

**Foundations® Alignment to Ohio's Learning Standards for English Language Arts**



## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### KINDERGARTEN

#### Reading Standards for Literature KINDERGARTEN

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	<b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 92, p. 102; p. 112; p. 122; p. 132; p. 142; p. 162; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331, p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
RL.K.2	With prompting and support, retell familiar stories, including key details.	<b>Storytime (description p. 48):</b> (Unit 1: p. 82; p. 92; p. 102; p. 112; p. 122; p. 142; p. 152; p. 162; p. 182), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	<b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 142; p. 152; p. 162; p. 172), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	<b>Craft and Structure</b>	
RL.K.4	Ask and answer questions about unknown words in a text.	<b>Storytime (description p. 48):</b> (Unit 1: p. 102; p. 112; p. 122; p. 132; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 275)
RL.K.5	Recognize common types of texts (e.g., storybooks, poems)	<b>Storytime (description p. 48):</b> (Unit 3: p. 285; p. 295), (Unit 4: p. 311; p. 321) (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>Storytime (description p. 48):</b> (Unit 1: p. 112; p. 122; p. 132; p. 162), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	<b>Integration of Knowledge and Ideas</b>	
RL.K. 7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>Storytime (description p. 48):</b> (Unit 1: p. 92; p. 102; p. 162; p. 172), (Unit 3: p. 265; p. 275; p. 285), (Unit 4: p. 311)
RL.K.8	(Not applicable to literature)	
RL.K. 9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>Storytime (description p. 48):</b> (Unit 1: p. 162; p. 172), (Unit 3: p. 245; p. 255; p. 265; p. 285; p. 295), (Unit 4: p. 311; p. 321), (Unit 5: p. 366; p. 386)
	<b>Range of Reading and Level of Text Complexity</b>	
RL.K.10	Actively engage in group reading activities with purpose and understanding. <del>Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</del>	<b>Storytime (description p. 48):</b> (Unit 1: p. 52; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 244; p. 255; p. 265; p. 275; p. 285; p. 295) (Unit 4: p. 311; p. 321; p. 331; p. 341) (Unit 5: 356; p. 366; p. 376; p. 386; p. 396; p. 406)

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Reading Standards for Informational Text KINDERGARTEN

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Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	<b>Storytime (description p. 48):</b> (Unit 1: p. 102; p. 122; p. 132; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331), (Unit 5: p. 356; p. 366; p. 376' p. 386; p. 396; p. 406),
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	<b>Storytime (description p. 48):</b> (Unit 2: p. 285; p. 295), (Unit 4: p. 311), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Storytime (description p. 48):</b> (Unit 1: p. 142), (Unit 3: p. 245), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	<b>Craft and Structure</b>	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	<b>Storytime (description p. 48):</b> (Unit 5: p. 356; p. 376; p. 396)
RI.K.5	Identify the front cover, back cover, and title page of a book.	<b>Storytime (description p. 48):</b> (Unit 1: p. 112; p. 122; p. 132; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>Storytime (description p. 48):</b> (Unit 1: p. 112; p. 122; p. 132; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396))
	<b>Integration of Knowledge and Ideas</b>	
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>Storytime (description p. 48):</b> (Unit 4: p. 295; p. 321), (Unit 5: p. 376; p. 396)
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	<b>Storytime (description p. 48):</b> (Unit 1: p. 143), (Unit 3: p. 245), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>Storytime (description p. 48):</b> (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
	<b>Range of Reading and Level of Text Complexity</b>	
RI.K.10	Actively engage in group reading activities with purpose and understanding.	<b>Storytime (description p. 48):</b> (Unit 1: p. 112; p. 122; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285; p. 295), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Reading Standards for Foundational Skills KINDERGARTEN

*Note: Foundations® thoroughly teaches the Foundational Skills of Reading Standards, and strongly supports the Reading, Writing, Language Standards and English/Language Arts Shifts.*

Std. #	Standard Language	Primary Citations
	<b>Print Concepts</b>	
RF.K.1	Demonstrate understanding of the organization and basic features of print.	
a.	Follow words from left to right, top to bottom, and page by page.	<p><b>Storytime</b> activities recommend books and direct teachers to discuss print and book awareness such as <b>Storytime</b>: (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); <b>Make it Fun</b> (Unit 5: p. 395; p. 405). Additional Storytime activities have students read text from top to bottom and left to right with a return sweep: <b>Storytime</b>: (Unit 1: p. 102; p.162) (Unit 3: p. 275) (Unit 4: p. 331; p. 341).</p> <p>Print awareness is also demonstrated and reinforced during several activities that use Sentence Frames. Using Sentence Frames, the teacher <b>explicitly</b> and <b>intentionally</b> builds a sentence from left to right and re-reads the sentence from left to right with the demonstration of scooping. The very use of manipulatives makes it explicit. This demonstration allows students to see and experience it, and not just hear a teacher say it. These activities emphasize that sentences are read left to right, words are separated by print. <b>Teach Trick Words (description p. 44)</b>: (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) <b>Trick Word Practice (description p. 46)</b>: (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) <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) <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>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381); <b>Dictation/Sentences (description p. 28)</b>: (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Make it Fun-Change the Sentence</b>: (Unit 5: p. 355; p. 365; p. 375) Additional activities are provided in the <b>Home Support Packet</b> (p. 16, 112)</p>

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b.	Recognize that spoken words are represented in written language by specific sequences of letters.	<p>Foundations explicitly <b>demonstrates</b> that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrate the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words.</p> <p><b>Word Play-Make Words for Decoding (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) <b>Introduce New Concepts:</b>(Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <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) Dictation/Words (description p. 26): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Introduce New Concepts: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332)</p> <p>Additional <b>Make it Fun</b> activities support the skill of students blending spoken phonemes to form one-syllable words: <b>Make it Fun:</b> (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 337)</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>Additional activities are provided in the <b>Home Support Packet</b> (p. 38, 57, 89, 95) and online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>
c.	Understand that words are separated by spaces in print.	<p>Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play- Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence: <b>Teach Trick Words (description p. 44):</b> (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) <b>Trick Word Practice (description p. 46):</b></p>

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		<p>(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) <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) <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. 78; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; <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 (description p. 28)</b>: (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) <b>Make it Fun-Change the Sentence</b>: (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p. 31) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
d.	Recognize and name all upper- and lowercase letters of the alphabet.	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. In these activities, students identify and name letters:</p> <p><b>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun, 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) <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) <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. 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) <b>Dictation/Sounds</b> (description p.</p>

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		<p>24): <b>Dictation (Dry Erase) – Unit Sounds</b> (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) <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. 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); <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><b>Alphabetical Order</b> (description p. 22): (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) <b>Make it Fun</b> (description p. 48): (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178)</p> <p>Additional activities are provided in the <b>Home Support Packet</b> (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual (see Expert Tips/Ideas section).</p>
	<b>Phonological Awareness</b>	
RF.K.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	
a.	Recognize and produce rhyming words.	<p>Instruction emphasizing phonological activities such as rhyming is included in Foundations Levels K during the <b>Make It Fun</b> and <b>Storytime</b> activities. <b>Make it Fun (description p. 48)</b>: (Unit 1: p. 108; p. 118; p. 128), (Unit 2: p. 206), <b>Storytime (description p. 48)</b>: (Unit 1: p. 112; p. 122; p. 182).</p> <p>Additional activities are provided in the <b>Home Support Packet</b> (p. 16), and the online resource community called the Prevention Learning Community for Foundations (PLC) which teachers have access to with purchase of the Level K Manual (See Expert Tips/Ideas section).</p>
b.	Count, pronounce, blend, and segment syllables in spoken words.	<p>Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1. See <b>Word Play (description p. 48)</b>: (Unit 1: p. 100; p. 111; p. 120)</p> <p>Additional activities are provided on the online teacher companion resource community called the</p>

