

Wilson Foundations® Program Alignment to the Georgia Standards of Excellence for English Language Arts with a focus on Reading Standards for Foundational Skills

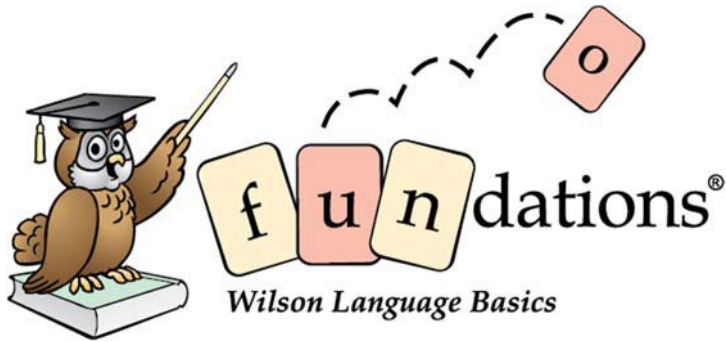
Foundations® thoroughly and systematically solidifies students' foundational skills, spelling, and handwriting using a research-based **Structured Literacy** approach. Additionally, it reinforces and supports other English language arts (ELA) standards in an integrated approach, particularly vocabulary, comprehension, and writing goals. It is designed to be combined with a literature-based language arts program to address comprehension and writing more thoroughly.

The power of Foundations is ***not just the what but the how***. Principles and methods of Structured Literacy include the following: explicit, systematic, cumulative, hands-on, engaging, multimodal, diagnostic, and responsive instruction. In Foundations, skills overlap and are taught in an integrated fashion, not in isolation, so that a **daily 30–35-minute lesson** teaches and then reinforces many corresponding skills. The daily rotation of learning activities results in varied and repeated practice using a multimodal approach with engaging materials.

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

Foundations provides **high quality instructional materials**. Significant features include:

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



Fundations® LEVEL K Program

Alignment to Georgia Standards of Excellence for English Language Arts with a focus on Reading Standards for Foundational Skills

Foundations® Alignment to Georgia Standards of Excellence for English Language Arts Kindergarten

Reading Standards: Foundational Skills

PRINT CONCEPTS

In Foundations, print awareness is developed through varied practice designed to advance students' understanding that print has different purposes and is an ordered system that must be approached in a way that unlocks its meaning. Print awareness is explicitly connected to books and stories during the Foundations **Storytime** activity. Print awareness is also demonstrated and reinforced during several activities that use Sentence Frames to teach concepts. Foundations activities using Sentence Frames include **Introduce New Concepts**, **Teach Trick Words**, **Trick Word Practice**, **Word Play–Word Awareness**, **Word Play–Read Sentences**, and **Dictation/Sentences**. These activities emphasize that sentences are read left to right, and words are separated by spaces in print. Key elements of sentence structure, such as capitalization and punctuation, are directly taught. Standard Sound Cards and Letter Tiles help demonstrate the difference between individual letters and printed words and that letters make up words. Kindergarten students not only learn to recognize and name letters; they simultaneously learn letter formation and the letter-sound correspondence. This fosters important linkages to the visual, motor, and phonological image of the letter. Students identify and name letters in the following daily activities: **Letter-Keyword-Sound**, **Drill Sounds/Warm Up**, **Echo/Find Letters**, **Dictation/Sounds**, **Echo/Letter Formation**, **Skywrite/Letter Formation**, **Student Notebook**, **Alphabetical Order**, and **Make it Fun**. Print awareness is provided with the Duet Books found in the *Geodes® Level K Classroom Library**, which aligns specifically with the scope and sequence of Foundations Level K.

Std. #	Standard Language	Primary Citations
	Print Concepts	
ELAGSE KRF1:	Demonstrate understanding of the organization and basic features of print.	
ELAGSE KRF1a:	<i>Follow words from left to right, top to bottom, and page by page.</i>	<p>Storytime activities recommend books and direct teachers to discuss print and book awareness: (Unit 1: pp. 122, 132, and 182); (Unit 2: pp. 99, 208, and 218); (Unit 3: pp. 285 and 295); (Unit 4: pp. 311 and 321); (Unit 5: pp. 356, 366, 376, 386, 396, and 406); and Make it Fun (Unit 5: pp. 395 and 405). Additional Storytime activities have students read text from top to bottom and left to right with a return sweep: Storytime: (Unit 1: pp. 102 and 162); (Unit 3: p. 275); and (Unit 4: pp. 331 and 341).</p> <p>The Geodes® Level K Classroom Library*, which specifically aligns with the scope and sequence of Foundations, provides practice in following words from left to right, top to bottom, and page by page.</p> <p>Print awareness in Foundations is also demonstrated and reinforced during several activities that use Sentence Frames including Teach Trick Words, Trick Word Practice, Word Play–Word Awareness, Word Play–Read Sentences, and Dictation/Sentences. These activities emphasize that sentences are read left to right, and words are separated by print. Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, and 335); (Unit 5: pp. 351, 361, 371, 381, 391, and 401) Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); (Unit 5: pp. 354, 364, 374, 384, 394, and 404) Word Play–Word Awareness (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180) Word Play – Read Sentences (Unit 4: p 3.17, 327, and 336); (Unit 5: p 352, 359, 363, 369, 373, 378, 383, 385, 389, 393, 399, and 403); Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and</p>

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	Print Concepts	
		<p>381); Dictation/Sentences (description p. 28): (Unit 5: pp. 351, pp. 379; 383, 389, 393, 395, 399, 403 and 405) Make it Fun-Change the Sentence: (Unit 5: pp. 355, 365, and 375)</p> <p>Additional activities are provided in the Home Support Packet (pp. 16 and 112)</p> <p>Geodes® Level K Classroom Library* aligns with the scope and sequence of Foundations Level K. The routine for the Duet Books includes print awareness. (See <i>Inside Geodes® Level K</i> p. 27)</p>
ELAGSE KRF1b:	<i>Recognize that spoken words are represented in written language by specific sequences of letters.</i>	<p>Fundations explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (e.g., Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words.</p> <p>Word Play-Make Words for Decoding (description p. 48): (Unit 2: pp. 192, 194, 196, 198, 200, 202, 204, 210, 212, 214, 220, 222, 224, and 228); (Unit 3: pp. 238, 240, 242, 244, 246, 248, 252, 254, 256, 258, 262, 264, 266, 268, 272, 274, 276, 278, 282, 284, 286, 288, 292, and 294); (Unit 4: pp. 304, 306, 308, 310, 312, 314, 316, 318, 320, 324, 326, 328, 330, 334, 336, 338, and 340); (Unit 5: pp. 348, 350, 352, 358, 360, 362, 368, 370, 372, 378, 380, 382, 384, 388, 390, 392, 398, 400, and 402) Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); (Unit 5: pp. 349, 359, 361, 369, 391, and 401) Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293) (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339) (Unit 5: p 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405) Introduce New Concepts: (Unit 3: pp. 241 and 277) (Unit 4: pp. 307, 322, and 332)</p> <p>Additional Make it Fun activities support the skill of students blending spoken phonemes to form one-syllable words: Make it Fun: (Unit 2: pp. 197 and 216); (Unit 3: pp. 253 and 283); and (Unit 4: pp. 327 and 337).</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play –Listen for Sounds (Unit 3: pp. 239, 249, 259, 269, 279, and 289), (Unit 4: pp. 325) Make it Fun (Unit 1: pp. 68, 78, 98, 128, 148, and 158) (Unit 3: pp. 243, 263, 273, and 293).</p> <p>Additional activities are provided in the Home Support Packet (pp. 38, 57, 89, and 95) and online Foundations® Learning Community.</p>
ELAGSE KRF1c:	<i>Understand that words are separated by spaces in print.</i>	<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:</p>

