p><b>Teach Trick Words—Reading (description p. 52):</b> (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; p. 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> |
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|                    |                                 | <p><b>1.L.2b</b><br/>Use end punctuation for sentences.</p> | <p>Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to help students understand that words make up sentences, and that sentences begin with a capital or uppercase letter and end with punctuation. The Dictation activity requires students to write sentences with attention to punctuation.</p> <p><b>Dictation/Sentences (description p. 36):</b> (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 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.</p>   |

### Level 1 Alignment to Arizona’s ELA Standards

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|  |  |  | <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 <b>Teach Trick Words—Reading</b> activity also reinforces the key elements of sentence structure such as capitalization and punctuation. The punctuation squares that are part of the Sentence and Syllable Frames are used to explicitly teach about end punctuation.</p> <p><b>Teach Trick Words—Reading</b> (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; p. 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> |
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Fundations’ 30-minute standard lesson focuses on decoding and total word structure, spelling, and handwriting and is not intended to be a core ELA program. However, teachers create a rich oral language environment to reinforce that words have meaning throughout Fundations lessons. They develop “word conscious” classrooms, constantly emphasizing both structure and meaning particularly in **Word of the Day** and **Word Talk** activities. Students learn to orally provide sentences for selected words they have decoded as well as how to expand them with more details. A word of the day, corresponding with the word structure being studied, is selected from resources (such as Beimiller, 2010) so that students learn word structure using example words of higher utility. Students add these words using expanded sentences to a vocabulary section of their Student Notebook. For text, students practice visualization and retelling strategies in the Storytime Activity. *Therefore, there are many standards that Fundations will support related to vocabulary and comprehension.*





## **Foundations® LEVEL 2 Program**

Alignment to Arizona's English Language  
Arts Standards - 2<sup>nd</sup> Grade

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## Level 2 Alignment to Arizona’s ELA Standards

### ELA.2.RF.3 Phonics and Word Recognition

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

Structured literacy includes synthetic, systematic phonics instruction but it goes well beyond learning phonics for initial decoding. Many phonics programs teach sounds and can “check off the box” for grade-level phonics but are often insufficient because they fall significantly short of teaching word structure beyond sounds, and do not teach decoding and spelling concurrently. Fundations, on the other hand, comprehensively provides the structured literacy elements that are linked to the acquisition of foundational skills.

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

| Strand  | Sub-Strand                          | Standard   | Aligned Components of <i>Fundations</i> ®   |
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| <b>Reading Standards: Foundational Skills</b> | <b>Phonics and Word Recognition</b> | <b>2.RF.3</b><br>Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. | <p>In <i>Fundations</i>® Level 2, sound mastery is a critical component reinforced in Letter- Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, and Make it Fun. Explicit and systematic study of the English sound system is scaffolded across each program level, and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable.</p> <p><i>Fundations</i>® explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach across four levels (K, 1, 2, 3). Level 2 students decode and spell <b>single and multisyllabic words with all six syllable</b> types. <i>Fundations</i>® students develop deep word-level knowledge and automatic word identification skills, beginning with strategies that target accuracy such as tapping out sounds and marking word elements. The Wilson® finger-tapping technique adds a powerful tactile component to clarifying phonemes before blending to decode. Lessons progress to focus on quick automatic word recognition. Activities provide ample practice for decoding, including <b>Introduce New Concepts, Word of the Day, Word Talk, Teach Trick Words, Make It Fun, and Storytime.</b></p> <p><i>Fundations</i>® emphasizes the mastery of word knowledge and transcription skills in two directions—decoding and encoding. This is because spelling is a foundational skill for writing and strongly reinforces reading.</p> <p>With <i>Fundations</i>®, automatic word recognition of Level 2 Trick Words, combined with students’</p> |

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|  |  |  | <p>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 and Kress 2006). Phonetically irregular high-frequency words and high-frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as Trick Words in Foundations®.</p> <p>Additional decoding practice for accuracy and automaticity as well as application of emerging decoding skills with connected text is provided in the Home Support Pack 2, Fluency Kit Level 2, and the 64 books in the <i>Geodes</i> Level 2 ClassroomLibrary, which aligns specifically with the scope and sequence of Foundations® Level 2.</p>   |
|  |  | <p><b>2.RF.3a</b><br/>Distinguish long and short vowels when reading regularly spelled one-syllable words.</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® finger- tapping technique helps students develop their phonemic awareness skills and practice the alphabetic principle, so that 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 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 subsequent units for all decoding and encoding activities. (Resources: pp. 140–141, pp. 168–170, pp. 198–200, pp. 226–229, pp. 264–266, pp. 282–284, pp. 310–312, pp. 338–340, pp. 366–368, pp. 384–386, pp. 412–414, pp. 440–442, pp. 468–470, pp. 486–488, pp. 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. Also see Unit 1 Introduction (p. 70), Unit 3 Introduction (p. 126), Unit 4 Introduction (p. 142), Unit 5 Introduction (multisyllabic words) (p. 172), Unit 6 Introduction (p. 202), Unit 7 Introduction (p. 230), Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416), and Unit 15 Introduction (p. 444). Students must distinguish between long and short vowelsounds in both single and multisyllabic words in the following activities: <b>Introduce New Concepts; Word of the Day; Word Talk; and Make It Fun.</b></p> <p><b>Introduce New Concepts:</b> (Unit 4: p. 151), (Unit 10: p. 321), (Unit 13: p. 395), (Unit 15: p. 451)</p> <p><b>Word of the Day</b> (description pp. 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)</p> <p><b>Word Talk</b> (description pp. 58–59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224),</p> |

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|  |  |  | <p>(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)</p> <p><b>Make It Fun</b> (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>Students have the opportunity to apply taught skills when using the <b>Foundations® Fluency Kit 2 and Books to Remember Set 2</b> (included in the Teacher’s Kit). Also available is the <b>Geodes Level 2 Classroom Library</b>, which provides 64 titles explicitly corresponding to Foundations®’ scope and sequence for Grade 2.</p>  |
|  |  | <p><b>2.RF.3b</b><br/>Know spelling-sound correspondences for additional common vowel teams.</p> | <p>In Grade 2, students learn to decode words with vowel teams: ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw. (Foundations® is systematic and cumulative, and thus additional common vowel teams are taught in Level 3, including: eigh, ei, ea, ie, igh, oo, ui, double vowel exception).</p> <p>The vowel teams (digraphs and diphthongs) are introduced for reading in Units 3-5 (See Introduce New Concepts and Drill Sounds/Warm Up.) Because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study begins in Unit 10. Vowel teams are included in word resources for units and included in the following decoding activities: <b>Introduce New Concepts, Word of the Day, Word Talk; and Make It Fun.</b></p> <p><b>Introduce New Concepts:</b> (Unit 3: p 132, p 134, p. 136), (Unit 4: p. 156, p. 162), (Unit 5: p. 176) (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)</p> <p>Also, see Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 12 Introduction (p. 370), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416), Unit 15 Introduction (p. 444), and Unit 16 Introduction (p. 472).</p> <p><b>Drill Sounds/Warm-Up</b> (description pp. 40–41):Vowel Teams Poster: (Unit 3: p. 138), (Unit 4: p. 146; p. 150; p. 152; p. 154; p. 158; p. 160; p. 164; p. 166), (Unit 5: p. 176; p. 180; p. 184; p. 188; p. 192; p. 194; pp. 196), (Unit 6: p. 210; p. 214 p. 216; p. 222; p. 224), (Unit 7: p. 234; p. 236; p. 238; p. 240; p. 242; p. 244; p. 252; p. 256; p. 260; p. 262), (Unit 8: p. 272; p. 276; p. 278; p. 280), (Unit 9: p. 290; p. 292; p. 296; p. 298; p. 300; p. 302; p. 304; p. 306; p. 308), Standard Sound Cards or Poster (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p.</p> |