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Std. #	Standard Language	Primary Citations
		Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual (see Expert Tips/Ideas section).
c.	Blend and segment onsets and rimes of single-syllable spoken words.	<p>Foundations efficiently focuses on the phonemic awareness skill of phoneme blending and segmentation which research has identified as key for functional value in decoding/reading. “[A]ll of these various phonological awareness skills — the ability to separate syllables within words, the ability to segment onsets from rimes (b/ig), the ability to rhyme, and the ability to segment or blend phonemes are all correlated with each other. But it is the segmenting and blending of phonemes that has functional value in reading” (Shanahan, 2015). Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. <b>Storytime</b> (description p. 48): (Unit 1: p. 113; p. 123; p. 183). Activities including alliteration or groups of words with the same initial sound include p. 98, p.128, p 132.</p> <p>Additional activities are provided in the <b>Home Support Packet</b> (p.20, 57) and online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with purchase of the Level K Manual (see Expert Tips/Ideas section).</p>
d.	Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	<p>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. The 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. This is phoneme manipulation.</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) <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>Additional activities are provided in the <b>Home Support Packet</b> (p. 38, 57, 89, 95) and the online teacher companion resource community called the Prevention Learning Community for Foundations</p>



## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

Std. #	Standard Language	Primary Citations
		(PLC).
e.	Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.	<p>See above. <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) <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>Additional activities are provided in the <b>Home Support Packet</b> (p. 38, 57, 89, 95) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>
	<b>Phonics and Word Recognition</b>	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
a.	Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/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) <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>

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Std. #	Standard Language	Primary Citations
		<p>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) <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. 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) <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) <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. 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); <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); <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) <b>Alphabetical Order</b> (description p. 22): (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) <b>Make it Fun</b> (description p. 48): (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178)</p> <p>Additional activities are provided in the <b>Home Support Packet</b> (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual (see Expert Tips/Ideas section).</p>

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

Std. #	Standard Language	Primary Citations
b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ā/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level 1 is the closed syllable type and the short vowel sounds. <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), Echo/Find Letters (description p. 32): (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401), Letter-Keyword-Sound (description p. 38): (Unit 1: p. 84; p. 94; p. 105; p. 124) Echo/Letter Formation (description p. 36): (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 195; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 269; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) Student Notebook (description p. 42): (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p. 157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193), Word Play (description p. 48): Unit 3: 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p>

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Std. #	Standard Language	Primary Citations
c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<p>Automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. Starting in Unit 3, several trick words are introduced and practiced in the <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. <b>Teach Trick Words (description p. 44):</b> (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) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Words taught as Trick Words in Level K: <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;</b> Level K students will be able to <i>read</i> high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry's first 100 list: <b>in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.</b></p>
d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<p>With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises such as word chaining.</p> <p><b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Word Play-Make Words for Decoding (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), <b>Make it Fun:</b> (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375)</p> <p>Students apply their decoding skills with a sentence that is 100% decodable. Students read a sentence written on Sentence Frames. This activity develops prosody (reading a sentence with phrasing) and reading for meaning. <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. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403) Students read the decodable story <b>Storytime (description p. 48) (Storytime</b> (Unit 4: p. 331; p. 341) <i>Students also read connected text with prosody and expression in sentences in:</i> <b>Word Play (description p. 48):</b> (Unit</p>

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Std. #	Standard Language	Primary Citations
		<p>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), <b>Trick Word Practice (description p. 46)</b>: (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), <b>Dictation/Sentences (description p. 28)</b>: (Unit 5: p. 383; p. 389; p. 395; p. 403), <b>Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</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 (in press 2020)</b>, which provides 47 titles explicitly corresponding to Foundations' scope and sequence for grade K. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p>
	<b>Fluency</b>	
RF.K.4	Read emergent-reader texts with purpose and understanding.	<p><b>Storytime (description p. 48)</b> (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 248; p. 255; p. 275; p. 285); <i>Students also read connected text with prosody and expression in sentences in:</i> <b>Word Play (description p. 48)</b>: (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), <b>Trick Word Practice (description p. 46)</b>: (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), <b>Dictation/Sentences (description p. 28)</b>: (Unit 5: p. 383; p. 389; p. 395; p. 403),</p>

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Writing Standards KINDERGARTEN

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #	Standard Language	Primary Citations
	<b>Text Types and Purposes</b>	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).	<b>Storytime (description p. 48):</b> (Unit 3: p. 255), (Unit 5: p. 366; p. 376; p. 386; p. 396)
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	<b>Storytime (description p. 48):</b> (Unit 1: p. 92; p. 102; p. 112; p. 123; p. 132; p. 162; p. 172; p. 182), (Unit 3: p. 265; p. 275), <b>My Journal</b> (Unit 2: p. 199), (Unit 4: p. 341), (Unit 5: p. 376; p. 396)
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>Storytime (description p. 48):</b> (Unit 1: p. 92; p. 102; p. 162; p. 172), (Unit 3: p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321), <b>My Journal Tip</b> (Unit 1: p. 163), (Unit 2: p. 199), (Unit 5: p. 367; p. 387)
	<b>Production and Distribution of Writing</b>	
W.K.4	(Begins in grade 3)	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	n/a
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	n/a
	<b>Research to Build and Present Knowledge</b>	
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	n/a
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	n/a
W.K.9	(Begins in grade 4)	
	<b>Range of Writing</b>	
W.K.10	(Begins in grade 2)	

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Speaking and Listening Standards KINDERGARTEN

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #	Standard Language	Primary Citations
	<b>Comprehension and Collaboration</b>	
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	
a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
b.	Continue a conversation through multiple exchanges.	<b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 243; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
SL.K.2	Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	<b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	n/a
	<b>Presentation of Knowledge and Ideas</b>	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406), <b>Word Play (description p. 48):</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 150; p. 160; p. 170; p. 180)
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>My Journal:</b> (Unit 1: p. 163), (Unit 2: p. 199), (unit 4: p. 341; p. 367; p. 387; p. 396)
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	<b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 113; p. 123; p. 133; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit : p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406) <b>Make It Fun:</b> (Unit 5: p. 385; p. 395; p. 405)

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Language Standards KINDERGARTEN

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a.	Print many upper- and lowercase letters.	<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. 203; 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. 269; p. 279; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 4: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) <b>Dictation Sounds (description p. 28):</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. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405), <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 395; p. 403), <b>Student Notebook (description p. 42)::</b> (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)
b.	Use frequently occurring nouns and verbs.	<b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 360; p. 389; p. 395; p. 403)
c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	n/a
d.	Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).	<b>Word Play (description p. 48):</b> (Unit 1: p. 70; p. 80; p. 90; p. 110; p. 150; p. 160; p. 180)
e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401), <b>Trick Word Practice (description p. 46):</b> (Unit 3; p. 265; p. 275; p. 285; p. 295), Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 2: p. 354; p. 364; p. 375; p. 385; p. 394; p. 404)



## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

Std. #	Standard Language	Primary Citations
f.	Produce and expand complete sentences in shared language activities.	<b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a.	Capitalize the first word in a sentence and the pronoun I.	<b>Introduce New Concepts:</b> (Unit 5: p. 349; p. 351; p. 379), <b>Word Play (description p. 48):</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), (Unit 5: p. 358; p. 360; p.368; p. 370; p. 372; 380), <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 379; p. 383; p. 389; p. 393; p. 403), <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. p. 381; p. 391; p. 401), Trick Word Practice: (unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 365; p. 375; p. 385; p. 394; p. 404)
b.	Recognize and name end punctuation.	<b>Introduce New Concepts:</b> (Unit 5: p. 349; p. 351), <b>Word Play (description p. 48):</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), (Unit 5: p. 358; p. 360; p. 368; p. 370; p. 372;p. 381) <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403)
c.	Write a letter or letters for most consonant and short-vowel phonemes (sounds).	<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), <b>Dictation / Words (description p. 26):</b> (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 393; p. 395; p. 403; p. 405)
d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<b>Echo/Find Words (description p. 26):</b> (Unit 3: p. 237; p. 247; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 289), (Unit 4: p. 313; p. 315; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401), <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p.383; p. 393; p. 395; p. 403; p. 405)
	<b>Knowledge of Language</b>	
L.K.3	(Begins in grade 2)	
	<b>Vocabulary Acquisition and Use</b>	
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Supported throughout Foundations activities – see Introduction
b.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the	Supported throughout Foundations activities – see Introduction

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

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

# Foundations® Alignment to Ohio's Learning Standards for English Language Arts

## GRADE 1

### Reading Standards for Literature GRADE 1

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #.	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RL.1.1	Ask and answer questions about key details in a text.	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, Unit 13 pages 451, 460, Unit 14 page 489) <b>Fluency Kit 1 Materials, Foundations Stories Set 1, Books to Remember Set 1</b>
RL.1.2	Analyze literary text development.	
a.	Demonstrate understanding of the lesson.	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489) <b>Fluency Kit 1 Materials, Foundations Stories Set 1, Books to Remember Set 1</b>
b.	Retell stories, including key details.	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489) <b>Fluency Kit 1 Materials, Foundations Stories Set 1, Books to Remember Set 1</b>
RL.1.3	Describe characters, settings, and major events in a story, using key details.	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, Unit 13 pages 451, 460, Unit 14 page 489) <b>Fluency Kit 1 Materials, Foundations Stories Set 1, Books to Remember Set 1</b>
	<b>Craft and Structure</b>	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>Storytime (description p. 60)</b> (Unit 3, page 151, Unit 4, page 176, Unit 5, page 192, Unit 6, page 209, Unit 7, page 254, Unit 9, page 320, Unit 10, page 346, Unit 11, page 384, Unit 12, page 423, Unit 13 page 460, Unit 14 page 489) <b>Fluency Kit 1 Materials, Foundations Stories Set 1</b>
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>Storytime (description p. 60)</b> (Unit 6, pages 219, 228, Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499) <b>Fluency Kit 1 Materials, Foundations Stories Set 1, Books to Remember Set 1</b>
RL.1.6	Identify who is telling the story at various points in a text.	<b>Foundations Stories Set 1, Books to Remember Set 1</b>
	<b>Integration of Knowledge and Ideas</b>	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit

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Std. #.	Standard Language	Primary Citations
		10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, Unit 13 pages 451, 460, Unit 14 page 488) <b>Fluency Kit 1 Materials, Foundations Stories Set 1, Books to Remember Set 1</b>
RL.1.8	(Not applicable to literature)	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	<b>Foundations Stories Set 1, Books to Remember Set 1</b>
	<b>Range of Reading and Level of Text Complexity</b>	
RL.1. 10	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	n/a

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Reading Standards for Informational Text GRADE 1

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #.	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RI.1.1	Ask and answer questions about key details in a text.	<b>Storytime (description p. 60)</b> (Unit 6, page 228, Unit 7, page 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470), <b>Fundations Stories Set 1, Books to Remember Set 1</b>
RI.1.2	Analyze informational text development.	
a.	Identify the main topic.	<b>Storytime (description p. 60)</b> (Unit 6, page 228, Unit 7, page 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470), <b>Fundations Stories Set 1, Books to Remember Set 1</b>
b.	Retell key details of a text.	<b>Storytime (description p. 60)</b> (Unit 6, page 228, Unit 7, page 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470), <b>Fundations Stories Set 1, Books to Remember Set 1</b>
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Storytime (description p. 60)</b> (Unit 6, page 228, Unit 7, page 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499), <b>Fundations Stories Set 1, Books to Remember Set 1</b>
	<b>Craft and Structure</b>	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>Storytime (description p. 60)</b> (Unit 13 page 451, 460, 470, Unit 14 page 489), <b>Fundations Stories Set 1, Books to Remember Set 1</b>
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	n/a
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	n/a
	<b>Integration of Knowledge and Ideas</b>	
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	n/a
RI.1.8	Identify the reasons an author gives to support points in a text.	<b>Storytime (description p. 60)</b> (Unit 12, page 433, Unit 13, page 470)
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>Storytime (description p. 60)</b> (Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395)
	<b>Range of Reading and Level of Text Complexity</b>	
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	<b>Storytime (description p. 60)</b> (Unit 12, page 433, Unit 13 page 470)

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Reading Standards for Foundational Skills GRADE 1

*Note: Foundations® thoroughly teaches the Foundational Skills of Reading Standards, and strongly supports the Reading, Writing, Language Standards and English/Language Arts Shifts.*

Std. #.	Standard Language	Primary Citations
	<b>Print Concept</b>	
RF.1.1	Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p>Students systematically learn features of a sentence. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation.</p> <p>During Teach Trick Words-Reading, students must recognize the features of the sentence and many conventions of print including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14. <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; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14.</p> <p><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; 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>
	<b>Phonological Awareness</b>	
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds).	
a.	Distinguish long from short vowel sounds in spoken single-syllable words.	In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In

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Std. #.	Standard Language	Primary Citations
		<p>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. <b>(Resources: p 397-398; p. 435-436; p. 473-474; 501-502.) Introduce New Concepts</b> (Unit 11 Introduction: p. 366, p. 368; p. 387) <b>Make it Fun (description p. 60)</b> (Unit 11: p. 371; p. 381; p. 391) <b>Word of the Day (description p. 56)</b> (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), <b>Word Talk (description p. 58)</b>, (Unit 11: p. 374; p. 380; p. 390; p. 394), <b>Word Play (description p. 60)</b> (Unit 11: p. 386; p. 392), The vowel-consonant-e concept is reinforced in spelling activities including: Echo Find Words, Dictation/Words: <b>Echo/Find Words (description p. 42)</b> (Unit 11: p. 369; p. 371; p. 379; p. 387), <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> <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 open syllables <b>(Unit 9: p. 313)</b>.</p>
b.	Orally produce single-syllable words by blending phonemes, including consonant blends.	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. Blends are introduced in Level 1, Unit 8 (see <b>Unit 8 Introduction: p. 270</b>). 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; 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) <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. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349),</p>

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		(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) <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; 341), (Unit 11: p. 368; p. 387) <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)
c.	Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.	<p>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. 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 phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks).</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) <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). 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>
d.	Segment spoken single-syllable words into their complete sequence of individual phonemes.	<p>See above. <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) <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). 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>