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	Print Concepts	
		<p>Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, and 335); (Unit 5: pp. 351, 361, 371, 381, 391, and 401) Trick Word Practice (description pp. 46): (Unit 3: pp. 255, 265, 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); (Unit 5: pp. 354, 364, 374, 384, 394, and 404) Word Play-Word Awareness (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180) Word Play – Read Sentences (Unit 4: p. 317, 327, and 336), (Unit 5: p. 352, 359, 363, 369, 373, 78, 383, 385, 389, 393, 399, and 403). During Sentence Dictation activities, students demonstrate many conventions of print, including letter formation, punctuation, spacing between words, and writing from left to right. Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381); Dictation/Sentences (description p. 28): (Unit 5: pp. 351, 379, 383, 389, 393, 395, 399, 403, and 405) Make it Fun-Change the Sentence: (Unit 5: pp. 355, 365, and 375)</p> <p>Recognition that words are separated by spaces in print occurs during the Storytime activity and with Geodes® Level K Classroom Library* Activities are also provided in the Home Support Packet (p. 31) and the online Foundations® Learning Community. (See Expert Tips/Ideas section.)</p>
ELAGSE KRF1d:	<i>Recognize and name all upper- and lowercase letters of the alphabet.</i>	<p>Kindergarten students not only learn to recognize and name letters, but they simultaneously learn formation and the letter-sound correspondence. This approach creates important linkages to the visual, motor, and phonological image of the letter. The following daily activities offer practice in a multi-modal/multisensory manner using engaging materials. In these activities, students identify and name letters: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, and Make it Fun.</p> <p>Letter-Keyword-Sound (description p. 38): (Orientation: pp. 56), (Unit 1: pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174)</p> <p>Drill Sounds (description p. 30): (Orientation: pp. 58), (Unit 1: pp. 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 180, and 182), (Unit 2: pp. 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228), (Unit 3: pp. 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, and 294), (Unit 4: pp. 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, and 340), (Unit 5: pp. 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, and 406)</p> <p>Echo/Find Letters (description p. 32): (Unit 1: pp. 69, 73, 79, 83, 89, 93, 99, 103, 109, 113, 119, 123, 129, 133, 139, 143, 149, 153, 159, 163, 169, 173, and 179); (Unit 2: pp. 195, 209, and 219); (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 323, 325, 333, and 335); (Unit 5: pp. 349, 359, 361, 369, 391, and 401)</p> <p>Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: pp. 243, 251, 253, 261, 263, 271, 273, 281,</p>

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	Print Concepts	
		<p>283, 291, and 293), (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339), (Unit 5: pp. 355, 363, 365, 375, 379, 389, 395, 399, and 405)</p> <p>Echo/Letter Formation (description p. 36): (Orientation: p. 58) (Unit 1: pp. 67, 71, 77, 81, 87, 91, 97, 101, 107, 111, 117, 121, 127, 131, 137, 141, 147, 151, 157, 161, 167, 171, 177, and 181); (Unit 2: pp. 193, 197, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, and 225); (Unit 3: pp. 241, 249, 251, 259, 261, 271, 279, 281, 289, and 291); (Unit 4: pp. 309, 319, 329, and 339); (Unit 5: pp. 353, 363, 373, 383, 393, and 403)</p> <p>Skywrite/Letter Formation (description p. 40): (Orientation: pp. 57 and 58); (Unit 1: pp. 64, 66, 71, 75, 76, 81, 85, 87, 91, 95, 96, 101, 105, 106, 111, 115, 116, 121, 125, 126, 131, 135, 136, 141, 144, 146, 151, 155, 156, 161, 165, 166, 171, 175, 176, and 181); (Unit 2: pp. 191, 201, 203, 205, 207, 211, 213, 215, 217, 221, 222, 224, and 226)</p> <p>Student Notebook (description p. 42): (Orientation p. 57); (Unit 1: pp. 65, 67, 69, 75, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2: pp. 193, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227); (Unit 4: pp. 303 and 350)</p> <p>Alphabetical Order (description p. 22): (Unit 2: pp. 195, 209, and 219); (Unit 2: pp. 239, 247, 257, 267, and 287)</p> <p>Make it Fun (description p. 48): (Unit 1: pp. 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, and 178)</p> <p>Additional activities are provided in the Home Support Packet (7–19, 21–23, 25–30, 32–37, 39–51, and 62–79) and the online teacher companion resource, Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual (see Expert Tips/Ideas section).</p>

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PHONOLOGICAL AWARENESS

By design, Foundations Level K sets the goal to efficiently focus on the **most** complex phonemic awareness skill of phoneme blending and segmentation. Research has identified phoneme blending and segmentation as a **key** skill and the functional value in decoding/reading. Phonemic awareness instruction in Level K tunes students into the separate phonemes in a word and develops their understanding that the sounds of spoken language work together to make words (phonemic awareness). Although Foundations does not have an activity called “Phonemic Awareness,” there are ample oral language exercises that isolate phonemes in a spoken word. The skill of isolating phonemes **orally first (without letters)** in a spoken word is emphasized in the procedure of **Echo/Find Words and Dictation** activities. During these activities students **first hear the word and must segment the sounds** using the Wilson® finger tapping technique to analyze, segment, and clarify words into phonemes. Several words are studied with each lesson which help students recognize when a specified phoneme is added, changed, or removed (phoneme manipulation). Foundations spends some (but not extensive) time dedicated to lower-level PA skills (i.e., rhyming, alliteration, syllable awareness, and onset-rime). Even so, these activities are included in **Make it Fun, Word Play**, and **Storytime** activities in the standard lesson. The Home Support Packet and additional activities available on the Foundations Learning Community offer additional activities. The Sound Search books in the **Geodes® Level K Library*** also provides practice with identifying pictures that begin with the sound that was orally produced.

Std. #	Standard Language	Primary Citations
	Phonological Awareness	
ELAGSE KRF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
ELAGSE KRF2a:	<i>Recognize and produce rhyming words.</i>	Instruction that emphasizes phonological activities, such as rhyming, is included in Foundations Levels K during the Make It Fun and Storytime activities. Make it Fun (description p. 48) : (Unit 1: pp. 108, 118, and 128), (Unit 2: p. 206), Storytime (description p. 48) : (Unit 1: pp. 112, 122, and 182). Teachers have access to additional phonemic awareness resources provided in companion learning community that is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)
ELAGSE KRF2b:	<i>Count, pronounce, blend, and segment syllables in spoken words.</i>	Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then, white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1. Word Play (description p. 48) : (Unit 1: pp. 100, 111, and 120) Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)
ELAGSE KRF2c:	<i>Blend and segment onsets and rimes of single-syllable spoken words.</i>	Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. Make It Fun (description p. 48) : (Unit 1: p. 108), (Unit 2: p. 206), Storytime (description p. 48) : (Unit 1: pp. 112, 122, and 182)

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	Phonological Awareness	
		Teachers have access to additional phonemic awareness resources provided in companion learning community that is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.) Additional activities are provided in the Home Support Packet (pp. 20 and 57).
ELAGSE KRF2d:	<i>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</i>	<p>Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes orally first in a spoken word is emphasized in the procedure of Dictation Words and Echo/Find Words activities and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo/repeat and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds.</p> <p>Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); (Unit 5: pp. 349, 359, 361, 369, 391, and 401) Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293) (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339) (Unit 5: p. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405) Introduce New Concepts: (Unit 3: pp. 241 and 277) (Unit 4: pp. 307, 322, and 332).</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: pp. 239, 249, 259, 269, 279, and 289), (Unit 4: p. 325) Make it Fun (Unit 1: pp. 68, 78, 98, 128, 148, and 158) (Unit 3: pp. 243, 263, 273, and 293).</p> <p>The Foundations Progress Monitoring Tool Level K assesses student’s ability to isolate and pronounce sounds in CVC words.</p> <p>Additional activities are provided in the Home Support Packet (pp. 38, 57, 89, and 95).</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community that is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p> <p>Geodes Level K Library: The Sound Search books in the Geodes Level K Library also provide practice with identifying pictures that begin with the sound that was orally produced. (See Inside Geodes pp. 25, 26, 45, 46, and 56.)</p>
ELAGSE KRF2e:	<i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Add or substitute individual sounds (phonemes) in simple, one-syllable words</i>	<p>During each Echo Find Words activity, the teacher dictates several words which help students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); (Unit 5: pp. 349, 359, 361, 369, 391, and 401) Word Play (description p. 48): (Unit 2: pp. 192, 194, 196, 198, 200, 202, 204, and 210), Echo/Find Words (description p. 34): (Unit 3: pp. 237 and 239), Make It Fun (description p. 48): (Unit 2: p. 206), Introduce New Concepts (Unit 2: p. 190) and (Unit 3: p. 236)</p>

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	Phonological Awareness	
	<i>to make new words.</i>	Teachers have access to additional phonemic awareness resources provided in companion learning community that is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)

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PHONICS AND WORD RECOGNITION

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

Foundations explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach. Explicit and systematic study of the English sound system is scaffolded across the four levels of Foundations; vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. Level K focuses on decoding and spelling the closed syllable—thus, the short vowel sound, because this is by far the most common syllable type. Foundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy (e.g., tapping out sounds and marking word elements). The Wilson® tapping technique adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words. This process helps students distinguish the vowel sound. Activities provide students with ample decoding practice including **Introduce New Concepts, Word Play-Decoding-Word Play Read Sentences**, and **Storytime** activities. Although not taught for in-depth word study in Level K, students are tuned into the long vowel sounds.

Something that sets Foundations apart is that it emphasizes the mastery of word knowledge and transcription skills in two directions - decoding and encoding. This is because spelling is a foundational skill for writing and strongly reinforces reading. Spelling skills are taught with decoding skills through **Introduce New Concepts, Echo/Find Words, Dictation Words and Sentences.**

With Foundations, automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are called *Trick Words* in Foundations. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading and to aid in defining the word when necessary.