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|  |  |   | <p>420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484)</p> <p><b>Word of the Day</b> (description pp. 56–57): (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480)</p> <p><b>Word Talk</b> (description pp. 58–59): (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484)</p> <p><b>Make It Fun</b> (description p. 60): (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407), (Unit 14: p. 424), (Unit 15: p. 463)</p> <p>Students have the opportunity to apply taught skills when using the <b>Foundations® FluencyKit 2 and Books to Remember Set 2</b> (included in the Teacher’s Kit). Also available is the <b>Geodes Level 2 Classroom Library</b>, which provides 64 titles explicitly corresponding to Foundations’® scope and sequence for Grade 2.</p> |
|  |  | <p><b>2.RF.3c</b><br/>Identify and apply all six syllable types to decode appropriate grade-level text.</p> | <p>In Foundations®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled vowels, and final stable syllables in both single-syllable and multisyllabic words. Application of skills are included from Unit 1-Unit 17 in decoding activities: <b>Introduce New Concepts, Word of the Day, Word Talk, Storytime, and Make It Fun.</b></p> <p>See the <b>scope and sequence (p. 25)</b> for when syllable types are taught.</p>  |
|  |  | <p><b>2.RF.3d</b><br/>Decode words with common prefixes and suffixes.</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 <b>un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de-</b> and with suffixes, including <b>-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty</b>, beginning in Unit 4. See Introductions (Unit 4 p. 142) (Unit 5, p. 172) (Unit 6 p. 202) (Unit 7, p. 230)</p>  |

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|  |  |   | <p>Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities.</b></p> <p>Words with taught prefixes and suffixes are included in word resources for <i>all</i> units <i>following</i> Unit 4 for all decoding activities. (Resources: pp. 168–170, pp. 198–200, pp. 226–229, pp. 264–266, pp. 282–284, pp. 310–312, pp. 338–340, pp. 366–368, pp. 384–386, pp. 412–414, pp. 440–442, pp. 468–470, pp. 486–488, pp. 514–516)</p>   |
|  |  | <p><b>2.RF.3e</b><br/>Identify words with inconsistent but common spelling-sound correspondences.</p> | <p>Students learn to identify words with inconsistent but common letter-sound correspondences when they learn both closed and vowel-consonant-e syllable <b>exceptions</b>. Unit 3 Introduction (p. 126), Unit 6 Introduction (p. 202).</p> <p>Once introduced, these exceptions are included in word resources for all units following, and students must distinguish between regular and inconsistent letter-sound correspondences in both single and multisyllabic words in the following activities: <b>Introduce New Concepts, Word of the Day, Word Talk, Storytime, and Make It Fun.</b> And encoding activities including <b>Dictation and Echo/Find Activities.</b></p> <p><b>Introduce New Concepts:</b> (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451)</p> <p><b>Word of the Day</b> (description p. 56-57): (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit5: 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),</p> <p><b>Word Talk</b> (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)</p> <p><b>Make It Fun</b> (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><b>Dictation</b> (Words description pp. 30-35): (Sentences description p. 33-39) (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> |

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|  |  |   | <p>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><b>Echo/Find Words</b> (description p. 44-49): (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509)</p> <p>Students have the opportunity to apply taught skills when using the <b>Foundations® Fluency Kit 2 and Books to Remember Set 2</b> (included in the Teacher’s Kit). Also available is the <b>Geodes Level 2 Classroom Library</b>, which provides 64 titles explicitly corresponding to Foundations’® scope and sequence for Grade 2.</p>   |
|  |  | <p><b>2.RF.3f</b><br/>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. High frequency irregular sight words are taught for quick recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for quick recognition to allow students access to connected text in advance of learning the phonics principles necessary for decoding them (Ehri, 2014). In Level 2 Foundations students will learn 81 Trick Words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (fry &amp; Kress, 2006).</p> <p><b>Review Trick Words:</b> (Unit 1: p. 86; p. 88)</p> <p><b>Teach Trick Words (description p. 54-55):</b> (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)</p> <p><b>Trick Word Practice (description p. 54-55):</b> (Unit 1: p. 90) (Unit 2: p. 110; p. 116) (Unit 3: p. 137) (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192) (Unit 6: p. 215; p. 222) (Unit 7: p.237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261) (Unit 8: p. 277; p. 279) (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307) (Unit 10: p. 325; p. 331; p. 335) (Unit 11: p. 349; p. 353; p. 355; p. 359; p. 363) (Unit 12: p. 377; p. 381) (Unit 13: p. 394; p. 404; p. 408) (Unit 14: p. 422; p. 428; p. 433; p. 436) (Unit 15: p. 455; p. 460; p. 465) (Unit 16: p. 479; p. 482) (Unit 17: p. 497; p. 502; p. 511).</p> <p>The <b>Storytime activity</b>, as well as the <b>Foundations Fluency Kit 2, and Books to Remember Set 2</b> (included in Teacher’s Kit) provide additional Trick Word decoding practice.</p> <p>Also available is the <b>Geodes Level 2 Classroom Library</b>, which provides 64 titles explicitly corresponding to Foundations’® scope and sequence for Grade 2 including Foundations Trick Words.</p> |

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### ELA.2.RF.4 Fluency

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.

Foundations provides a Fluency Kit for Level 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.

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| <b>Reading Standards: Foundational Skills</b> | <b>Fluency</b> | <b>2.RF.4</b><br>Read with sufficient accuracy and fluency to support comprehension.       | Quick and automatic word recognition is necessary for fluency, but it is not sufficient. In addition to automaticity, students need to develop prosody and expression. In Foundations®, students have multiple opportunities to develop quick and automatic word recognition. They also work to develop prosody and expression with connected text by participating in activities such as Word of the Day and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning.<br><br>Foundations® uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories. Additional supported fluency practice is provided the Fluency Kit Level 2.<br><br><b><i>Geodes</i> Level 2 Classroom Library</b><br><br>Fluency practice and reading for purpose and understanding is supported through use of the <i>Geodes</i> Level 2 Classroom Library. The collection of 64 knowledge building books is specifically aligned to the Foundations® scope and sequence, allowing application of emerging decoding skills with meaningful text. |
|   |                | <b>2.RF.4a</b><br>Read on-level text with purpose and understanding.<br><br><b>2.RF.4b</b> | 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 focus on quick and automatic recognition of words. For example, students read words as teachers 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  |



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|  |  | <p>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>2.RF.4c</b></p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>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><b>Storytime (description p. 60):</b> (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. 296; 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><b>Prosody:</b> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <b>Word of the Day</b> activity.</p> <p><b>Word of the Day (description p. 56):</b> (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510)</p> <p>The <b>Foundations® Fluency Kit 2</b> and <b>Books to Remember Set 2</b> (included in the Teacher’s Kit) provide additional decoding practice.</p> <p><b>Geodes Level 2 Classroom Library</b></p> <p>The 64 titles in <i>Geodes</i> Level 2 Classroom Library explicitly corresponding to Foundations® scope and sequence for Grade 2. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations® scope and sequence along with Foundations® Trick Words, which include high-frequency sight words, through authentic texts.</p> |
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## Level 2 Alignment to Arizona’s ELA Standards

### ELA.2.WF. 1, 2, 3 Sound-Letter Basics and Handwriting and Spelling

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

Spelling skills are directly taught and reinforced in Fundations® using multisensory techniques and manipulatives. Students learn to segment and spell words as they correspond to decoding patterns taught. They learn to segment and associate letters with sounds rather than memorize words. Handwriting is an important aspect of Fundations instruction. Students are directly taught letter formation with the Wilson font. In Levels K and 1, students master letter formation with verbal cues, repetition, sky writing, tracing, and writing practice. In Level 2, students are held accountable for handwriting in dictation activities and teachers can include supplemental handwriting instruction if needed.