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	<b>Phonics and Word Recognition</b>	
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
a.	Know the spelling-sound correspondences for common consonant digraphs.	<p>The concept of digraphs was taught in Level K Foundations and is again explicitly taught in Unit 3 (See Unit 3 p. 130-153). Digraphs are then included in the Drill Sounds activity and Echo/Find Letters activity through the year.</p> <p><b>Drill Sounds (description p. 38):</b> ( (Unit 3: p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p.148; 150), (Unit 4: p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176), (Unit 5: p. 184; p. 186; p. 188; p. 190; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 7: P. 237; 238; 240; 242; 244; 246; 247; 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264), (Unit 8: p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 352; p. 354; p. 356), (Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464, p. 466, p. 468, p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486, p. 488; p. 490; p. 492; p. 494; p. 496; p. 498 ) <b>Echo/Find Letters (description p. 40):</b> (Unit 3: p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>Once retaught in Unit 3, digraphs are included in word resources for all decoding 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>
b.	Decode regularly spelled one-syllable words.	<p>In Foundations, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations activities that include decoding words with these syllable types include: <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</p>

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		<p>11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) <b>Word of the Day (description p. 56)</b> (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) <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; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) <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), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), <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), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) <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; p. 433), (Unit 13: p. 460), (Unit 14: 488) <b>Foundations Fluency Kit 1</b>, (included in 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 later. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open, but will move on to an in-depth word study of open syllables in Level 2 r-controlled vowels and vowel teams (vowel digraph/diphthong) are introduced in the <b>Drill Sounds/Warm Up</b> activity beginning in Unit 8. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. <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>

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		<p>p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498 ) Similarly, students in Level 1 are introduced to open syllables in the context of closed syllables, but will move on to an in-depth word study of open syllables in Level 2.</p>
c.	<p>Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>In Foundations letter/sound correspondences are taught in relation to the syllable type being studied. The v-c-e syllable type is taught in Unit 11. Introduce New Concepts (p 366). The letter sound correspondence is then practiced in daily in the <b>Drill Sounds activity</b> (Description p. 38) Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464, p. 466, p. 468, p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486, p. 488; p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>Sound mastery is taught in two directions: letter-to-sound and sound-to-letter. The <b>Echo/Find Letters</b> activity helps to solidify sound-to-symbol correspondence. Students will add the long-vowel sound in vce syllable beginning in Unit 11 and onward. <b>Echo/Find Letters (description p. 40):</b> (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) <b>Dictation/Sounds (description p. 28):</b> (Unit 11: p. 369; p. 377; p. 379, p. 381; p. 383, p.389; p. 391; p. 393),</p> <p>Vowel teams (vowel digraph/diphthong) are introduced in the <b>Drill Sounds/Warm Up</b> activity beginning in Unit 9. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. <b>Drill Sounds/Warm Up</b> (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>
d.	<p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>Foundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. In Foundations Level 1, students learn to decode closed and vowel-consonant-e syllables in multisyllabic words with these two syllable types.</p> <p><b>Introduce New Concepts</b> (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) <b>Word of the Day (description p. 56)</b> ( (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) <b>Word Talk</b></p>

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		<p><b>(description p. 58)</b> (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) <b>Make it Fun (description p. 60)</b> (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), <b>Word Play (description p. 60)</b> (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) <b>Storytime (description p. 60):</b> (Unit 12: p. 413; p. 423; Also, students have the opportunity to apply taught skills when using the <b>Foundations Fluency Kit 1 and Foundations Stories Set 1</b> (included in 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. 433), (Unit 13: p. 460), (Unit 14: 488)</p>
e.	Decode two-syllable words following basic patterns by breaking the words into syllables.	<p>Foundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, In Foundations 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.</p> <p><b>Introduce New Concepts</b> (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) <b>Word of the Day (description p. 56)</b> ( (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) <b>Word Talk (description p. 58)</b> (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) <b>Make it Fun (description p. 60)</b> (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), <b>Word Play (description p. 60)</b> (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) <b>Storytime (description p. 60):</b> (Unit 12: p. 413; p. 423; Also, the <b>Foundations Fluency Kit 1, and Foundations Stories Set 1</b> (included in 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. 433), (Unit 13: p. 460), (Unit 14: 488)</p> <p>Foundations teaches word structure cumulatively and thoroughly across the K-3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on. Foundations first teaches a new syllable type in isolation, and then combines it with only other syllable types that have already studied. In grade 1, Foundations establishes multisyllabic word work with closed-closed and closed-vce syllable types only. Furthermore, the teaching of the syllable types are more thorough and intentional because Foundations teaches <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</p>

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Std. #.	Standard Language	Primary Citations
		word reading skills (Shaywitz, 2003; Reed, 2012). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options.
f.	Read words with inflectional endings.	<p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in <b>Unit 6</b> (See Unit 6 p. 196-231) and are included in word resources for all units following for all decoding activities. (See <b>Unit Resources</b> p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) Suffix <b>-ed and -ing</b> added to unchanging base words is explicitly taught in <b>Unit 10</b> (See Unit 10 p. 324-360) and are included in word resources for all units following for all decoding activities See <b>Unit Resources</b> p 397-398; p. 435-436; p. 473-474; 501-502.). Suffix <b>-es</b> is explicitly taught in <b>Unit 13</b> (See Unit 123 p. 438-474) and See <b>Unit Resources</b> p 501-502.) The activities that include decoding words include: <b>Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities.</b></p> <p>Also, students have the opportunity to apply taught skills when using the <b>Foundations Fluency Kit 1, and Foundations Stories Set 1</b> (included in 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>
g.	Recognize and read grade-appropriate irregularly spelled words.	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized. These sight words (called Trick Words in Foundations) are taught separately from phonetically regular words. In Level 1 of Foundations, students learn 107 Trick Words for both quick and automatic recognition and for spelling. <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; 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) <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. 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) <b>Trick Word Drill Drill Sounds (description p. 38):</b> (Unit 3: p. 134; p. 138; p. 140; 150), (Unit 4: p. 158; p. 162; p. 166; p. 168; p. 172; p. 176), (Unit 5: p. 184; p. 188; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 212; p. 216; p. 218; p. 220; p. 224; p. 226; p. 228), (Unit 7: P. 237; 238; 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308; p. 310; p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420;</p>

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Std. #.	Standard Language	Primary Citations
		<p>p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468, p. 470), (Unit 14: p. 480; p. 484; p. 486, p. 490; p. 492; p. 494; p. 496; p. 498).</p> <p>The Fluency Kit 1 (included in Teacher's Kit). includes the opportunity to read Trick Words in isolation, phrases with Trick Words, as well as sentences in connected text 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 including Trick Words.</p>
	<b>Fluency</b>	
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	
a.	Read grade-level text with purpose and understanding.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The <b>Storytime Activity</b> 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 <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. 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. <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) Additionally, phrasing is modeled and practiced during the <b>Teach Trick Words – Reading</b> activity, with sentences written on sentence frames. <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; 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 <b>Fluency Kits</b> include exercises for sounds, word lists, and phrases to develop</p>
b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

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Std. #.	Standard Language	Primary Citations
		<p>automaticity, and provide controlled text material for fluency practice. For Units 1 – 7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8 – 14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teacher track progress on the Recording Form including reading text orally with expression. The <b>Progress Monitoring Tool</b> also includes oral reading fluency measure.</p> <p><b>Foundations Stories Set 1</b> (included in Teacher's Kit) and the <b>Books to Remember Set 1</b> and <b>Geodes® Classroom Library 1</b> (distributed by Wilson Language Training) provide additional decoding and fluency practice.</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 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 <b>Geodes® Level 1 Classroom Library</b>, which provides 64 titles explicitly corresponding to Foundations' scope and sequence for grade 1. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding skills aligned with 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>