Additional decoding practice is provided with the 32 Duet Books found in the ***Geodes Level K Library***, which aligns specifically with the scope and sequence of Foundations Level K. Each child-read text is at least 90 percent decodable and aligned with the scope and sequence of Foundations Units. This allows students to practice taught phonetic elements and Foundations Trick Words in connected text.

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	Phonics and Word Recognition	
ELAGSE KRF3:	Know and apply grade-level phonics and word analysis skills for decoding words.	
ELAGSE KRF3a:	<i>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.</i>	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn letter formation and the letter-sound correspondence. This creates 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.</p> <p>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, and Make it Fun.</p> <p>Letter-Keyword-Sound (description p. 38): (Orientation: p. 56), (Unit 1: pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, and 174); Drill Sounds (description p. 30): (Orientation: pp. 58), (Unit 1: pp. 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, and 182), (Unit 2: pp. 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228), (Unit 3: pp. 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, and 294), (Unit 4: pp. 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, and 340), (Unit 5: pp. 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, and 406); Echo/Find Letters (description p. 32): (Unit 1: pp. 69, 73, 79, 83, 89, 93, 99, 103, 109, 113, 119, 123, 133, 139, 143, 149, 153, 159, 163, 169, 173, and 179), (Unit 2: pp. 195, 209, and 219), (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289), (Unit 4: pp. 313, 315, 323, 325, and 333), (Unit 5: pp. 349, 359, 361, 369, 391, and 401); Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: pp. 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293), (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339), (Unit 5: pp. 355, 363, 365, 375, 379, 389, 395, 399, and 405) Echo/Letter Formation (description p. 36): (Orientation: p. 58), (Unit 1: pp. 67, 71, 77, 81, 87, 91, 97, 101, 107, 111, 117, 121, 127, 131, 137, 141, 147, 151, 157, 161, 167, 171, 177, and 181), (Unit 2: pp. 193, 197, 201, 203, 205, 207, 209, 211, 213, 215, 217, 221, 223, and 225), (Unit 3: pp. 241, 251, 261, 269, 271, 279, 281, 289, and 291); (Unit 4: pp. 309, 319, 329, and 339), (Unit 5: pp. 353, 363, 373, 383, 393, and 403); Student Notebook (description p. 42): (Orientation: p. 57), (Unit 1: pp. 65, 67, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179), (Unit 2: pp. 193, 201, 203 pp. 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227), (Unit 4: pp. 303 and 305) Make It Fun (description p. 48): (Unit 1: pp. 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, and 178) and (Unit 4: p. 307)</p> <p>Additional activities are provided in the Home Support Packet (pp. 38, 52, 54–56, and 84). Teachers have access to additional resources provided in companion learning community that is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>

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Std. #	Standard Language	Primary Citations
	Phonics and Word Recognition	
ELAGSE KRF3b:	<i>Associate the long ⁽²⁾ and short sounds with the common spellings (graphemes) for the five major vowels.</i>	<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 that helps 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. It also helps students distinguish the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level K is the closed syllable type and the short vowel sounds. Drill Sounds (description p. 30): (Unit 1: pp. 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, and 182), (Unit 2: pp. 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228), (Unit 3: pp. 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, and 294), (Unit 4: pp. 302, 304, 306, 308, 310, 312, 314, 315, 318, 320, 322, 322, 324, 326, 328, 330, 332, 334, 336, 338, and 340), (Unit 5: pp. 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384; p386, 388, 390, 392, 394, 396, 400, 402, 404, and 406), Echo/Find Letters (description p. 32): (Unit 1: pp. 89, 93, 99, 103, 109, 113, 119, 123, 129, 139, 143, 149, 153, 159, 163, 169, 173, and 179), (Unit 2: 195, 209, and 219), (Unit 3: pp. 237, 239, 249, 259, 267, 269, 277, 279, 287, and 289), (Unit 4: pp. 313, 315, 323, 325, 333, and 335), (Unit 5: pp. 349, 359, 361, 369, 391, and 401), Letter-Keyword-Sound (description p. 38): (Unit 1: pp. 84, 94, 105, and 124) Echo/Letter Formation (description p. 36): (Unit 1: pp. 87, 97, 107, 117, 127, 137, 147, 157, 167, and 177), (Unit 2: pp. 193, 195, 203, 207, 211, 213, 215, 217, 221, 223, and 225), (Unit 3: pp. 241, 251, 259, 261, 269, 271, 281, 289, and 291), (Unit 4: pp. 309, 319, 329, and 339), (Unit 5: pp. 353, 363, 373, 383, 393, and 403) Student Notebook (description p. 42): (Unit 1: pp. 85, 87, 89, 97, 99, 107, 109, 117, 119, 127, 129, 137, 147, 149, 157, 159, 167, 169, 177, and 179), (Unit 2: p. 193), Word Play (description p. 48): Unit 3: 239, pp. 249, 259, 269, 279, and 289), (Unit 4: p. 325)</p> <p>Word Play – Listen for Sounds introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds (Unit 3: pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p>

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Std. #	Standard Language	Primary Citations
	Phonics and Word Recognition	
ELAGSE RF 3d.	<i>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i>	<p>With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added, or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises, such as word chaining.</p> <p>Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Word Play-Make Words for Decoding (description p. 48): (Unit 2: pp. 192, 194, 196, 198, 200, 202, 204, 210, 212, 214, 220, 222, pp. 224, and 228), (Unit 3: pp. 238, 240, 242, 244, 246, 248, 252, 254, 256, 258, 262, 264, 266, 268, 272, 274, 276, 278, 282, 284, 286, 288, 292, and 294), (Unit 4: pp. 304, 306, 308, 310, 312, 314, 316, 318, 320, 324, 326, 328, 330, 334, 336, 338, and 340), (Unit 5: pp. 348, 350, 352, 358, 360, 362, 368, 370, 372, 378, 380, 382, 384, 388, 390, 392, 398, 400, and 402), Make it Fun: (Unit 2: p. 206) (Unit 4: pp. 307, 317, 355, 365, and 375)</p>

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FLUENCY
<p>Quick and automatic word recognition is necessary for fluency, but it is not sufficient. In addition to automaticity, students need to develop prosody and expression. In Foundations, students have multiple opportunities to develop quick and automatic word recognition. They also work to develop prosody and expression with connected text with Storytime, Trick Word Practice, Sentence Reading, and Word Play-Read Sentences. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. Additional practice in decoding practice is provided with the 32 Duet Books found in the Geodes Level K Library, which aligns specifically with the scope and sequence of Foundations Level K. Each child-read text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units, for students to practice taught phonetic elements and Foundations Trick Words in connected text.</p>

Std. #	Standard Language	Primary Citations
	Fluency	
ELAGS EKRF4:	<i>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Read emergent-reader texts with purpose and understanding.</i>	<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 automatically recognized, called <i>Trick Words</i> in Foundations. Starting in Unit 3, several trick words are introduced and practiced in the Teach Trick Words and Trick Word Practice activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary. Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270, 280, and 290), (Unit 4: pp. 305, 315, 325, and 335), (Unit 5: pp. 351, 361, 371, 381, 391, and 401) Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295), (Unit 4: pp. 309, 319, 329, and 339), (Unit 5: pp. 354, 364, 374, 384, 394, and 404). Words taught as Trick Words in Level K: the, a, and, are, to, is, his, as, has, was, we, she, he, be, me, I, you, they, or, for, of, have, from, by, my, do, and one. Level K students will be able to read high-frequency words that have regular VC and CVC sound spelling patterns including the following words from Fry's first 100 list: in, that, it, on, with, at, this, had, but, not, when, if, up, then, them, him, sit, did, and get.</p> <p>Additional activities are provided in the Home Support Packet (pp. 81-82, 91, and 100-101). Teachers have access to additional resources provided in companion learning community available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p> <p>The Geodes Level K Library aligns with the scope and sequence of Foundations Level K. The Duet Books (child-read text) is at least 90 percent decodable. Students practice taught phonetic elements and Foundations® Trick Words in connected text. (See <i>Inside Geodes® Level K</i> pp. 5, 22, 23, 27, and 43-47.)</p> <p>Storytime (description p. 48) (Unit 2: pp. 199, 208, and 218) and (Unit 3: pp. 248, 255, 275, and 285). Students also read</p>

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Std. #	Standard Language	Primary Citations
	Fluency	
		<p>connected text with prosody and expression in sentences in: Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295), (Unit 4: pp. 309, 319, 329, and 339), (Unit 5: pp. 354, 364, 374, 384, 394, and 404); Sentence Reading: (Unit 5: pp. 348 and 350); Word Play- Read Sentences (Unit 5: pp. 353, 359, 360, 363, 369, 370, 373, 378, 380, 383, 385, 389, 393, 399, and 403); and Make it Fun (Unit 5 pp. 355, 365, and 375). Students proofread the written sentence, which <i>requires students to read connected text</i>. Dictation/Sentences (description pp. 28): (Unit 5: pp. 351, 359, 361, 369, 370, 379, 381, 383, 389, 395, and 403)</p> <p>Important Note for Consideration: Foundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading grade-level text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds® to create the Geodes® Level K Classroom Library, which provides 32 Duet Books that explicitly correspond to Foundations’ scope and sequence for kindergarten. These Duet Books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolsters their background knowledge and vocabulary in the areas of science, history, and the arts.</p>

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Reading Standards for Literature

Although Foundations® is a supplemental program that focuses on foundational skills, spelling, and handwriting, the program does provide instruction in reading standards with the **Storytime** activity. **Storytime** involves listening and reading activities with narrative and informational text. **Storytime** is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and the retelling of a story or facts. **Storytime** provides students with opportunities to engage in reading for purpose and understanding. **Storytime (description p. 48)**: (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); (Unit 5: pp. 356, 366, 376, 386, 396, and 406); and **Make it Fun** (this activity is an extension of the Storytime) (Unit 5: pp. 395 and 405).