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| <b>Writing Standards: Foundational Skills</b> | <b>Sound-Letter Basics and Handwriting</b> | <b>2.WF.1</b><br>Demonstrate and apply handwriting skills.                             |   |
|   |  | <b>2.WF.1a</b><br>Write legibly in manuscript using correct letter formation.          | <p>Fundations Levels K and 1 provides carefully planned and explicit handwriting instruction with the goal that all children will develop legible and fluent handwriting. These skills are reinforced and applied throughout Level 2 in dictation activities.</p> <p><b>Dictation:</b> (description p. 28-39): (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p> <p>If Fundations handwriting instruction did not occur in Levels K or 1, teachers should include letter formation. Echo/Letter Formation (p. 50) Sky Write Letter Formation (p 51) for verbalizations see Fundations Learning Community.</p> |
|   |  | <b>2.WF.1b</b><br>Transcribe ideas in manuscript with automaticity and proper spacing. | <p>Students learned to write sentences with automaticity and proper spacing in Levels K and 1. These skills are reinforced and applied throughout Level 2 in sentence dictation activities.</p> <p><b>Dictation/Sentences</b> (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>   |

## Level 2 Alignment to Arizona’s ELA Standards

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|  |                        |   | <p>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) (Unit 15, p. 461)</p> <p>Students are encouraged to write in their My Foundations Journal (Unit 2 p117) (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 17, p. 509)</p>   |
|  |                        | <p><b>2.WF.2</b><br/>Demonstrate and apply sound-letter concepts.</p>   |  |
|  |                        | <p><b>2.WF.2a</b><br/>Write the most common graphemes (letters or letter groups) for each phoneme.</p> <p><b>2.WF.2a.1</b><br/>Consonants: /s/= s, ss, ce, ci, cy; /f/= f, ff, ph; /k/= c, k, ck</p> <p><b>2.WF.2a.2</b><br/>Vowels: /o/= o, o_e, oa, ow (long o); /a/= a, a_e, ai, ay, eigh (long a)</p> | <p>Students are explicitly taught and practice sound-letter correspondence to set the foundation for spelling in Introduce New Concepts, Echo/Find Letters activity and Dictation/Sounds.</p> <p><b>Introduce New Concepts:</b> (Unit 1: p. 77) (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 6: p. 209) (Unit 7: p. 237) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 11: p. 349) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451)</p> <p><b>Echo/Find Letters (description p. 42-43):</b> (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)</p> <p><b>Dictation/Sounds</b> (description 28-29) (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>See all the letter-sound correspondence taught in Level 2 listed in the Echo Sounds section p. 315. Level 2 includes /s/-s, ss, /f/-f, ff, /k/-c,k,ck, /ō/-o, o-e, oa, oe, ow (oo is taught as /ū/ and /ú sound as in school book see Unit 15); /ā/-a, a-e, ai, ay. In Level 3, students will learn /s/-c (e,i,y); /ā/-eigh</p> |
|  | <p><b>Spelling</b></p> | <p><b>2.WF.3</b></p>  |  |

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|  |  | <p>Know and apply phonics and word analysis skills when encoding words.</p>   |
|  |  | <p><b>2.WF.3a</b><br/>Spell on-level, regular, single-syllable words that include:</p> <p><b>2.WF.3a.1</b><br/>Position-based patterns (e.g., <i>ch</i>, <i>-tch</i>; <i>k</i>, <i>-ck</i>; <i>-ge</i>, <i>-dge</i>).</p> <p><b>2.WF.3a.2</b><br/>Complex consonant blends (e.g., <i>scr</i>, <i>str</i>, <i>squ</i>).</p>  |
|  |  | <p><b>2.WF.3a.3</b><br/>Less common vowel teams for long vowels (e.g., <i>ow</i>, <i>oo</i>, <i>au</i>, <i>ou</i>, <i>ue</i>).</p> <p>In grade 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following.</p> <p>See Unit Introductions: Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 12 Introduction (p. 370), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416), Unit 15 Introduction (p. 444), and Unit 16 Introduction (p. 472)</p> <p><b>Introduce New Concepts:</b> (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)</p> <p><b>Dictation/Words</b> (description p. 30-35): <b>Dictation/Sentences</b> (description p. 38-39): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483)</p> <p><b>Echo/Find Words</b> (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509)</p> |
|  |  | <p><b>2.WF.3a.4</b><br/>Vowel-r combinations (e.g., <i>turn</i>, <i>star</i>, <i>third</i>, <i>four</i>, <i>for</i>).</p> <p>In Foundations®, encoding skills are approached in tandem with decoding skills. Spelling skills are taught with decoding skills through: Introduce New Concepts, Echo/Find Words, Dictation Words and Sentences.</p>   |

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|  |  |  | <p><b>Introduce New Concepts</b> (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301)</p> <p><b>Echo/Find Words</b> (description p. 44-49) (Unit 9: p. 303)</p> <p><b>Dictation</b> (/Words description p. 30-35 / Sentences description 38-39):(Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307)</p> <p>R-controlled words are reviewed in subsequent Units: Unit 10: p. 338-340; Unit 11: p. 366-368; Unit 12 p. 384-386; Unit 13 p. 412-414; Unit 14 p. 440-442; Unit 15 p. 468-470; Unit 16: p. 486-488; Unit 17: p. 314-316</p>   |
|  |  | <p><b>2.WF.3a.5</b><br/>Contractions (e.g., <i>we’ll, I’m, they’ve, don’t</i>).</p>  | <p>Contractions are taught in Foundations Level 3. Common abbreviations are included in Trick Word instruction and used in various activities.</p>  |
|  |  | <p><b>2.WF.3a.6</b><br/>Homophones (e.g., <i>bear, bare; past, passed</i>).</p>  | <p><b>Introduce New Concepts</b> (Unit 10: p.322) (Unit 11, p. 350) (Unit 13, p. 397)</p> <p><b>Make it Fun</b> (Unit 10: p.323)</p> <p>(Note: 40 homophones are explicitly taught in Foundations Level 3 using a multisensory strategy to study spelling and word meaning.)</p>  |
|  |  | <p><b>2.WF.3a.7</b><br/>Plurals and possessives (e.g., <i>its, it’s</i>).</p>  | <p><b>Introduce New Concepts</b> (Unit 14: p. 146)</p> <p>Adding suffix -s and -es to changing base words is taught in Foundations Level 2.</p>   |
|  |  | <p><b>2.WF.3b</b><br/>With prompting and support, spell two- and three-syllable words that:</p>  |   |
|  |  | <p><b>2.WF.3b.1</b><br/>Combine closed, open, vowel teams, vowel-r, and CVCe (Consonant-Vowel-silent e) syllables (e.g., <i>compete, robot, violet, understand</i>).</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 <b>Echo/Find Words</b> activity; the <b>Dictation (Dry Erase)</b>, <b>Dictation (Composition Book)</b> and <b>Dictation (Day 5 Check Up)</b> activities, and the <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. For multisyllabic words,</p> |