## Foundations® Alignment to Ohio’s Learning Standards for English Language Arts

### Writing Standards GRADE 1

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #.	Standard Language	Primary Citations
	<b>Text Types and Purposes</b>	
W.1.1	Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.	n/a
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	n/a
W.1.3	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<b>Storytime (description p. 60)</b> (Unit 3, Tip, page 151, Unit 9, Tip, page 311)
	<b>Production and Distribution of Writing</b>	
W.1.4	(Begins in grade 3)	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	n/a
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	n/a
	<b>Research to Build and Present Knowledge</b>	
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	n/a
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489), <b>Foundations Stories Set 1, Books to Remember Set 1</b>
W.1.9	(Begins in grade 4)	
	<b>Range of Writing</b>	
W.1.10	(Begins in grade 3)	



## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Speaking and Listening Standards GRADE 1

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #.	Standard Language	Primary Citations
	<b>Comprehension and Collaboration</b>	
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	
a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489,), <b>Foundations Stories Set 1, Books to Remember Set 1</b>
b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489), <b>Foundations Stories Set 1, Books to Remember Set 1</b>
c.	Ask questions to clear up any confusion about the topics and texts under discussion.	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489), <b>Foundations Stories Set 1, Books to Remember Set 1</b>
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489), <b>Foundations Stories Set 1, Books to Remember Set 1</b>
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	n/a
	<b>Presentation of Knowledge and Ideas</b>	
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489), <b>Foundations Stories Set 1, Books to Remember Set 1</b>
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, Unit 13 pages 451, 460, 470, Unit 14 page 489), <b>Foundations Stories Set 1, Books to Remember Set 1</b>

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SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	<p><b>Word of the Day (description p. 56)</b> (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485 ) <b>Word Talk (description p. 58)</b> (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330, 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498) <b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489), <b>Foundations Stories Set 1, Books to Remember Set 1</b></p>
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## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Language Standards GRADE 1

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #.	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a.	Print all upper- and lowercase letters.	<b>Dictation/Sounds (description p. 28)</b> (Unit 3, pages 135, 139, 147, Unit 4, pages 163, 167, 169, Unit 5 pages 185, 189, Unit 6 pages 203, 207, 211,213, 215, 217,219, 221, 225, 227, Unit 7 pages 241, 251, 253,255, Unit 8 pages 261, 281, 287, 291, Unit 9 pages 305, 309, 311, 313, 315, 317, 319, Unit 10 pages 331, 335, 343, 345, 347, 351, 355, Unit 11 pages 369, 376, 379,381,383,385, 389, 391, 393, Unit 12 pages 407, 409, 415, 419,421, 423, 425, 431, Unit 13 pages 445, 447, 449, 457, 458, 460, 461, 465, 467, 469, Unit 14 pages, 487, 489, 491, 493,495) <b>Dictations/Words (description p. 30)</b> (Unit 3, pages 135, 139, 147, Unit 4, pages 163, 167, 169, Unit 5 pages 185, 189, Unit 6 pages 203, 207, 211,213, 215, 217,219, 221, 225, 227, Unit 7 pages 241, 251, 253,255, Unit 8 pages 261, 281, 287, 291, Unit 9 pages 305, 309, 311, 313, 315, 317, 319, Unit 10 pages 331, 335, 343, 345, 347, 351, 355, Unit 11 pages 369, 376, 379,381,383,385, 389, 391, 393, Unit 12 pages 407, 409, 415, 419,421, 423, 425, 431, Unit 13 pages 445, 447, 449, 457, 458, 460, 461, 465, 467, 469, Unit 14 pages, 487, 489, 491, 493,495) <b>Dictation/Sentences (description p. 36)</b> (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
b.	Use common, proper, and possessive nouns.	n/a
c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	n/a
d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	n/a
e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<b>Introduce New Concepts:</b> (Unit 10 pages 348, Unit 11 page 387, Unit 13 pages 442, 445) <b>Word of the Day (description p. 56):</b> (Unit 10 pages 349, 354)
f.	Use frequently occurring adjectives.	n/a
g.	Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).	n/a

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h.	Use determiners (e.g., articles, demonstratives).	n/a
i.	Use frequently occurring prepositions (e.g., during, beyond, toward).	n/a
j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	n/a
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a.	Capitalize dates and names of people.	<b>Capitalize Names Only Included: Dictation/Sentences (description p. 36)</b> (Unit 2, pages 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
b.	Use end punctuation for sentences.	<b>Dictation/Sentences (description p. 36)</b> (Unit 2, pages 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
c.	Use commas in dates and to separate single words in a series.	n/a
d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<b>Teach Trick Words—Spelling (description p. 54)</b> (Unit 2, pages 117, 121, Unit 3, pages 133, 137, 143, 149, Unit 4, pages 161, 165, 171, 175, Unit 5, pages 187, 191, Unit 6, pages 206, 215, 223, Unit 7, pages 241, 249, 259, 263, Unit 8, pages 279, 289, Unit 9, pages 307, 317, Unit 10, pages 335, 339, 353, Unit 11, pages 373, 377, Unit 12, pages 411, 417, 421, 427, Unit 13, pages 443, 453, 459, 463, Unit 14 pages 481, 497) <b>Dictation/Sentences (description p. 36)</b> (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)

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e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<b>Dictation/Sentences (description p. 36)</b> (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
	<b>Knowledge of Language</b>	
L.1.3	(Begins in grade 2)	
	<b>Vocabulary Acquisition and Use</b>	
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
a.	Use sentence-level context as a clue to the meaning of a word or phrase.	<b>Supported throughout Foundations activities</b>
b.	Use frequently occurring affixes as a clue to the meaning of a word.	<b>Introduce New Concepts:</b> (Unit 10, page 341, 348, Unit 11 page 387, Unit 13 pages 442, 445, 452, 455, 462, 465) <b>Word of the Day (description p. 56):</b> (Unit 10 page 343, 349, 352, Unit 11 page 389, 393, Unit 13 pages 444, 454, 456, 464, 466, Unit 14 pages 485, 494) <b>Word Talk (description p. 58)</b> (Unit 13 pages 446, 449, 450, 458, Unit 14 pages 486, 496, 498) <b>Word Play (description p. 60)</b> (Unit 13 page 448, Unit 14 pages 482, 484, 490) <b>Make It Fun (description p. 60)</b> ( Unit 13 pages 457, 467, Unit 14 pages 487, 493, 495)
c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<b>Supported throughout Foundations activities</b>
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<b>Supported throughout Foundations activities</b>
b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<i>Opportunities to teach multiple word meanings in the following activities:</i> <b>Word of the Day (description p. 56)</b> (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, pages 456, pages 453, 466, Unit 14 pages 485 ) <b>Word Talk (description p. 58)</b> (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330,336,351,354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498)

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c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<b>Word of the Day (description p. 56)</b> (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485, ) <b>Word Talk (description p. 58)</b> (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330, 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498)
d.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	n/a
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<b>Storytime (description p. 60)</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)

**Foundations® Alignment to  
Ohio's Learning Standards for English Language Arts**

**GRADE 2**

**Reading Standards for Literature GRADE 2**

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<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 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),
RL.2.2	Analyze literary text development.	
a.	Determine the lesson or moral.	n/a
b.	Retell stories, including fables and folktales from diverse cultures.	
RL.2.3	Describe how characters in a story respond to major events and challenges.	<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 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),
	<b>Craft and Structure</b>	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	n/a
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<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 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),
RL.2.6	Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.	n/a
	<b>Integration of Knowledge and Ideas</b>	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of	n/a