***About Geodes Level K Classroom Library:** Great Minds® and Wilson Language Training® have collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. **Geodes Level K Library** aligns specifically with the scope and sequence of Foundations Level K.

Std. #	Standard Language	Primary Citations
	Key Ideas and Details	
ELAGSEKR L1:	<i>With prompting and support, ask and answer questions about key details in a text.</i>	Storytime (description p. 48) : (Unit 1: pp. 72, 92, 102, 112, 122, 132, 142, 162, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: pp. 245, 265, 275, 285, and 295), (Unit 4: p. 311, 321, 331, and 341), and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
ELAGSEKR L2:	<i>With prompting and support, retell familiar stories, including key details.</i>	Storytime (description p. 48) : (Unit 1: pp. 82, 92, 102, 112, 122, 142, 152, 162, and 182), (Unit 3: pp. 245, 255, 265, 275, 285, and 295), (Unit 4: pp. 311, 321, 331, and 341), and (Unit 5: pp. 356, 366, 376, 386, and 396)
ELAGSEKR L3:	<i>With prompting and support, identify characters, settings, and major events in a story.</i>	Storytime (description p. 48) : (Unit 1: pp. 72, 82, 92, 102, 142, 152, 162, and 172), (Unit 3: pp. 245, 255, 265, 275, 285, and 295), (Unit 4: pp. 311, 321, 331, and 341), and (Unit 5: pp. 356, 366, 376, 386, and 396)
	Craft and Structure	
ELAGSEKR L4:	<i>Ask and answer questions about unknown words in a text.</i>	Storytime (description p. 48) : (Unit 1: pp. 102, 112, 122, 132, 172, and 182), (Unit 2: pp. 199, 208, and 218), and (Unit 3: p. 275)
ELAGSEKR L5:	<i>Recognize common types of texts (e.g., storybooks, poems)</i>	Storytime (description p. 48) : (Unit 3: pp. 285 and 295), (Unit 4: pp. 311 and 321), and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
ELAGSEKR L6:	<i>With prompting and support, name the author and illustrator of a story and define the</i>	Storytime (description p. 48) : (Unit 1: pp. 112, 122, 132, and 162), (Unit 2: pp. 199, 208, and 218), (Unit 3: p. 285), (Unit 4: pp. 311 and 321), and (Unit 5: pp. 356, 366, 376, 386, and 396)

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Std. #	Standard Language	Primary Citations
	<i>role of each in telling the story.</i>	

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Std. #	Standard Language	Primary Citations
	Integration of Knowledge and Ideas	
ELAGSEKR L7:	<i>With prompting and support, describe the relationship between illustrations and the story (e.g., how illustrations support the text).</i>	Storytime (description p. 48): (Unit 1: pp. 92, 102, 162, and 172), (Unit 3: pp. 265, 275, and 285), and (Unit 4: p. 311)
ELAGSEKR L8:	(Not applicable to literature)	
ELAGSEKR L9:	<i>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</i>	Storytime (description p. 48): (Unit 1: pp. 162 and 172), (Unit 3: pp. 245, 255, 265, 285, and 295), (Unit 4: pp. 311 and 321), and (Unit 5: pp. 366 and 386)
	Range of Reading and Level of Text Complexity	
ELAGSEKR L10:	<i>Actively engage in group reading activities with purpose and understanding.</i>	Storytime (description p. 48): (Unit 1: pp. 52, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: pp. 244, 255, 265, 275, 285, and 295), (Unit 4: pp. 311, 321, 331, and 341), and (Unit 5: 356, 366, 376, 386, 396, and 406)

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Reading Standards for Informational Text

Although Foundations® is a supplemental program that focuses on foundational skills, spelling, and handwriting, the program does provide instruction in reading standards with the **Storytime** activity. **Storytime** involves listening and reading activities with narrative and informational text. **Storytime** is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and the retelling of a story or facts. **Storytime** provides students with opportunities to engage in reading for purpose and understanding. **Storytime (description p. 48)**: (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); (Unit 5: pp. 356, 366, 376, 386, 396, and 406); and **Make it Fun** (this activity is an extension of the Storytime) (Unit 5: pp. 395 and 405).

***About Geodes Level K Classroom Library:** Great Minds® and Wilson Language Training® have collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. **Geodes Level K Library** aligns specifically with the scope and sequence of Foundations Level K.

Std. #	Standard Language	Primary Citations
	Key Ideas and Details	
ELAGSEKR I1:	<i>With prompting and support, ask and answer questions about key details in a text.</i>	Storytime (description p. 48) : (Unit 1: pp. 102, 122, 132, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: pp. 275, 285, and 295), (Unit 4: pp. 311, 321, and 331), (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
ELAGSEKR I2:	<i>With prompting and support, identify the main topic and retell key details of a text.</i>	Storytime (description p. 48) : (Unit 2: pp. 285 and 295), (Unit 4: p. 311), (Unit 5: pp. 356, 366, 376, 386, and 396)
ELAGSEKR I3:	<i>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</i>	Storytime (description p. 48) : (Unit 1: p. 142), (Unit 3: p. 245), (Unit 5: pp. 356, 366, 376, 386, and 396)
	Craft and Structure	
ELAGSEKR I4:	<i>With prompting and support, ask and answer questions about unknown words in a text.</i>	Storytime (description p. 48) : (Unit 5: pp. 356, 376, and 396)
ELAGSEKR I5:	<i>Identify the front cover, back cover, and title page of a book.</i>	Storytime (description p. 48) : (Unit 1: pp. 112, 122, 132, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: p. 285), (Unit 4: pp. 311 and 321), and (Unit 5: pp. 356, 366, 376, 386, and 396)
ELAGSEKR	<i>Name the author and</i>	Storytime (description p. 48) : (Unit 1: pp. 112, 122, 132, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: p. 285), (Unit 4:

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Std. #	Standard Language	Primary Citations
I6:	<i>illustrator of a text and define the role of each in presenting the ideas or information in a text.</i>	pp. 311 and 321), and (Unit 5: pp. 356, 366, 376, 386, and 396)
	Integration of Knowledge and Ideas	
ELAGSEKR I7:	<i>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).</i>	Storytime (description p. 48): (Unit 4: pp. 295 and 321) and (Unit 5: pp. 376 and 396)
ELAGSEKR I8:	<i>With prompting and support, identify the reasons an author gives to support points in a text.</i>	Storytime (description p. 48): (Unit 1: p. 143), (Unit 3: p. 245), and (Unit 5: pp. 356, 366, 376, 386, and 396)
ELAGSEKR I9:	<i>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i>	Storytime (description p. 48): (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
	Range of Reading and Level of Text Complexity	
ELAGSEKR I10:	<i>Actively engage in group reading activities with purpose and understanding.</i>	Storytime (description p. 48): (Unit 1: pp. 112, 122, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: pp. 285 and 295), (Unit 4: pp. 311 and 321), and (Unit 5: pp. 356, 366, 376, 386, and 396)
	Integration of Knowledge and Ideas	
ELAGSEKR	<i>With prompting and</i>	Storytime (description p. 48): (Unit 4: pp. 295 and 321) and (Unit 5: pp. 376 and 396)

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Std. #	Standard Language	Primary Citations
L7:	<i>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).</i>	
ELAGSEKR L8:	<i>With prompting and support, identify the reasons an author gives to support points in a text.</i>	Storytime (description p. 48): (Unit 1: p. 143), (Unit 3: p. 245), (Unit 5: p. 356, 366, 376, 386, and 396)

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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 ELA instruction and wide reading experiences.*