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|  |  | <p><b>2.WF.3b.2</b><br/>Include familiar compound words (e.g., <i>houseboat, yellowtail</i>).</p>  | <p>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, <i>Introduce New Concepts</i> 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. Words with the six syllable types are included in word resources for all units for use in all encoding activities.</p> <p><b>(Resources:</b> 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><b>Introduce New Concepts:</b> (Unit 5 p. 177, 181, 183) (Unit 6 p. 219) (Unit 7, p. 240, p. 245) (Unit 9, p. 301) (Unit 10: p. 329) (Unit 11: p. 356) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) (Unit 17: p. 494, 497, 504,</p> <p><b>Dictation (Dry Erase) (Composition Book) (Day 5 Check Up): for Dictation/Words (description p. 30-35) Dictation/Sentences (description p. 38-39):</b> (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><b>Echo/Find Words (description p. 44-49):</b> (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)</p> <p><b>Make It Fun (description p. 60):</b> (Unit 5: p. 187) (Unit 6 p. 221) (Unit 7: p. 259) (Unit 9: p. 295; p. 305), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p> |
|  |  | <p><b>2.WF.3b.3</b><br/>Include the most common prefixes and derivational suffixes (e.g., <i>un-, re-, en-, -ful, -ment, -less</i>).</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 spell words with prefixes, including <b>un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de-</b> and with suffixes, including <b>-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty</b>, beginning in Unit 4. See Introductions (Unit 4 p. 142) (Unit 5, p. 172) (Unit 6 p. 202) (Unit 7, p. 230)</p>   |

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|  |  |   | <p>Students practice encoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the Dictation and Echo/Find activities.</p> <p>Words with taught prefixes and suffixes are included in word resources for <i>all</i> units <i>following</i> Unit 4 for all decoding activities. (Resources: pp. 168–170, pp. 198–200, pp. 226–229, pp. 264–266, pp. 282–284, pp. 310–312, pp. 338–340, pp. 366–368, pp. 384–386, pp. 412–414, pp. 440–442, pp. 468–470, pp. 486–488, pp. 514–516)</p>   |
| <p><b>2.WF.3c</b></p> <p>With prompting and support, spell words with suffixes that require:</p>                           |  |   |  |
|  |  | <p><b>2.WF.3c.1</b><br/>Consonant doubling (e.g., <i>running</i>, <i>slipped</i>).</p> <p><b>2.WF.3c.2</b><br/>Dropping silent e (e.g., <i>smiled</i>, <i>paving</i>).</p> <p><b>2.WF.3c.3</b><br/>Changing y to i (e.g., <i>cried</i>, <i>babies</i>).</p> | <p>These advanced spelling conventions are introduced and mastered in the Foundations Level 3 curriculum (See Level 3 Unit 2, Unit 4, Unit 7, Unit 9)</p>  |
| <p><b>2.WF.3d</b></p> <p>Spell grade-level appropriate words in English, as found in a research-based list, including:</p> |  |   |  |
|  |  | <p><b>2.WF.3d.1</b><br/>Irregular words (e.g., <i>against</i>, <i>many</i>, <i>enough</i>, <i>does</i>).</p>  | <p>In Level 2, students will learn 81 Trick Words as well as review the Foundations Level 1 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 and Kress 2006).</p> <p><b>Teach Trick Words (description p. 54-55):</b> (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) <b>Trick Word Practice (description p. 54-55):</b> (Unit 1: p. 90) (Unit 2: p. 110; p. 116) (Unit 3: p. 137) (Unit 4: p.</p> |

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|  |  |  | <p>154; p. 164) (Unit 5: p. 182; p. 185; p. 192) (Unit 6: p. 215; p. 222) (Unit 7: p.237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261) (Unit 8: p. 277; p. 279) (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307) (Unit 10: p. 325; p. 331; p. 335) (Unit 11: p. 349; p. 353; p. 355; p. 359; p. 363) (Unit 12: p. 377; p. 381) (Unit 13: p. 394; p. 404; p. 408) (Unit 14: p. 422; p. 428; p. 433; p. 436) (Unit 15: p. 455; p. 460; p. 465) (Unit 16: p. 479; p. 482) (Unit 17: p. 497; p. 502; p. 511)</p> <p><b>Dictation/Trick Words</b> (description pp. 36-37): (Unit 1: p. 87; p. 89), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215 p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p> |
|  |  | <p><b>2.WF.3d.2</b><br/>                 Pattern-based words (e.g., <i>which, kind, have</i>).</p> | <p>In Level 2 students learn to encode all six syllable types in both single-syllable and multisyllabic words. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as q followed by u, digraphs, blends, digraph blends, complex consonant blends, bonus letter (ff, ll, ss), glued sounds, position based patterns -ways to spell /k/, spelling of ck at the end of words, long and short vowel sounds, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, spelling words with a suffix with unchanging base words, spelling words with words with multiple spellings of the same sound.</p> <p>Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Introduce New Concept activity, Echo/Find Words activity; as well with the Dictation (Dry Erase) and Dictation (Composition Book) Activities</p>  |



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**Additional Standards Supported by Foundations**

In addition to the foundational skills, Foundations also strongly supports standards below.

| Strand   | Sub-Strand                          | Standard  | Aligned Components of <i>Foundations</i> ®  |
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| <p><b>Reading Standards for Literature</b></p> | <p><b>Key Ideas and Details</b></p> | <p><b>2.RL.1</b><br/>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>     | <p><b>Storytime</b> (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. 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; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>  |
|  |                                     | <p><b>2.RL.3</b><br/>Describe how characters in a story respond to major events and challenges.</p>   | <p>Foundations® provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p><b>Storytime</b> (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. 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; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p> |
|  | <p><b>Craft and Structure</b></p>   | <p><b>2.RL.5</b><br/>Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> | <p>Foundations® provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p><b>Storytime</b> (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. 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; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p> |

Level 2 Alignment to Arizona’s ELA Standards

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| Reading Standards for Informational Text | Key Ideas and Details                   | <p><b>2.RI.1</b><br/>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>  | <p>Fundations® provides instruction that supports this standard through the <b>Storytime Activity</b>, which is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p><b>Storytime</b> (description p. 60): (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 9: p. 295; p. 296; p. 300; p. 303)</p>   |
|  |   | <p><b>2.RI.2</b><br/>Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>  | <p>Although Fundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p><b>Storytime</b> (description p. 60): (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 9: p. 295; p. 296; p. 300; p. 303)</p> |
| Writing Standards                        | Text Types and Purposes                 | <p><b>2.W.1</b><br/>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> | <p>Fundations® provides instruction that supports the following standards through writing prompts during the Storytime Activity.</p> <p><b>Storytime</b> (description p. 60): (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)</p>  |
|  | Research to Build and Present Knowledge | <p><b>2.W.8</b><br/>Recall information from experiences or gather information from provided sources to answer a question.</p>  | <p>Fundations® provides instruction that supports the following standards through writing prompts during the Storytime Activity.</p> <p><b>Storytime (description p. 60):</b> (Unit 2: p. 117), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 13: p. 409), (Unit 17: p. 509)</p>  |
|  |   | <p><b>2.SL.1</b></p>   |   |