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Std. #	Standard Language	Primary Citations
	its characters, setting, or plot.	
RL.2.8	(Not applicable to literature)	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	n/a
	<b>Range of Reading and Level of Text Complexity</b>	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	n/a



## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

**Reading Standards for Informational Text GRADE 2** *Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>Storytime (description p. 60):</b> (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 9: p. 295; p. 196; p. 300; p. 303)
RI.2.2	Analyze informational text development.	
a.	Identify the main topic of a multi-paragraph text.	<b>Storytime (description p. 60):</b> (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 9: p. 295; p. 196; p. 300; p. 303)
b.	Identify the focus of specific paragraphs within the text.	<b>Storytime (description p. 60):</b> (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 9: p. 295; p. 196; p. 300; p. 303)
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	n/a
	<b>Craft and Structure</b>	
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<b>Storytime (description p. 60):</b> (Unit 5: p. 183)
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	n/a
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	n/a
	<b>Integration of Knowledge and Ideas</b>	
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	n/a
RI.2.8	Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.	n/a
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	n/a
	<b>Range of Reading and Level of Text Complexity</b>	
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	n/a

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Reading Standards for Foundational Skills GRADE 2

*Note: Foundations® thoroughly teaches the Foundational Skills of Reading Standards, and strongly supports the Reading, Writing, Language Standards and English/Language Arts Shifts.*

Std. #	Standard Language	Primary Citations
	<b>Phonics and Word Recognition</b>	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (Resources: p. 140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516) By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables <b>in both single and multisyllabic words</b>. Unit 1 Introduction (p. 70), Unit 3 Introduction (p. 126), Unit 4 Introduction (p. 142), Unit 5 Introduction (multisyllabic words) (p. 172), Unit 6 Introduction (p. 202), Unit 7 Introduction (p. 230), Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: <b>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find Words, Word of the Day, Word Talk, and Make It Fun.</b></p> <p><b>Dictation/Words (description p. 30-35):</b> (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) <b>Dictation/Sentences (description p. 38-39):</b> (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183;p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p.</p>

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Std. #	Standard Language	Primary Citations
		<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) <b>Introduce New Concepts:</b> (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) <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) <b>Word of the Day (description p. 56-57):</b> (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), <b>Word Talk (description p. 58-59):</b> (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) <b>Make It Fun (description p. 60):</b> (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>
b.	Know spelling-sound correspondences for additional common vowel teams.	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. In grade 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). Foundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception).</p> <p>Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following, and are used in the following activities: <b>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk, and Make It Fun.</b> Also, see Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 12 Introduction (p. 370), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444), Unit 16 Introduction (p. 472).</p> <p><b>Dictation/Sounds (description p. 28):</b> Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) <b>Dictation/Words (description p. 30-35):</b> Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p.</p>

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Std. #	Standard Language	Primary Citations
		<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) <b>Dictation/Sentences (description p. 38-39):</b> Dictation (Dry Erase/Composition Books/Check-Up) (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) <b>Drill Sounds/Warm-Up (description p. 40-41):</b> (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484) <b>Echo/Find Letters (description p. 42-43):</b> (Orientation: p. 65) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) <b>Echo/Find Words (description p. 44-49):</b> (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) <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) <b>Word of the Day (description p. 56-57):</b> (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) <b>Word Talk (description p. 58-59):</b> (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) <b>Make It Fun (description p. 60):</b> (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>
c.	Decode regularly spelled two-syllable words with long vowels.	<p>In Foundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities. Also, the <b>Foundations Fluency Kit 2</b>, and <b>Books to Remember Set 2</b> (included in Teacher’s Kit) and <b>Geodes®</b> provide additional decoding practice. (The Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training, provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Foundations Level 2 scope and sequence.) Syllable rules, <b>including but not limited to two-syllable words with</b></p>

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Std. #	Standard Language	Primary Citations
		<p><i>long vowel sounds</i>, are directly addressed in:</p> <p><b>Unit 5, 6, 7 Introductions:</b> (p. 172, p. 202, p. 230), <b>Introduce New Concepts:</b> (Unit 5: p. 176-177) (Unit 6: p. 217) (Unit 7: p. 240) (Unit 8: p. 273), <b>Word of the Day</b> (description p. 56-57): (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: 306), (Unit 10: p. 330; p. 334), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402;), (Unit 14: p. 430; p. 434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; 506; p. 510) <b>Word Talk</b> (description p. 58-59) (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) <b>Make It Fun</b> (description p. 60): (Unit 5: p. 187) (Unit 6: p. 221) (Unit 15: p. 463) <b>Storytime</b> (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>
d.	Decode words with common prefixes and suffixes.	<p>Foundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see <b>Unit 4 Introduction:</b> p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (<b>Resources:</b> p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384- 386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities. Also, the Foundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher's Kit) and <b>Geodes®</b> provide additional decoding practice. (The Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training, provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Foundations Level 2 scope and sequence.)</p>
e.	Identify words with inconsistent but common spelling-sound correspondences.	<p>Students learn to identify words with inconsistent but common letter-sound correspondences when they learn both closed and vowel-consonant-e syllable exceptions. Unit 3 Introduction (p. 126), Unit 6 Introduction (p. 202). Once introduced, these exceptions are included in word resources for all units following, and students must distinguish between regular and inconsistent letter-sound correspondences in both single and multisyllabic words in the following activities: <b>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find, Words, Word of the Day, Word Talk, and Make It Fun.</b></p>

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

Std. #	Standard Language	Primary Citations
		<p><b>Dictation/Words</b> (description p. 30-35): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277;p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p.355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p.435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p.511) <b>Dictation/Sentences (description p. 38-39):</b> (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) <b>Introduce New Concepts:</b> (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) <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) <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), (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), <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) <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>
f.	Recognize and read grade-appropriate irregularly spelled words.	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in 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 for reading and spelling to allow students to access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri, 2014). In Level 2 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) <b>Teach Trick Words</b> (description p. 54-55): (Unit 2: p. 103; p. 113) (Unit 3: p. 133) (Unit 4: p. 151; p. 159) (Unit 5: p. 178; p. 191) (Unit 6: p. 207; p. 217) (Unit 7: p.</p>

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

Std. #	Standard Language	Primary Citations
		<p>235; p. 244; p. 254) (Unit 8: p. 273) (Unit 9: p. 290; p. 301) (Unit 10: p. 319; p. 329) (Unit 11: p. 347; p. 357) (Unit 12: p. 375) (Unit 13: p. 393; p. 403) (Unit 14: p. 421; p. 431) (Unit 15: p. 449; p. 458) (Unit 16: p. 477) (Unit 17: p. 495) Trick Word Practice (description p. 54-55): (Unit 1: p. 90) (Unit 2: p. 110; p. 116) (Unit 3: p. 137) (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192) (Unit 6: p. 215; p. 222) (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261) (Unit 8: p. 277; p. 279) (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307) (Unit 10: p. 325; p. 331; p. 335) (Unit 11: p. 349; p. 353; p. 355; p. 359; p. 363) (Unit 12: p. 377; p. 381) (Unit 13: p. 394; p. 404; p. 408) (Unit 14: p. 422; p. 428; p. 433; p. 436) (Unit 15: p. 455; p. 460; p. 465) (Unit 16: p. 479; p. 482) (Unit 17: p. 497; p. 502; p. 511)</p> <p><b>Dictation/Trick Words</b> (description p. 36-37): (Unit 1: p. 87; p. 89), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215 p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p>
	<b>Fluency</b>	
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	
	<p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The <b>Storytime Activity</b> 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. 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>