Std. #	Standard Language	Primary Citations
	Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
ELAGSEKS L 1a.	<i>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</i>	Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: pp. 245, 255, 265, 275, 285, and 295), (Unit 4: pp. 311, 321, 331, and 341), (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
ELAGSEKS L 1b..	<i>Continue a conversation through multiple exchanges.</i>	Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: pp. 243, 255, 265, 275, 285, and 295), (Unit 4: pp. 311, 321, 331, and 341), and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
ELAGSEKS L 2.	<i>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</i>	Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182), (Unit 2: pp. 199, 208, 218), (Unit 3: pp. 245, 255, 265, 275, 285, and 295), (Unit 4: pp. 311, 321, 331, and 341), and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
ELAGSEKS L 3.	<i>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</i>	Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: pp. 245, 255, 265, 275, 285, and 295), (Unit 4: pp. 311, 321, 331, and 341), and (Unit 5: pp. 356, 366, 376, 386, 396, and 406) Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Word Play-Make Words for Decoding (description p. 48): (Unit 2: pp. 192, 194, 196, 198, 200, 202, 204, 210, 212, 214, 220, 222, 224, and 228), (Unit 3: pp. 238, 240, 242, 244, 246, 248, 252, 254, 256, 258, 262, 264, 266, 268, 272, 274, 276, 278, 282, 284, 286, 288, 292, and 294), (Unit 4: pp. 304, 306, 308, 310, 312, 314, 316, 318, 320, 324, 326, 328, 330, 334, 336, 338, and 340), (Unit 5: pp. 348, 350, 352, 358, 360, 362, 368, 370, 372, 378, 380, 382, 384, 388, 390, 392, 398, 400, and 402), Make it Fun: (Unit 2: p. 206) and (Unit 4: pp. 307, 317, 355, 365, and 375).

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Std. #	Standard Language	Primary Citations
	Presentation of Knowledge and Ideas	
ELAGSEKS L 4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: pp. 245, 255, 265, 275, 285, and 295), (Unit 4: pp. 311, 321, 331, and 341), (Unit 5: pp. 356, 366, 376, 386, 396, and 406), Word Play (description p. 48): (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 150, 160, 170, and 180)
ELAGSEKS L 5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.	My Journal: (Unit 1: p. 163), (Unit 2: p. 199), and (Unit 4: pp. 341, 367, 387, and 396)
ELAGSEKS L 6.	Speak audibly and express thoughts, feelings, and ideas clearly.	Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 113, 123, 133, 142, 152, 162, 172, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: pp. 245, 255, 265, 275, 285, and 295), (Unit 4: pp. 311, 321, 331, and 341), (Unit 5: pp. 356, 366, 376, 386, 396, and 406); and Make It Fun: (Unit 5: pp. 385, 395, and 405)

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Language Standards

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

Std. #	Standard Language	Primary Citations
	Conventions of Standard English	
	Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach. This explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught in tandem with decoding skills . This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). In addition to the foundational skills, Foundations also strongly supports several language standards as described below.	
ELAGSEKL 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
ELAGSEKL 1a.	<i>Print many upper- and lowercase letters.</i>	<p>Automatic, fluent handwriting instruction is an integral part of Foundations; it is simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following a teacher's verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. The following activities directly teach handwriting: Echo/Letter Formation, Skywrite/Letter Formation, and Student Notebook.</p> <p>Echo/Letter Formation (description p. 36): (Orientation: p. 58) (Unit 1: pp. 67, 71, 77, 81, 87, 91, 97, 101, 107, 111, 117, 121, 127, 131, 137, 141, 147, 151, 157, 161, 167, 171, 177, and 181); (Unit 2: pp. 193, 197, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, and 225); (Unit 3: pp. 241, 249, 251, 259, 261, 271, 279, 281, 289, and 291); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 353, 363, 373, 383, 393, and 403);</p> <p>Skywrite/Letter Formation (description p. 40): (Orientation: pp. 57 and 58); (Unit 1: pp. 64, 66, 71, 75, 76, 81, 85, 87, 91, 95, 96, 101, 105, 106, 111, 115, 116, 121, 125, 126, 131, 135, 136, 141, 144, 146, 151, 155, 156, 161, 165, 166, 171, 175, 176, and 181); (Unit 2: pp. 191, 201, 203, 205, 207, 211, 213, 215, 217, 221, 222, 224, and 226);</p> <p>Student Notebook (description p. 42): (Orientation p. 57); (Unit 1: pp. 65, 67, 69, 75, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2: pp. 193, 201, 203, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227); and (Unit 4: pp. 303 and 350).</p> <p>Additional activities are provided in the Home Support Packet (pp. 7-19, 21-23, 25-30, 32-37, 39-51, and 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>

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Std. #	Standard Language	Primary Citations
ELAGSEKL 1b.	<i>Use frequently occurring nouns and verbs.</i>	Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 360, 389, 395, and 403)
ELAGSEKL 1c.	<i>Form regular plural nouns orally by adding /s/ or /es/ (e.g., who, what, where, when why, how).</i>	Expected to be taught in core ELA program; also through Geodes.
ELAGSEKL 1d.	<i>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i>	Word Play (description p. 48): (Unit 1: pp. 70, 80, 90, 110, 150, 160, and 180)
ELAGSEKL 1e.	<i>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</i>	Teach Trick Words (description p. 44): (Unit 3: pp. 260, 270, 280, and 290), (Unit 4: pp. 305, 315, 325, and 335), (Unit 5: pp. 351, 361, 371, 381, 391, and 401), Trick Word Practice (description p. 46): (Unit 3, 265, 275, 285, and 295), (Unit 4: pp. 309, 319, 329, and 339), and (Unit 2: pp. 354, 364, 375, 385, 394, and 404)
ELAGSEKL 1f.	<i>Produce and expand complete sentences in shared language activities.</i>	Storytime (description p. 48): (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182), (Unit 2: pp. 199, 208, and 218), (Unit 3: pp. 245, 255, 265, 275, 285, and 295), (Unit 4: pp. 311, 321, 331, and 341), (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
ELAGSEKL 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
ELAGSEKL 2a.	<i>Capitalize the first word in a sentence and the pronoun I.</i>	<p>The following dictation activities have students writing sentences with attention to capitalization and punctuation. Introduce New Concepts: (Unit 5: pp. 351 and 379) Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, pp. 361, 369, 371, 373, and 381) Make it Fun: (Unit 5: pp. 355, 365, and 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns and punctuation. Word Play (description p. 48): (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180) Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270, 280, 290); (Unit 4: pp. 305, 315, 325, and 335); (Unit 5: pp. 351, 361, 371, 381, 391, and 401) Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 354, 364, 374, 384, 394, and 404).</p> <p>Additional activities are provided in the Home Support Packet (pp. 89, 95, and 106-110) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>

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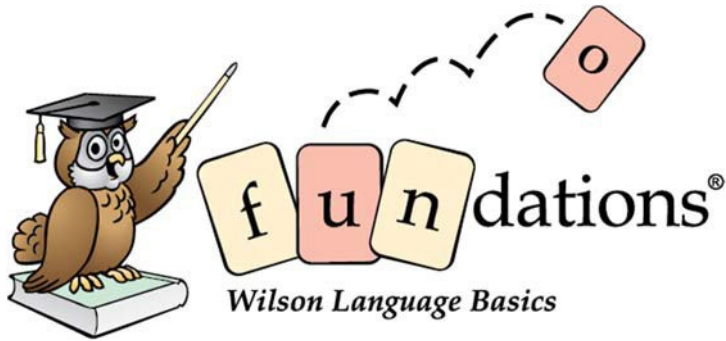
Std. #	Standard Language	Primary Citations
ELAGSEKL 2b.	<i>Recognize and name end punctuation.</i>	<p>The following dictation activities have students writing sentences with attention to capitalization and punctuation. Introduce New Concepts: (Unit 5: pp. 351 and 379) Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, pp. 361, 369, 371, 373, and 381) Make it Fun: (Unit 5: pp. 355, 365, and 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns and punctuation. Word Play (description p. 48): (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180) Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270, 280, 290); (Unit 4: pp. 305, 315, 325, and 335); (Unit 5: pp. 351, 361, 371, 381, 391, and 401) Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 354, 364, 374, 384, 394, and 404).</p> <p>Additional activities are provided in the Home Support Packet (pp. 89, 95, and 106-110) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
ELAGSEKL 2c.	<i>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i>	<p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p>Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); (Unit 5: pp. 349, 359, 361, 369, 391, and 401); Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293) (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339) (Unit 5: pp. 353, 355, 363, 365, 373; p 375, 379, 383, 389, 393, 395, 399, 403, and 405) Introduce New Concepts: (Unit 5: pp. 351 and 379); Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405); Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381); Make it Fun: (Unit 5: pp. 355, 365, and 375); and the Home Support Packet (pp. 89, 95, and 106-110)</p> <p>The online teacher companion community, called the Foundations® Learning Community, has additional resources. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
ELAGSEKL 2d.	<i>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</i>	<p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p>Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); (Unit 5: pp. 349, 359, 361, 369, 391, and 401); Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293) (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339) (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405); Introduce</p>