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| <p><b>Speaking and Listening Standards</b></p> | <p><b>Comprehension and Collaboration</b></p>   | <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> | <p><i>All lesson components involve active participation, and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27–60. See Introduction pages 1–26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on recounting or describing key ideas or details from a text read aloud or information presented orally or through other media.</i></p> <p><b>Storytime (description p. 60):</b> (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. 296; 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><b>Fluency Kit 2 Materials, Books to Remember Set 2</b></p> |
|  | <p><b>2.SL.1a</b><br/>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>2.SL.1b</b><br/>Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p><b>2.SL.1c</b><br/>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> |  |  |
| <p><b>Speaking and Listening Standards</b></p> | <p><b>Comprehension and Collaboration</b></p>   | <p><b>2.SL.2</b><br/>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>         | <p><i>All lesson components involve active participation, and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27–60. See Introduction pages 1–26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on mastering this standard.</i></p> <p><b>Storytime (description p. 60):</b> (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. 296; 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>  |

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|  |  |  | <p><b>Fluency Kit 2 Materials, Books to Remember Set 2</b></p>   |
|  |  | <p><b>2.SL.3</b><br/>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> | <p><i>All lesson components involve active participation, and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27–60. See Introduction pages 1–26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</i></p> <p><b>Storytime (description p. 60):</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p> <p><b>Fluency Kit 2 Materials, Books to Remember Set 2</b></p> |
|  |  | <p><b>2.SL.4</b><br/>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>                           | <p>Fundations® provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p><b>Storytime (description p. 60):</b> (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. 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><b>2.SL.5</b><br/>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts</p>   | <p>Students create drawings/visual displays to recount the story and use those to orally retell stories.</p> <p><b>Storytime (description p. 60):</b> (Unit 2: p. 108), (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 211), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p. 351), (Unit 13: p. 398), (Unit 14: p. 427), (Unit 15: p. 457), (Unit 17: p. 500; p. 505)</p>   |

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|  |               | of experiences when appropriate to clarify ideas, thoughts, and feelings.  |   |
| Presentation of Knowledge and Ideas<br>Conventions of Standard English | <b>2.SL.6</b> | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | This standard is addressed implicitly throughout all lesson components, as procedures and routines require students to share oral information clearly in complete sentences.  |
|  | <b>2.L.2</b>  | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.       | <p>Foundations® provides 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 appropriate end punctuation, capitalization, and spelling.</p> <p><b>Dictation/Sentences</b> (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><b>Unit Tests:</b> (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (Unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 309), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513)</p> |
|  | <b>2.L.2a</b> | Capitalize holidays, product names, and geographic names.  | <p>Foundations® provides instruction that helps support this standard by systematically teaching capitalization 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 appropriate capitalization, as well as correct end punctuation and spelling.</p> <p><b>Dictation/Sentences</b> (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.</p>   |

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|                                  |  |  | <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><b>Unit Tests:</b> (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (Unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 309), (Unit 10: p. 337), (Unit 11: p. 365), (Unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513)</p>  |
| <p><b>Language Standards</b></p> | <p><b>Knowledge of Language Vocabulary Acquisition and Use</b></p> | <p><b>2.L.2d</b><br/>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</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. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as q followed by u, digraphs, blends, digraph blends, spelling of /k/, bonus letter (ff, ll, ss), glued sounds (including closed syllable exceptions), long and short vowel sounds, suffixes, prefixes, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, vowel-consonant-e exception, y as a vowel, and spelling options /ər/, /ā/, /ē/, /oi/, /ō/, /ou/, /ū/, /ü/, /û/, and /ò/. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the <b>Echo/Find Words</b> activity; the <b>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up)</b> activities, and the <b>Introduce New Concepts and Make It Fun</b> activities.</p> <p><b>Dictation/Words:</b> (description pp. 30–35): (Unit 1: p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 108; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p> <p><b>Dictation/Sentences (description pp. 38–39):</b> (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> |

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|  |  |   | <p>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><b>Echo/Find Words</b> (description pp. 44-49): (Unit 3: p. 133), (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461), (Unit 17: p. 509)</p> <p><b>Introduce New Concepts:</b> (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)</p> <p><b>Make It Fun</b> (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><b>2.L.2e</b><br/>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>Students are encouraged to use their <b>Student Notebook</b>. 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.</p> <p>Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within four 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><b>Word of the Day (description p. 56):</b> (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510)</p> <p><b>“Look words up” in Student Notebook Level 2</b> (description p. 54)</p> <p>Dictionaries and dictionary skills are also specifically used and addressed in the following activities:</p> <p><b>Introduce New Concepts:</b> (Unit 6: p. 212-213) (Unit 9: p. 291, 301) Unit 10: p. 321; p. 322; p. 329) (Unit 11: p. 349; p. 350) (Unit 13: p. 395; p. 397) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: 479)</p> |

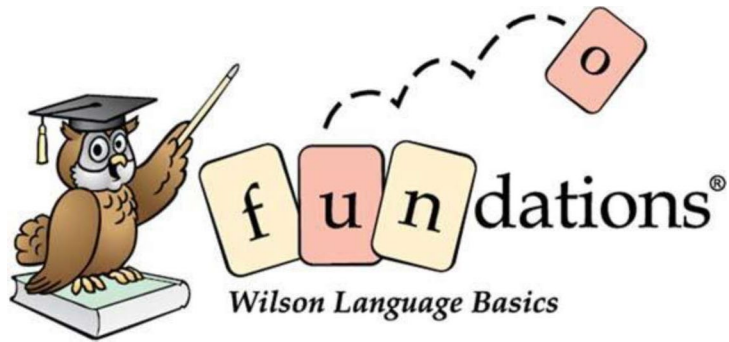
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|   |               |   | <b>Make It Fun:</b> (Unit 10: p. 323)   |
| <b>Knowledge of Language Vocabulary Acquisition and Use</b> | <b>2.L.4</b>  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |   |
|   | <b>2.L.4a</b> | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).                                   | 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 un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- beginning in Unit 5 (see Unit 5 Introduction: p. 172). Words with taught prefixes 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). Students practice decoding words with prefixes while determining their meaning once the prefix has been explicitly taught in the following decoding activities: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun,</b> and <b>Storytime</b> activities.   |
|   | <b>2.L.4b</b> | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</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 a known base word. Affixes -s, -es, ed, -ing, and comparison suffixes -er and -est, are explicitly taught in <b>Unit 4</b> (See Unit 4 pp. 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 <b>Unit 5</b> (See Unit 5 pp. 172–200) and are included in word resources for all units following for all decoding activities. Affix -ive is explicitly taught in <b>Unit 6</b> (See Unit 6 pp. 202–229) and is included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in <b>Unit 7</b> (See Unit 7 pp. 230–266) and are included in word resources for all units following for all decoding activities. |
|   | <b>2.L.4e</b> | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  | 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.<br><br>Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within four 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.  |