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Std. #	Standard Language	Primary Citations
		<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 <i>Word of the Day</i> activity. <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>Fluency Kit 2 Materials, Books to Remember Set 2,</b> and the <b>Progress Monitoring Tool</b> (included in Teacher's Kit or available on the associated online Learning Community and the <b>Level 2 Geodes® Classroom Library</b> (distributed by Wilson Language Training) provide additional decoding practice.</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 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 <b>Geodes® Classroom Libraries</b>, which provide 64 titles explicitly corresponding to Foundations' scope and sequence for grade 2. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p>



## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Writing Standards GRADE 2

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #	Standard Language	Primary Citations
	<b>Text Types and Purposes</b>	
W.2.1	Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<b>Storytime (description p. 60):</b> (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)
W.2.2	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	n/a
W.2.3	Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>Storytime (description p. 60):</b> (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509)
	<b>Production and Distribution of Writing</b>	
W.2.4	Begins in grade 3	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	n/a
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	n/a
	<b>Research to Build and Present Knowledge</b>	
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	n/a
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	<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)
W.2.9	(Begins in grade 4)	
	<b>Range of Writing</b>	
W.2.10	Begins in grade 3	

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Speaking and Listening Standards

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #	Standard Language	Primary Citations
	<b>Comprehension and Collaboration</b>	
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	
a.	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).	<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), <b>Fluency Kit 2 Materials, Books to Remember Set 2</b>
b.	Build on others' talk in conversations by linking their comments to the remarks of others.	<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), <b>Fluency Kit 2 Materials, Books to Remember Set 2</b>
c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.	<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), <b>Fluency Kit 2 Materials, Books to Remember Set 2</b>
SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	<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), <b>Fluency Kit 2 Materials, Books to Remember Set 2</b>

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SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<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), <b>Fluency Kit 2 Materials, Books to Remember Set 2</b>
<b>Presentation of Knowledge and Ideas</b>		
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<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)
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<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)
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	<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)

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Language Standards GRADE 2

*Note: Although Foundations® is not a comprehensive program, it does provide instruction in the Storytime activity that supports these standards. Foundations® must be centered within more formalized instruction and wide reading experiences.*

Std. #	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a.	Use collective nouns (e.g., group)	n/a
b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	n/a
c.	Use reflexive pronouns (e.g., myself, ourselves).	n/a
d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	n/a
e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.	<b>Storytime (description p. 60):</b> (Unit 7: p. 251)
f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	n/a
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a.	Capitalize holidays, product names, and geographic names.	n/a
b.	Use commas in greetings and closings of letters.	n/a
c.	Use an apostrophe to form contractions and frequently occurring possessives.	n/a
d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	<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. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513), <b>Dictation:</b> (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), <b>Student Notebook Level 2</b>

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Std. #	Standard Language	Primary Citations
e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<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. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p><b>Dictation:</b> (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><b>Echo/Find Word – Spelling Option (description p. 48)</b> Unit , page 212, Unit 7, pages 241, 247, 255, Unit 9, pages 291, 303, Unit 10, page 333, Unit 13, page 405, Unit 14, pages 423, 431, Unit 15, pages 451, 461, Unit 16, page 479, Unit 17, page 509, <b>Trick Word Practice (description p. 54):</b> (Unit 1: p. 90), (Unit 2: p. 111; p. 116), (Unit 3: p. 136), (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. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 293; p. 299; p. 304; p. 307), (Unit 10: p. 324; p. 331; p. 335), (Unit 11: p. 347; p. 353; p. 355; p. 359; p. 362), (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. 510), <b>“Look words up” in Student Notebook Level 2 (description p. 54)</b></p>
<b>Knowledge of Language</b>		
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a.	Recognize formal and informal uses of English.	<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. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p><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), <b>Dictation:</b> (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), <b>Student Notebook Level 2</b></p>

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Std. #	Standard Language	Primary Citations
b.	Compare formal and informal uses of English.	<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. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p><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), <b>Dictation:</b> (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), <b>Student Notebook Level 2</b></p>
<b>Vocabulary Acquisition and Use</b>		
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
a.	Use sentence-level context as a clue to the meaning of a word or phrase.	<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), <b>Fluency Kit 2 Materials, Books to Remember Set 2</b></p>
b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	<p><b>Make It Fun (description p. 60):</b> (Unit 5: p. 193), (Unit 7: p. 249), <b>Word Talk (description p. 58):</b> (Unit 5: p. 186; p. 196), (Unit 6: 224), (Unit 7: p. 250; p. 252; p. 160; p. 262), (Unit 8: p. 280), (Unit 9: p. 298), (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. 453; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512), <b>Fluency Kit 2 Materials, Books to Remember Set 2</b></p>

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

Std. #	Standard Language	Primary Citations
c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<b>Word Talk (description p. 58):</b> (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: 224), (Unit 7: p. 250; p. 252; p. 160; p. 262), (Unit 8: p. 280), (Unit 9: p. 298), (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. 453; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512), <b>Make It Fun (description p. 60):</b> (Unit 5: p. 193), (Unit 7: p. 249), <b>Word of the Day (description p. 56):</b> (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 190; p. 193), <b>Introduce New Concepts:</b> (Unit 4: p. 146; p. 147; p. 148; p. 157), (Unit 5: p. 188; p. 189), <b>Fluency Kit 2 Materials, Books to Remember Set 2</b>
d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<b>Introduce New Concepts:</b> (Unit 5: p. 176-177)
e.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<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), <b>“Look words up” in Student Notebook Level 2 (description p. 54)</b>
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	
a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<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), <b>Fluency Kit 2 Materials, Books to Remember Set 2</b>
b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<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), <b>Fluency Kit 2 Materials, Books to Remember Set 2</b>
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<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), <b>Fluency Kit 2 Materials, Books to Remember Set 2</b>

**Foundations® Alignment to  
Ohio's Learning Standards for English Language Arts**

**GRADE 3**

**Reading Standards for Literature GRADE 3**

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	n/a
RL.3.2	Analyze literary text development.	
a.	Determine a theme and explain how it is conveyed through key details in the text.	n/a
b.	Retell stories, including fables, folktales, and myths from diverse cultures.	n/a
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	n/a
	<b>Craft and Structure</b>	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	n/a
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	n/a
RL.3.6	Describe the difference between points of view in texts, particularly first- and third-person narration.	n/a
	<b>Integration of Knowledge and Ideas</b>	
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).	n/a
RL.3.8	(Not applicable to literature)	
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	n/a
	<b>Range of Reading and Level of Text Complexity</b>	
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	n/a



**Foundations® Alignment to  
Ohio's Learning Standards for English Language Arts**

**Reading Standards for Informational Text GRADE 3**

<b>Std. #</b>	<b>Standard Language</b>	<b>Primary Citations</b>
	<b>Key Ideas and Details</b>	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	n/a
RI.3.2	Analyze informational text development.	
a.	Determine the main idea of a text	n/a
b.	Retell the key details and explain how they support the main idea.	n/a
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	n/a
	<b>Craft and Structure</b>	
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	n/a
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	n/a
RI.3.6	Distinguish their own perspective from that of the author of a text.	n/a
	<b>Integration of Knowledge and Ideas</b>	
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	n/a
RI.3.8	Describe the relationships between the evidence and points an author uses throughout a text.	n/a
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	n/a
	<b>Range of Reading and Level of Text Complexity</b>	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	n/a