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Std. #	Standard Language	Primary Citations
		<p>New Concepts: (Unit 5: pp. 351 and 379); Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381); and Make it Fun: (Unit 5: pp. 355, 365, and 375)</p> <p>Additional activities are provided in the Home Support Packet (pp. 89, 95, and 106–110) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
	Knowledge of Language	
L 3.	(Begins in grade 2)	
	Vocabulary Acquisition and Use	
ELAGSEKL 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
ELAGSEKL 4a.	<i>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</i>	While Foundations’ focus is on foundational skills, teachers are prompted to develop vocabulary while doing word building activities: (pp. 4, 34, 151, 171, 196, 206, 212, 238, 249, 263, and 349)
ELAGSEKL 4b.	<i>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</i>	Supported throughout Foundations activities – see Introduction
ELAGSEKL 5.	With guidance and support from adults, explore word relationships and nuances in word meanings.	
ELAGSEKL 5a.	<i>Sort common objects into categories to gain a sense of the concepts the categories represent.</i>	Supported throughout Foundations activities – see Introduction
ELAGSEKL 5b.	<i>Demonstrate understanding</i>	Supported throughout Foundations activities – see Introduction

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	<i>of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</i>	
ELAGSEKL 5c.	<i>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</i>	Supported throughout Foundations activities – see Introduction
ELAGSEKL 5d.	<i>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</i>	Supported throughout Foundations activities – see Introduction
ELAGSEKL 6.	<i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i>	Supported throughout Foundations activities – see Introduction



Fundations® LEVEL 1 Program

Alignment to Georgia Standards of Excellence for English Language Arts with a focus on Reading Standards for Foundational Skills

Foundations® Alignment to Georgia Standards of Excellence for English Language Arts Grade 1

Reading Standards: Foundational Skills

PRINT CONCEPTS

Foundations Level 1 continues to build upon the print awareness skills introduced in kindergarten. During the Storytime activity, students demonstrate an understanding of the organization of basic features of print. During the Teach Trick Words activity, concepts of sentence structure are explicitly taught using manipulatives (Sentence Frames) to assist with the understanding that words make up sentences and sentences begin with a capital (or uppercase) letter and end with punctuation. During Sentence Dictation activities, students demonstrate many conventions of print; these include letter formation, punctuation, spacing between words, and writing from left to right. Additional practice in print awareness activities is provided with the stories available in the Fluency Kit, the Foundations Stories Set 1 books, the 64 titles in the *Geodes® Level 1 Classroom Library*, which align specifically with the scope and sequence of Foundations Level 1.

Std. #.	Standard Language	Primary Citations
	Print Concepts	
ELAGSE 1RF 1.	Demonstrate understanding of the organization and basic features of print.	
ELAGSE 1RF 1a.	<i>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</i>	<p>Students systematically learn the 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 14. Teach Trick Words - Reading (description p. 52) (Unit 2: pp. 117 and 120), (Unit 3: pp. 133, 137, and 149), (Unit 4: pp. 161, 165, 171, and 175), (Unit 5: pp. 187 and 191), (Unit 6: pp. 205, 214, and 223), (Unit 7: pp. 240, 249, 258, and 263), (Unit 8: pp. 278 and 288), (Unit 9: pp. 307 and 317), (Unit 10: pp. 335, 339, and 353), (Unit 11: pp. 373 and 376), (Unit 12: pp. 411, 417, 421, and 427), (Unit 13: pp. 443, 453, 459, and 463), and (Unit 14: pp. 481 and 497).</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print: letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations students practice print concepts with Sentence Dictation utilizing Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14.</p> <p>Dictation/Sentences:(description p. 36): (Unit 2: pp. 113, 121, and 123), (Unit 3: pp. 135, 139, 143, 147, and 149), (Unit 4: pp. 161, 163, 167, 169, 171, and 175), (Unit 5: pp. 185, 187, 189, and 191), (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227), (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263), (Unit 8: pp. 279, 281, 283, 287, 289, and 291), (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319), (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355), (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393), (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431), (Unit 13: pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469), and (Unit 14: pp. 483, 485, 487, 489, 491, 493, 495).</p>

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Std. #.	Standard Language	Primary Citations
	Print Concepts	
		Additional practice in print awareness activities is provided with the stories in the Fluency Kit, Foundations Stories Set 1 books, and the 64 titles in the Geodes® Level 1 Classroom Library* , which align specifically with the scope and sequence of Foundations Level 1.

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PHONOLOGICAL AWARENESS

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

Std. #.	Standard Language	Primary Citations
	Phonological Awareness	
ELAGSE 1RF 2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
ELAGSE 1RF 2a.	<i>Distinguish long from short vowel sounds in spoken single-syllable words.</i>	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 that helps 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 clarifies phonemes before blending them to read words; this distinguishes the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. Words with both long and short vowel sounds are included in word resources for Units 11–14 for decoding and encoding activities. (Resources: pp. 397-398, 435-436, 473-474, and 501-502) Introduce New Concepts (Unit 11 Introduction: pp. 366, 368, and 387) Make it Fun (description p. 60) (Unit 11: pp. 371, 381, and 391) Word of the Day (description p. 56) (Unit 11: pp. 370, 372, 378, 382, 388, and 393), Word Talk (description p. 58) , (Unit 11: pp. 374, 380, 390, and 394), Word Play (description p. 60) (Unit 11: pp. 386 and 392), The vowel-consonant-e concept is reinforced in spelling activities including: Echo Find Words, Dictation/Words: Echo/Find Words (description p. 42) (Unit 11: pp. 369, 371, 379, and 387), Dictation/Words (description p. 26): (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393)

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Std. #.	Standard Language	Primary Citations
	Phonological Awareness	
		By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables, and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (Unit 9: p. 313).
ELAGSE 1RF2b.	<i>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</i>	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, Unit 8 (see Unit 8 Introduction: p. 270). The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends); tapping segments and clarifies them into phonemes. The teacher says a word; students echo/repeat and then tap out the individual phonemes. Applying the alphabetic principle, students then identify letter tiles or write the word. During each activity, teachers dictate several words that help students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Dictation/Words (description p. 26): (Unit 2: pp. 113, 121, and 123), (Unit 3: pp. 135, 139, 143, 147, and 149), (Unit 4: pp. 161, 163, 167, 169, 171, and 175) (Unit 5: pp. 185, 187, 189, and 191), (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227), (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263), (Unit 8: pp. 279, 281, 283, 287, 289, and 291), (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319), (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355), (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393) Echo/Find Words (description pp. 42 and 44): (Unit 2: pp. 109 and 117), (Unit 3: pp. 135, 139, and 145), (Unit 4: pp. 159 and 173), (Unit 6: pp. 207, 211, 221, and 227), (Unit 7: pp. 243, 247, 253, and 257), (Unit 8: pp. 281, 285, and 291), (Unit 9: pp. 303, 313, and 319), (Unit 10: pp. 333, 341, 345, and 349), (Unit 11: pp. 369, 371, 379, and 387), (Unit 12: pp. 409, 425, and 429), (Unit 13: p. 469), (Unit 14: p. 491) Introduce New Concepts: (Unit 2: pp. 108 and 111), (Unit 3: pp. 135, 145, and 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: pp. 239 and 256), (Unit 9: p. 305), (Unit 10: pp. 331 and 341), (Unit 11: pp. 368 and 387) Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: pp. 165 and 173), (Unit 5: p. 189), (Unit 7: pp. 238 and 250), (Unit 8: p. 287), and (Unit 14: pp. 487, 493, and 495).</p>

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Std. #.	Standard Language	Primary Citations
	Phonological Awareness	
ELAGSE 1RF2c	<i>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</i>	<p>The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo/repeat the word, and then tap out the individual phonemes. This is conducted orally before students identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words that help students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks).</p> <p>Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401). Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405). Introduce New Concepts: (Unit 3: pp. 241 and 277) and (Unit 4: pp. 307, 322, 332). Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325). Make it Fun (Unit 1: pp. 68, 78, 98, 128, 148, and 158) and (Unit 3: pp. 243, 263, 273, and 293).</p>
ELAGSE 1RF 2d.	<i>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</i>	<p>See above. Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, 401). Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405). Introduce New Concepts: (Unit 3: pp. 241 and 277) and (Unit 4: pp. 307, 322, and 332). Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: pp. 239, 249, 259, 269, 279, and 289), (Unit 4: p. 325) Make it Fun (Unit 1: pp. 68, 78, 98, 128, 148, and 158) and (Unit 3: pp. 243, 263, 273, and 293).</p>

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PHONICS AND WORD RECOGNITION

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

Foundations explicitly teaches total word structure, not just systematic phonics, in a comprehensive Structured Literacy approach across four levels (K, 1, 2, and 3). Level 1 students decode and spell the closed and vowel-consonant-e syllables and multisyllabic words with these two syllable types. Foundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy (e.g., tapping out sounds and marking word elements). The Wilson® tapping technique adds a powerful tactile component to clarifying phonemes before blending to decode. Lessons progress to a focus on quick automatic word recognition. Activities that provide students with ample decoding practice include Introduce New Concepts, Word of the Day, Word Talk, Teach Trick Words-Reading, Make it Fun, and Storytime. Although not taught in-depth in Level 1, students are introduced to the sounds of r-controlled vowels and the vowel teams for encoding (including those with long vowel sounds).