Level 2 Alignment to Arizona’s ELA Standards

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|  |  |  | <p><b>Word of the Day</b> (description p. 56): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510)</p> <p><b>“Look words up” in Student Notebook Level 2</b> (description p. 54)</p> <p>Dictionaries and dictionary skills are also specifically used and addressed in the following activities:</p> <p><b>Introduce New Concepts:</b> (Unit 6: p. 212-213) (Unit 9: p. 291, 301) Unit 10: p. 321; p. 322; p. 329) (Unit 11: p. 349; p. 350) (Unit 13: p. 395; p. 397) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: 479)</p> <p><b>Make It Fun:</b> (Unit 10: p. 323)</p> |
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## **Fundations® LEVEL 3 Program**

Alignment to Arizona's English Language  
Arts Standards - 3<sup>rd</sup> Grade

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## Level 3 Alignment to Arizona’s ELA Standards

### ELA.3.RF.3 Phonics and Word Recognition

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.

| Strand  | Sub-Strand                          | Standard  | Aligned Components of Foundations®  |
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| <b>Reading Standards: Foundational Skills</b> | <b>Phonics and Word Recognition</b> | <b>3.RF.3</b><br>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. | <p>Foundations® teaches both reading (decoding) and spelling (encoding) simultaneously, with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics.</p> <p>Structured literacy includes synthetic, systematic phonics instruction, but it goes well beyond learning phonics for initial decoding. Many phonics programs teach sounds, and can “check off the box” for grade-level phonics, but are often insufficient because they fall significantly short of teaching word structure beyond sounds and do not teach decoding and spelling concurrently. Foundations®, on the other hand, comprehensively provides the structured literacy elements that are linked to the acquisition of foundational skills.</p> <p>Foundations® presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3.</p> <p>Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, unknown words, and words with spelling options. This is important for students to efficiently read longer, unfamiliar words as their reading skills progress and the complexity of grade-level text increases.</p> |

Level 3 Alignment to Arizona’s ELA Standards

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|  |  |                       | <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.</p> <p>Examples of Foundations activities that include knowing and applying phonics and word analysis skills in decoding words: <b>Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play and Make It Fun activities.</b> Some specific examples include:</p> <p><b>Guess Which One</b> (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)</p> <p><b>Introduce New Concepts</b> (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)</p> <p><b>Word of the Day</b> (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)</p> <p><b>Word Talk</b> (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)</p> <p><b>Make It Fun</b> (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)</p> <p><b>Word Play</b> (description p.70): (Unit 5: p. 208), (Bonus Unit: p. 278)</p> |
|  |  | <p><b>3.RF.3a</b></p> | <p>Foundations® explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including <b>con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re</b>, beginning in the Bonus Unit (see</p>   |

### Level 3 Alignment to Arizona’s ELA Standards

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|  |  | <p>Identify and know the meaning of the most common prefixes and derivational suffixes.</p> | <p>Bonus Unit Introduction: p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the <b>Bonus Unit</b>. (Resources: pp. 288–291, pp. 316–319, pp. 354–359, pp. 394–398, pp. 434–439, pp. 464–467, pp. 492–496, pp. 522–526, pp. 552–555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities.</p> <p><b>Introduce New Concepts</b> (description p. 70): (Bonus Unit: p. 269; p. 273; p. 280; p. 282; pp. 284–285)</p> <p><b>Make It Fun</b> (description p. 70): (Bonus Unit: p. 274; p. 276; p. 283)</p> <p>Fundations also explicitly teaches about the base word and both derivational and common Latin suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including <b>-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</b> 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.)</p> <p>Students practice decoding words with suffixes during decoding activities once suffixes are addressed in Unit 2: <b>Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun activities</b>.</p> <p><b>Introduce New Concepts</b> (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)</p> <p><b>Word of the Day</b> (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)</p> <p><b>Word Talk</b> (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),</p> |
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Level 3 Alignment to Arizona’s ELA Standards

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|  |  |  | <p>(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. 520), (Unit 14: p. 540; p. 550)</p> <p><b>Make It Fun</b> (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><b>3.RF.3b</b><br/>Decode words with common Latin suffixes.</p> | <p>Foundations® explicitly teaches about the base word and both derivational and common Latin suffixes. Students learn to decode words with suffixes, including <b>-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</b> beginning in Unit 2 (see Unit 2 p.114-151). 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: <b>Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun activities.</b></p> <p><b>Introduce New Concepts</b> (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)</p> <p><b>Word of the Day</b> (description p. 66): (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312),(Unit 8: p. 328; p. 330; p.332; p. 338; p. 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><b>Word Talk</b> (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)</p> <p><b>Make It Fun</b> (description p.70): (Unit 2: p. 127; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549).</p> |
|  |  | <p><b>3.RF.3c</b></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</p>  |

### Level 3 Alignment to Arizona’s ELA Standards

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|  |  | <p>Apply knowledge of the six syllable types to read grade-level words accurately.</p> | <p>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: <b>Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play</b> and <b>Make It Fun activities</b>.</p> <p><b>Guess Which One</b> (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)</p> <p><b>Introduce New Concepts</b> (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)</p> <p><b>Word of the Day</b> (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)</p> <p><b>Word Talk</b> (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)</p> <p><b>Make It Fun</b> (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)</p> <p><b>Word Play</b> (description p.70): (Unit 5: p. 208), (Bonus Unit: p. 278).</p> |
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### Level 3 Alignment to Arizona’s ELA Standards

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|  |  | <p><b>3.RF.3d</b><br/>Read grade-level 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 automatically recognized in Foundations® Levels K, 1 and 2. By the end of Level 2, Foundations® students are prepared to read the first 200 words and 95% of the first 300 words on the Fry list (Fry &amp; Kress, 2006). In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the <b>Trick Words</b> activity (description p. 64-65).</p> |
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## Level 3 Alignment to Arizona’s ELA Standards

### ELA.3.RF.4 Fluency

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

By Grade 3, given the depth of knowledge systematically imparted in all Levels, and the fact that 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.

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| <p><b>Reading Standards:<br/>Foundational Skills</b></p> | <p><b>Fluency</b></p> | <p><b>3.RF.4</b><br/>Read with sufficient accuracy and fluency to support comprehension.</p> | <p>Fundations® students develop deep word-level knowledge and automatic word identification skills, beginning with strategies that target accuracy, such as tapping out sounds and marking word elements. Lessons 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 fluently 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 Introduction – Skills Taught in Foundations: Fluency: p. 5-6.)</p> |
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## Level 3 Alignment to Arizona’s ELA Standards

### ELA.3.WF. 1, 2, 3 Sound-Letter Basics and Handwriting and Spelling

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

Spelling skills are directly taught and reinforced in Foundations® using multisensory techniques and manipulatives. Students learn to segment and spell words as they correspond to decoding patterns taught. They learn to segment and associate letters with sounds rather than memorize words. Handwriting is an important aspect of Foundations instruction, and cursive skills in Foundations are thoroughly and explicitly taught in Grade 3. Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Foundations handwriting activities help 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. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum.