## Foundations® Alignment to Ohio's Learning Standards for English Language Arts

### Reading Standards for Foundational Skills GRADE 3

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

Std. #	Standard Language	Primary Citations
	<b>Phonics and Word Recognition</b>	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
a.	Identify and know the meaning of the most common prefixes and derivational suffixes.	<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,</b> and <b>re</b>, beginning in the <b>Bonus Unit</b> (see <b>Bonus Unit Introduction</b>: p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (<b>Resources</b>: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: <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; p. 284-285) <b>Make It Fun</b> (description p.70): (Bonus Unit: p. 274; p. 276; p. 283)</p>
b.	Decode words with common Latin suffixes.	<p>Foundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including <b>-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward,</b> and <b>-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 Foundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292-319, Unit 9 p. 360-399, Unit 10 p. 400-439, Unit 12 p. 468-496). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all decoding activities. (<b>Resources</b>: 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,</b> and <b>Make It Fun</b> activities.</p> <p><b>Introduce New Concepts (description p.70)</b> (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) <b>Word of the Day (description p. 66)</b>: (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.</p>

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Std. #	Standard Language	Primary Citations
		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) <b>Word Talk (description p. 68):</b> (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) <b>Make It Fun(description p.70):</b> (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).
c.	Decode multi-syllable words.	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (<b>Resources:</b> 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 and Make It Fun</b> activities.</p> <p><b>Guess Which One (description p. 56):</b> (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) <b>IntroduceNew Concepts (description p. 70)</b> (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) <b>Word of the Day (description p. 66):</b> (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) <b>Word Talk (description p. 68):</b> (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) <b>Make It Fun (descriptionp.70):</b> (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.</p>

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		549) <b>Word Play (description p.70)</b> : (Unit 5: p. 208), (Bonus Unit: p. 278)
d.	Read grade-appropriate irregularly spelled words.	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be quickly recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared them to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the <b>Trick Words</b> activity.
	<b>Fluency</b>	
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	
a.	Read grade-level text with purpose and understanding.	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p><b>Note:</b> In Level K, 1 and 2, students focused on the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text.</p>
b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p><b>Note:</b> With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. "A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency" (Rasinski, 2006, p.4). In Level K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See <b>Foundations Teacher's Manual Introduction – Skills Taught in Foundations: Fluency</b>: p. 5-6.)</p>
c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p><b>Note:</b> In Level K, 1 and 2, students focused on the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary</p>

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		<p>to limit Level 3 students to highly controlled text.</p> <p><b>Note:</b> Students enter words and a defining sentence into a vocabulary dictionary and homophones (“Sound Alikes”) dictionary, which are sections in their Student Notebooks. In this way they practice using and understanding the context of a sentence to confirm the meaning of a word. <b>Guess Which One (description p. 56):</b> (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p.187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p.387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p.485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) <b>Word of the Day (description p. 66):</b> (Unit 1: p. 94; p. 96;p. 101; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312),(Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)</p>

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**Writing Standards GRADE 3**

Std. #	Standard Language	Primary Citations
	<b>Text Types and Purposes</b>	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	n/a
b.	Provide reasons that support the opinion.	n/a
c.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	n/a
d.	Provide a concluding statement or section.	n/a
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a.	Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.	n/a
b.	Develop the topic with facts, definitions, and details.	n/a
c.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	n/a
d.	Provide a concluding statement or section.	n/a
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	n/a
b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	n/a
c.	Use temporal words and phrases to signal event order.	n/a
d.	Provide a sense of closure.	n/a
	<b>Production and Distribution of Writing</b>	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	n/a
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	n/a

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W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.	n/a
<b>Research to Build and Present Knowledge</b>		
W.3.7	Conduct short research projects that build knowledge about a topic.	n/a
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	n/a
W.3.9	(Begins in grade 4)	
<b>Range of Writing</b>		
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	n/a

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**Speaking and Listening Standards GRADE 3**

Std. #	Standard Language	Primary Citations
	<b>Comprehension and Collaboration</b>	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	n/a
b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	n/a
c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	n/a
d.	Explain their own ideas and understanding in light of the discussion.	n/a
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	n/a
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	n/a
	<b>Presentation of Knowledge and Ideas</b>	
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	n/a
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	n/a
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	n/a



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**Language Standards GRADE 3**

Std. #	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	n/a
b.	Form and use regular and irregular plural nouns.	<b>Introduce New Concepts</b> (Unit 2 p.118)
c.	Use abstract nouns (e.g., <i>childhood</i> ).	n/a
d.	Form and use regular and irregular verbs.	n/a
e.	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	n/a
f.	Ensure subject-verb and pronoun-antecedent agreement.*	n/a
g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<b>Introduce New Concepts</b> (Unit 2 p.122, p.125, p.127, p.131) (Unit 4 p.178 p.184) (Unit 7 p.308) (Unit 10 p.426) (Unit 14 p.542) <b>Word of the Day</b> (Unit 4 p.176, p.180 p.186 p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 9 p.368, p.370, p.378, p.380, p.390) (Unit 10 p.407, p.410, p.418, p.420, p.428, p.430) (Unit 14 p.536, p.538, p.546, p.548) <b>Word Talk</b> (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.242, p.252) (Unit 9 p.373, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.520) (Unit 14 p.540, p.550)
h.	Use coordinating and subordinating conjunctions.	n/a
i.	Produce simple, compound, and complex sentences.	n/a
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a.	Capitalize appropriate words in titles.	n/a
b.	Use commas in addresses.	n/a
c.	. Use commas and quotation marks in dialogue.	n/a
d.	Form and use possessives.	n/a
e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	<b>Introduce New Concepts</b> (Unit 2 p.131, p.133, p.139, p.141) (Unit 4 p.175, p.184) (Unit 7 p.298, p.306, p.308) (Unit 8 p.328) (Unit 9 p.376, p.384, p.386, p.388) (Unit 10 p.426) (Unit 12 p.486) (Unit 14 p.542, p.544) <b>Echo Find Words</b> (Unit 4 p.185) (Unit 5 p.215) (Unit 9 p.379) (Unit 10 p.419) (Unit 11 p.449, p.459) (Unit 12 p.475) (Unit 13 p.505) <b>Word Talk Words</b> (Unit 2 p.128, p.136, p.146) (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.242, p.252) (Unit 9 p.373, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.520) (Unit 14 p.540, p.550) <b>Word of the Day</b> (Unit 2 p.122, p.124, p.132, p.134, p.140, p.142) (Unit 4 p.176, p.180 p.186 p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 8 p.332) (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 12 p.488)

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Std. #	Standard Language	Primary Citations
		(Unit 14 p.536, p.538, p.546, p.548) <b>Dictation Words</b> (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, 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)
f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<b>Dictation</b> (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, 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)
g.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>Dictation</b> (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, 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)
	<b>Knowledge of Language</b>	
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a.	Choose words and phrases for effect.	n/a
b.	Recognize and observe differences between the conventions of spoken and written standard English.	n/a
	<b>Vocabulary Acquisition and Use</b>	
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
a.	Use sentence-level context as a clue to the meaning of a word or phrase.	n/a
b.	Determine the meaning of the new word formed when a	n/a

**Foundations® Alignment to  
Ohio's Learning Standards for English Language Arts**

Std. #	Standard Language	Primary Citations
	known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	n/a
d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	n/a
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	
a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	n/a
b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	n/a
c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	n/a
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	n/a