Something that sets Foundations apart is that the program emphasizes the mastery of word knowledge and transcription skills in two directions - decoding and encoding. This is because spelling is a foundational skill for writing and strongly reinforces reading. Spelling skills are taught along with decoding skills through Introduce New Concepts, Echo/Find Words, Dictation Words and Sentences activities.

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

Additional single-word decoding practice for accuracy and automaticity as well as application of emerging decoding skills with connected text is provided in the Home Support Packet 1, Fluency Kit Level 1, the Foundations Stories Set 1, and with the 64 books in the **Geodes® Level 1 Classroom Library***, which aligns specifically with the scope and sequence of Foundations Level 1.

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	Phonics and Word Recognition	
ELAGSE 1RF 3.	Know and apply grade-level phonics and word analysis skills in decoding words.	
ELAGSE 1RF 3a.	<i>Know the spelling-sound correspondences for common consonant digraphs.</i>	<p>The concept of digraphs was taught in Level K Foundations and is again explicitly taught in Level 1, Unit 3 (See Unit 3 pp. 130–153). Digraphs are included in word resources for all units following for all decoding and encoding activities. (See Unit Resources pp. 179, 195, 231, 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474, and 501–502.)</p> <p>Drill Sounds/Warm Up (description p. 38) (Unit 3, pp. 132, 134, 136, 138, 140, 142, 144, 146, 148, and 150); (Unit 4, pp. 158, 160, 162, 164, 166, 168, 170, 172, and 176); (Unit 5, pp. 184, 186, 188, 190, and 192); (Unit 6, pp. 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228); (Unit 7, pp. 237, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, and 266); (Unit 8, pp. 274, 276, 278, 280, 282, 284, 286, 288, 290, and 292); (Unit 9, pp. 302, 304, 306, 308, 310, 312, 314, 316, 318, and 320); (Unit 10, pp. 328, 330, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 354, and 356); (Unit 11, pp. 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, and 394); (Unit 12, pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, and 432); (Unit 13, pp. 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 468, and 470); and (Unit 14, pp. 480, 482, 484, 486, 488, 490, 492, 494, 496, and 498). Introduce New Concepts (Unit 3, pp. 132, 135, and 145) and (Unit 8, pp. 274 and 284) Echo/Find Letters (description p. 40) (Unit 3, pp. 139 and 145); (Unit 4, pp. 159, 173, and 175); (Unit 6, pp. 207, 211, 221, and 227); (Unit 7, pp. 243, 247, 253, and 257); (Unit 8, pp. 281, 285, and 291); (Unit 9, pp. 303 and 319); (Unit 10, pp. 333, 341, 345, and 349); (Unit 11, pp. 369, 371, and 379); (Unit 12, pp. 387, 425, and 429); (Unit 13, p. 469); and (Unit 14, p. 491). Dictation/Sounds (description p. 28) (Unit 3, pp. 135, 139, and 147); (Unit 4, pp. 163, 167, and 169); (Unit 5, pp. 185 and 189); (Unit 6, pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7, pp. 241, 251, 253, and 255); (Unit 8, pp. 261, 281, 287, and 291); (Unit 9, pp. 305, 309, 311, 313, 315, 317, and 319); (Unit 10, pp. 331, 335, 343, 345, 347, 351, and 355); (Unit 11, pp. 369, 376, 379, 381, 383, 385, 389, 391, and 393); (Unit 12, pp. 407, 409, 415, 419, 421, 423, 425, and 431); (Unit 13, pp. 445, 447, 449, 457, 458, 460, 461, 465, 467, and 469); and (Unit 14, pp. 487, 489, 491, 493, and 495). Word Play (description p. 60) (Unit 3, p. 134) Make It Fun (description p. 60) (Unit 8, p. 287)</p> <p>Additional decoding practice is provided in the Home Support, Fluency Kit Level 1, the Foundations Stories Set 1, and with the 64 books in the Geodes® Level 1 Classroom Library*, which aligns specifically with the scope and sequence of Foundations Level 1.</p>
ELAGSE 1RF 3b.	<i>Decode regularly spelled one-syllable words.</i>	<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, a students’ ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations activities that include decoding words with these syllable types include:</p>

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	Phonics and Word Recognition	
		<p>Introduce New Concepts (Unit 2: pp. 106, 108, and 111), (Unit 4: pp. 158 and 163), (Unit 5: p. 184), (Unit 6: pp. 201 and 220), (Unit 7: pp. 236, 246, and 256), (Unit 8: pp. 274 and 284), (Unit 9: pp. 302, 312, and 313), (Unit 10: pp. 341 and 348), (Unit 11: pp. 366, 367, and 387), (Unit 12: pp. 404, 406, 414, 417, and 424), (Unit 13: pp. 442, 452, and 462) Word of the Day (description p. 56) (Unit 2: pp. 118 and 122), (Unit 3: pp. 136, 138, 144, and 150), (Unit 4: pp. 162, 170, and 172), (Unit 5: p.186), (Unit 6: pp. 204, 210, 213, 222, and 224), (Unit 7: pp. 237, 239, 247, 251, 257, and 260) (Unit 8: pp. 277, 285, and 290), (Unit 9: pp. 304, 309, 315, and 318), (Unit 10: pp. 329, 332, 340, 343, 349, and 352), (Unit 11: pp. 370, 372, 378, 382, 388, and 393), (Unit 12: pp. 405, 408, 416, 418, 426, and 428), (Unit 13: pp. 444, 454, 456, 464, and 466), (Unit 14: pp. 485, 492, and 494) Word Talk (description p. 58) (Unit 2: p. 124), (Unit 3: pp. 140 and 148), (Unit 4: pp. 164 and 174), (Unit 5: p. 188), (Unit 6: pp. 206, 208, 217, and 226), (Unit 7: pp. 242, 244, 252, 262, and 264), (Unit 8: pp. 280 and 291), (Unit 10: pp. 330, 336, 351, and 354), (Unit 11: pp. 374, 380, 390, and 394), (Unit 12: pp. 410, 412, 420, 422, 430, and 432), (Unit 13: pp. 446, 449, 450, 458, and 468), (Unit 14: pp. 486, 496, and 498) Make it Fun (description p. 60) (Unit 3: pp. 137 and 146), (Unit 6: pp. 202, 212, and 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: pp. 309 and 315), (Unit 10: pp. 333, 343, and 355), (Unit 11: pp. 371, 381, and 391), (Unit 12: pp. 409, 419, and 429), (Unit 13: pp. 447, 457, and 467), Word Play (description p. 60) (Unit 2: pp. 112, 114, and 116), (Unit 3: pp. 134 and 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 and 344), (Unit 11: pp. 386 and 392), (Unit 13: p. 448), (Unit 14: pp. 480, 484, and 490) Storytime (description p. 60): (Unit 3: pp. 141 and 151), (Unit 4: pp. 166 and 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: pp. 245, 254, and 265), (Unit 8: pp. 282 and 292), (Unit 9: pp. 310 and 320), (Unit 10: pp. 337, 346, and 356), (Unit 11: pp. 375 and 384), (Unit 12: pp. 413, 423, and 433), (Unit 13: p. 460), (Unit 14: p. 488) Foundations Fluency Kit 1, (included in Teacher's Kit).</p> <p>Also, the r-controlled vowels and vowel teams are introduced in the Quick Drill/Warm-Up activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with student reading. However, because these vowel combinations present a bit more of a challenge for spelling and reading and spelling are taught together, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open but will move on to an in-depth word study of open syllables in Level 2. R-controlled vowels and vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 8. Drill Sounds/Warm Up (Unit 8: pp. 276, 278, 280, 284, 286, 288, and 290), (Unit 9: pp. 302, 304, 306, 308, 310, 312, 314, 316, and 318), (Unit 10: pp. 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, and 354), (Unit 11: pp. 386, 388, 390, and 392), (Unit 12: pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, and 430), (Unit 13: pp. 442, 452, 456, 458, and 462), (Unit 14: pp. 480, 488, 492, 496, and 498)</p> <p>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>