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| <b>Writing Standards: Foundational Skills</b> | <b>Sound-Letter Basics and Handwriting</b> | <b>3.WF.1</b><br>Demonstrate and apply handwriting skills.              |   |
|   |  | <b>3.WF.1a</b><br>Read and write cursive letters, upper and lower case. | <p>Students use gross-motor memory to learn letter formation following verbalizations. Foundations handwriting activities help students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. The following Foundations activities explicitly teach cursive handwriting: <b>Letter Formation (Individual Letters), Letter Formations (Connectives), Sky Write/Letter Formation.</b></p> <p><b>Letter Formation (Individual Letters)</b> (description p. 58): (Orientation: p. 83); (Unit 1: p. 97; p. 103), (Unit 2: p. 125; p. 131; 143), (Unit 3: p. 159), (Unit 4: p. 177; p. 187), (Unit 5: p. 207; 217), (Unit 6: p. 233), (Unit 7: p. 301; 309), (Unit 8: p. 327; p. 339; p. 347), (Unit 9: p. 371; p. 379; p. 387), (Unit 10: p. 411; p. 421), (Unit 11: p. 451), (Unit 12: p. 477; p. 487)</p> <p><b>Letter Formation (Connectives)</b> (description p. 60): (Unit 1: p. 99; p. 105), (Unit 2: p. 127; p. 137; p. 145), (Unit 3: p. 163), (Unit 4: p. 191), (Unit 5: p. 209; p. 219), (Unit 6: p. 241), (Unit 7: p. 303; p. 313), (Unit 8: p. 331; p. 341), (Unit 9: p. 373; p. 381; p. 391), (Unit 10: p. 413; p. 425), (Unit 11: p. 461), (Unit 12: p. 479; p. 489)</p> <p><b>Sky Write/Letter Formation</b> (description 82) : (Orientation: p. 82-83) (Unit 1: p. 91, p. 101) Unit 2: p. 119; p. 129; p. 139) (Unit 3: p. 157) (Unit 4: p. 175; p.185) (Unit 5: p. 203; p. 213) (Unit 6: p. 231; p. 253) (Bonus Unit: p. 275; p. 277) (Unit 7: p. 297; p. 307) (Unit 8: p. 325, p. 335, p. 345) (Unit 9: p. 365, p. 375, p. 385) (Unit 10: p. 405; p. 415) (Unit 11: p. 445) (Unit 12: p. 473, p. 483)</p> |

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|   |                        | <p><b>3.WF.1b</b><br/>Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.</p>   | <p>Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum and, in particular, transcribe ideas legibly in cursive and/or manuscript with appropriate spacing and indentation in the <b>Dictation/Sentences</b> activity.</p> <p><b>Dictation/Sentences</b> (description p. 42): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)</p> |
|   | <p><b>Spelling</b></p> | <p><b>3.WF.3</b><br/>Know and apply spelling conventions and patterns.</p>  |   |
| <p><b>3.WF.3a</b><br/>Spell single-syllable words with less common and complex graphemes (e.g., <i>ough, augh, old, -ind, -ost, -ild</i> families).</p> |                        | <p>Students are introduced to less common and complex graphemes when they study exceptions to the closed syllable rule.</p> <p><b>Introduce New Concepts:</b> (Unit 1: p. 104; p.105)</p> <p><b>Word of the Day:</b> (Unit 1: p. 106)</p> <p><b>Make it Fun:</b> (Unit 1: p. 107)</p> <p><b>Word Talk:</b> (Unit 1: p. 108)</p>   |   |
| <p><b>3.WF.3b</b><br/>Identify language of origin for words, as noted in dictionaries.</p>  |                        | <p>Students are explicitly encouraged and taught to use both print and electronic dictionaries for reference.</p> <p><b>Introduce New Concepts:</b> (Unit 5: p. 214-215; p. 217)</p> <p><b>Make It Fun</b> (Unit 5: p. 218) (Unit 10: p. 412; p. 423) (Unit 13: p. 517) (Unit 14: p. 549)</p> <p>Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the <b>Introduce New Concepts</b> activity.</p> <p><b>Foundations Introduction – Skills Taught in Foundations:</b> p. 4, p. 5, p. 8</p> |   |

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|  |  |  | <p><b>Foundations Introduction – Student Success:</b> p. 11</p>  |
|  |  | <p><b>3.WF.3c</b><br/>Spell singular and plural possessives (e.g., <i>teacher’s, teachers’</i>).</p>   | <p>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.</p>   |
|  |  | <p><b>3.WF.3d</b><br/>Spell regular two-and three-syllable words that:</p>   |  |
|  |  | <p><b>3.WF.3d.1</b><br/>Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.</p> | <p>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, <b>Introduce New Concepts</b> p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p> <p>Multisyllabic words combining basic syllable types are introduced in Unit 3, and then included in word resources for all units following for dictation 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)</p> <p><b>Dictation/Words</b> (description p. 34; p. 36; p. 38): (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)</p> <p><b>Dictation/Sentences</b> (description p. 42): (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> |

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|  |  |   | <p>p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)</p>  |
|  |  | <p><b>3.WF.3d.2</b><br/>                 Include common, transparent prefixes and suffixes (e.g., <i>re-</i>, <i>pre-</i>, <i>sub-</i>, <i>un-</i>, <i>dis-</i>, <i>mis-</i>; <i>-able</i>, <i>-ness</i>, <i>-ful</i>, <i>-tion</i>).</p> | <p>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 use in dictation 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.)</p> <p><b>Introduce New Concepts</b> (description p.70) (Unit 2: p. 118-119; p. 120-121; p. 122-123; p. 125; p. 126; 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 14: p.542-543)</p> <p><b>Word of the Day</b> (description p. 66): (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312),(Unit 8: p. 328; p. 330; p.332; p. 338; p. 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><b>Make It Fun</b> (description p.70): (Unit 2: p. 127; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431)</p> <p>Foundations® explicitly teaches about the base word and 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 dictation 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).</p> <p><b>Introduce New Concepts</b> (description p. 70) (Bonus Unit: p. 269; p. 273; p. 280; p. 282; p. 284-285)</p> <p><b>Make It Fun</b> (description p.70): (Bonus Unit: p. 274; p. 276; p. 283)</p> |
|  |  | <p><b>3.WF.3e</b><br/>                 Spell grade-level appropriate words in English, as found in a research-based list including:</p>   |  |

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|  |  | <p><b>3.WF.3e.1</b><br/>Irregular words.</p>     | <p>Phonetically irregular high frequency words (called Trick Words in Foundations®) are taught as words to be automatically recognized for both reading and spelling in Foundations® Levels K, 1 and 2. By the end of Level 2, Foundations® students are prepared to read the first 200 words and 95% of the first 300 words on the Fry list (Fry &amp; Kress, 2006). In Level 3, Trick Words are practiced for encoding during the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and there is an option for supplemental support with the Trick Words activity (description p. 64-65).</p> <p><b>Dictations/Sound Alike &amp; Trick Words</b> (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)</p> <p><b>Dictation/Sentences</b> (description p. 42): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549).</p> |
|  |  | <p><b>3.WF.3e.2</b><br/>Pattern-based 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 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. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as glued sounds (including closed syllable exceptions), ck and tch spelling, w and qu effect on /ô/, s as /z/ between two vowels, ve at the end of a word, schwa, y as a vowel, open syllable exception, soft c, soft g, tion, sion, consonant-le exception, /ær/ for ar and or r-controlled syllables, war, wor, r-controlled exception, eigh, ei, ea, ie, igh, oo, ui, double vowel exception, dge, ch /k/, ph /f/, wr, rh, gn, kn, mn, mb, gh, ture, tu, ci, and ti.</p>   |

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|  |  |  | <p>Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations® activities for encoding words with these syllable types include <b>Dictation (Dry Erase)</b>, <b>Dictation (Composition Book)</b>, and <b>Dictation (Day 5 Check Up)</b>, <b>Echo/Find Words</b>, <b>Guess Which One</b>, <b>Introduce New Concepts</b>, and <b>Make It Fun</b>. 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, <b>Introduce New Concepts</b> p. 162 as an example). The procedures used for spelling at this time help students learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p> <p>Foundations® goes beyond phonics to thoroughly integrate the instruction of total word structure, including syllable patterns, affixes, and orthography (rules of English written language) so that students fully internalize the “system” of the English language.</p> <p><b>Dictation (Dry Erase):</b> (Unit 1: p. 95), (Unit 2: p. 125; p. 133; p. 143), (Unit 4: p. 187), (Unit 5: p. 205; p. 207), (Unit 6: p. 243; p. 253), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301, p. 311), (Unit 8: p. 327; p. 337; p. 339; p. 347), (Unit 9: p. 369; p. 377; p. 387), (Unit 10: p. 419; p. 427; p. 431), (Unit 11: p. 449; p. 459), (Unit 12: p. 477), (Unit 13: p. 507; p. 517), (Unit 14: p. 535; p. 545)</p> <p><b>Dictation (Composition Book):</b> (Unit 1: p. 97; p. 107), (Unit 2: p. 126; p. 135; p. 145), (Unit 3: p. 163), (Unit 4: p. 181; p. 198; p. 191; p. 209; p. 219), (Unit 6: p. 237; p. 245; p. 247; p. 257), (Unit 7: p. 303; p. 313), (Unit 8: p. 329; p. 331, p. 341; p. 348; p. 351), (Unit 9: p. 371; p. 381; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 421; p. 429), (Unit 11: p. 451; p. 461), (Unit 12: p. 479; p. 489), (Unit 13: p. 509; p. 519), (Unit 14: p. 537; p. 539; p. 547; p. 549)</p> <p><b>Dictation (Day 5 Check Up):</b> (Unit 1: p. 99), (Unit 2: p. 137), (Unit 4: p. 183), (Unit 5: p. 211), (Unit 6: p. 249), (Unit 8: p. 333; p. 343), (Unit 9: p. 373), (Unit 9: p. 383), (Unit 10: p. 414; p. 423), (Unit 11: p. 453), (Unit 12: p. 481), (Unit 13: p. 511), (Unit 14: p. 541)</p> <p><b>Dictation/Words (Words with Spelling Options) (description p. 38):</b> (Unit 9: p. 360;p. 366; pp. 374–375; p. 378; p. 380; pp. 382–386; p. 392)</p> <p><b>Echo/Find Words:</b> (Unit 4: p. 185), (Unit 5: p. 215), (Unit 6: p. 239), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 373. p. 379; p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505)</p> <p><b>Guess Which One:</b> (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; p. 233), (Unit 6: p. 243; p. 251), (Unit 7: p. 299; p. 309), (Unit 8: p. 327; p. 337; p. 345), (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)</p> <p><b>Introduce New Concepts:</b> (Unit 1: p. 90; p. 92; p. 100; p. 103; p. 104), (Unit 2: p. 118; p. 120; p. 122;</p> |
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|  |  |  | <p>p. 125; p. 126; p. 129; p. 131; p. 133; p. 139; p. 141), (Unit 3: p. 156; p. 158; p. 160; p. 162), (Unit 4: p. 174, p. 178; p. 184; p. 188; p. 202), (Unit 5: p. 204; p. 212; p. 214; p. 217), (Unit 6: p. 230; p. 232; p. 234; p. 237; p. 240; p. 242; p. 250; p. 252; p. 255), (Bonus Unit: p. 269; p. 273; p. 280; p. 282; p. 284), (Unit 7: p. 296; p. 298; p. 306; p. 308), (Unit 8: p. 324; p. 326; p. 328; p. 334; p. 336; p. 344; p. 346), (Unit 9: p. 364; p. 366; p. 368; p. 374; p. 376; p. 384; p. 386; p. 388), (Unit 10: p. 404; p. 406; p. 408; p. 414; p. 416; p. 424; p. 426; p. 429), (Unit 11: p. 444; p. 446; p. 454; p. 456), (Unit 12: p. 472; p. 474; p. 482; p. 484; p. 486), (Unit 13: p. 502; p. 504; p. 507; p. 512; p. 515), (Unit 14: p. 532; p. 542; p. 544)</p> <p><b>Make It Fun:</b> (Unit 1: p. 98; p. 107), (Unit 2: p. 126; p. 130; p. 134; p. 144), (Unit 3: p. 164), (Unit 4: p. 181; p. 189; p. 209; p. 218), (Unit 6: p. 239; p. 249; p. 256; p. 274), (Bonus Unit: p. 276; p. 283; pp. 285–286), (Unit 7: p. 305), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. 431), (Unit 11: p. 453; p. 458; p. 463), (Unit 12: p. 481; p. 487; p. 490), (Unit 13: p. 511; p. 517; p. 534), (Unit 14: p. 541; p. 549)</p> |
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## Level 3 Alignment to Arizona’s ELA Standards

### Additional Standards Supported by Foundations

In addition to the foundational skills, Foundations also strongly supports standards below.

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| <b>Language Standards</b> | <b>Conventions of Standard English</b> | <b>3.L.2</b><br>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  |   |
|                           |  | <b>3.L.2a</b><br>Capitalize appropriate words in titles.  | <p>Foundations® provides instruction that supports this standard by systematically teaching capitalization beginning in Level K and continuing in Levels 1, 2, and 3.</p> <p>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><b>Dictation/Sentences (description p. 42):</b> (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; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371; p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549)</p> |
|                           | <b>Vocabulary Acquisition and Use</b>  | <b>3.L.4</b><br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.                      |   |
|                           |  | <b>3.L.4a</b><br>Determine the meaning of the new word formed when a known affix is added to a known word<br><i>(e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</i> | <p>Foundations provides an introduction to the complex word study of prefixes and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes <b>-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,</b> and closed- and open-syllable prefixes <b>con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re,</b> are the focus. Students practice determining the meaning of words formed when affixes are added. 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).</p> <p>During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p>   |

Level 3 Alignment to Arizona’s ELA Standards

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|  |  |  | <p><b>Word of the Day</b> (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)</p> <p><b>Word Talk</b> (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><b>3.L.4b</b><br/>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p>          | <p>Foundations provides an introduction to the complex word study of roots. This basic level of application will be an essential foundation to later build upon. Closed-syllable roots <b>dict, duct, fact, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract</b> are the focus. Students practice determining the meaning of words formed with the taught roots. See Bonus Unit (Bonus Unit p. 264-291).</p>   |
|  |  | <p><b>3.L.4d</b><br/>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> | <p>Students are explicitly encouraged and taught to use both print and electronic dictionaries for reference.</p> <p><b>Introduce New Concepts:</b> (Unit 5: p. 214-215; p. 217)</p> <p><b>Make It Fun</b> (Unit 5: p. 218) (Unit 10: p. 412; p. 423) (Unit 13: p. 517) (Unit 14: p. 549)</p> <p>Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the <b>Introduce New Concepts</b> activity.</p> <p><b>Foundations Introduction – Skills Taught in Foundations:</b> p. 4, p. 5, p. 8</p> <p><b>Foundations Introduction – Student Success:</b> p. 11</p> |