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	Phonics and Word Recognition	
ELAGSE 1RF 3c.	<i>Know final -e and common vowel team conventions for representing long vowel sounds.</i>	<p>In Foundations letter/sound correspondences are taught in relation to the syllable type being studied. The VCe syllable type is taught in Unit 11, Introduce New Concepts (p. 366). The letter sound correspondence is then practiced in daily in the Drill Sounds activity (Description p. 38) (Unit 11: pp. 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, and 394); (Unit 12: pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, and 432); (Unit 13: pp. 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, and 470); and (Unit 14: pp. 480, 482, 484, 486, 488, 490, 492, 494, 496, and 498)</p> <p>Sound mastery is taught in two directions: letter-to-sound and sound-to-letter. The Echo/Find Letters activity helps to solidify sound-to-symbol correspondence. Students will add the long-vowel sound in VCe syllable beginning in Unit 11 and onward. Echo/Find Letters (description p. 40): (Unit 11: pp. 369, 371, 379, and 387); (Unit 12: pp. 409, 425, and 429); (Unit 13: p. 469); and (Unit 14: p. 491). Dictation/Sounds (description p. 28): (Unit 11: pp. 369, 377, 379, 381, 383, 389, 391, and 393).</p> <p>Vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 9. Learning those sounds in Level 1 helps with students’ reading. However, because these vowel combinations present a bit more of a challenge for spelling and because reading and spelling are taught together, in-depth word study for those syllables happens in Level 2. Drill Sounds/Warm Up (Unit 9: pp. 302, 304, 306, 308, 310, 312, 314, 316, and 318), (Unit 10: pp. 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, and 354), (Unit 11: pp. 386, 388, 390, and 392), (Unit 12: pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, and 430), (Unit 13: pp. 442, 452, 456, 458, and 462), (Unit 14: pp. 480, 488, 492, 496, and 498)</p>
ELAGSE 1RF 3d.	<i>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</i>	<p>Foundations presents an explicit and systematic study of the English language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Foundations Level 1, students first learn to decode closed syllables; they then learn the vowel-consonant-e syllable type and then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards. (In Level 2, students progress to learn all six syllable types within multisyllabic words.)</p> <p>Introduce New Concepts (Unit 9: pp. 302, 312, and 313); (Unit 11: pp. 366 and 367); (Unit 12: pp. 404, 406, 414, 417, and 424); (Unit 13: pp. 442, 452, and 462) Word of the Day (description p. 56) (Unit 12: pp. 405, 408, 416, 418, 426, and 428); (Unit 13: pp. 444, 454, 456, 464, and 466); (Unit 14: pp. 485, 492, and 494) Word Talk (description p. 58) (Unit 12: pp. 410, 412, 420, 422, 430, and 432); (Unit 13: pp. 446, 449, 450, 458, and 468); (Unit 14: pp. 486, 496, and 498) Make it Fun (description p. 60) (Unit 12: pp. 409, 419, and 429), (Unit 13: pp. 447, 457, and 467),</p>

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	Phonics and Word Recognition	
		<p>Word Play (description p. 60) (Unit 11: pp. 386 and 392), (Unit 13: p. 448), (Unit 14: pp. 480, 484, and 490) Storytime (description p. 60): (Unit 12: pp. 413, 423, and 433), (Unit 13: p. 460), and (Unit 14: p. 488). Also, students have the opportunity to apply taught skills when using the Fundations Fluency Kit 1 and Foundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library*, which provides 64 titles that explicitly correspond to Foundations’ scope and sequence for grade 1.</p>
ELAGSE 1RF 3e.	<i>Decode two-syllable words following basic patterns by breaking the words into syllables.</i>	<p>Fundations presents an explicit and systematic study of the English language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Foundations Level 1, students first learn to decode closed syllables; they then learn the vowel-consonant-e syllable type and then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards.</p> <p>Introduce New Concepts (Unit 12: pp. 404, 406, 414, 417, and 424) and (Unit 13: pp. 442, 452, and 462) Word of the Day (description p. 56) (Unit 12: pp. 405, 408, 416, 418, 426, and 428), (Unit 13: pp. 444, 454, 456, 464, and 466), (Unit 14: pp. 485, 492, and 494) Word Talk (description p. 58) (Unit 12: pp. 410, 412, 420, 422, 430, and 432), (Unit 13: pp. 446, 449, 450, 458, and 468), (Unit 14: pp. 486, 496, and 498) Make it Fun (description p. 60) (Unit 12: pp. 409, 419, and 429), (Unit 13: pp. 447, 457, and 467), Word Play (description p. 60) (Unit 11: pp. 386 and 392), (Unit 13: p. 448), (Unit 14: pp. 480, 484, and 490) Storytime (description p. 60): (Unit 12: pp. 413, 423, and 433), (Unit 13: p. 460), and (Unit 14: p. 488); Also, the Fundations Fluency Kit 1, and Foundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library*, which provides 64 titles that explicitly correspond to Foundations’ scope and sequence for grade 1.</p> <p>Fundations teaches word structure cumulatively and thoroughly across grades 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. Students must demonstrate proficiency before moving on. Foundations first teaches a new syllable type in isolation and then only combines it with other syllable types that students have already studied. In grade 1, Foundations establishes multisyllabic word work with only closed-closed and closed-VCe syllable types. Furthermore, the teaching of the syllable types is more thorough and intentional because Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options.</p>

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ELAGSE 1RF 3f.	<i>Read words with inflectional endings.</i>	<p>Students learn about base words and suffixes (-s, -es, -ed, and -ing) and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is a multisensory tool used to teach suffixes. The concept of the suffix -s is explicitly taught in Unit 6 (See Unit 6 pp. 196–231) and is included in word resources for all units following for all decoding activities. (See Unit Resources pp. 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474, and 501–502.) Suffixes -ed and -ing added to unchanging base words is explicitly taught in Unit 10 (See Unit 10 pp. 324–360) and are included in word resources for all units following for all decoding activities See Unit Resources (pp. 397–398, 435–436, 473–474, and 501–502). Suffix -es is explicitly taught in Unit 13 (See Unit 13 pp. 438–474). See Unit Resources (pp. 501–502). Activities that include decoding words include Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime.</p> <p>Also, students can apply taught skills when using the Home Support Packet 1, Fluency Kit 1, and Fundations Stories Set 1 (all included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library*, which provides 64 titles that explicitly correspond to Fundations’ scope and sequence for Level 1.</p>

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FLUENCY
<p>Quick and automatic word recognition is necessary for fluency, but it is not sufficient alone. In addition to automaticity, students need to develop prosody and expression. In Foundations, students have multiple opportunities to develop quick and automatic word recognition. They also work to develop prosody and expression with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories. Additional supported fluency practice is provided the Fluency Kit Level 1. Fluency practice and reading for purpose and understanding is supported through use of the Geodes® Level 1 Classroom Library*. The collection of 64 knowledge building books are specifically aligned to the Foundations scope and sequence and allow for the application of emerging decoding skills with meaningful text.</p>

Std. #.	Standard Language	Primary Citations
	Phonics and Word Recognition	
ELAGS 1RF 4	Read with sufficient accuracy and fluency to support comprehension.	
ELAGS 1RF 4a.	<i>Read grade-level text with purpose and understanding.</i>	<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 connected text with a variety of activities, such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories Storytime (description p. 60): (Unit 3: pp. 141 and 151), (Unit 4: pp. 166 and 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: pp. 245, 254, and 265), (Unit 8: pp. 282 and 292), (Unit 9: pp. 310 and 320), (Unit 10: pp. 337, 346, and 356), (Unit 11: pp. 375 and 384), (Unit 12: pp. 413 and 423), (Unit 13: p. 460), (Unit 14: p. 488)</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. Word of the Day (description p. 56) (Unit 6: pp. 204, 210, 213, 222, and 224), (Unit 10: pp. 329, 332, 340, 343, 349, and 352), (Unit 13: pp. 444, 454, 456, 464, and 466), (Unit 14: pp. 485, 492, and 494).</p>
ELAGSE 1RF 4b.	<i>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</i>	
ELAGSE 1RF 4c.	<i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	

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Std. #.	Standard Language	Primary Citations
	Phonics and Word Recognition	
		<p>Additionally, phrasing is modeled and practiced during the Teach Trick Words – Reading activity where sentences are written on sentence frames. Teach Trick Words - Reading (description p. 52) (Unit 2: pp. 117 and 120), (Unit 3: pp. 133, 137, and 149), (Unit 4: pp. 161, 165, 171, and 175), (Unit 5: pp. 187 and 191), (Unit 6: pp. 205, 214, and 223), (Unit 7: pp. 240, 249, 258, and 263), (Unit 8: pp. 278 and 288), (Unit 9: pp. 307 and 317), (Unit 10: pp. 335, 339, and 353), (Unit 11: pp. 373 and 376), (Unit 12: pp. 411, 417, 421, and 427), (Unit 13: pp. 443, 453, 459, and 463), (Unit 14: pp. 481 and 497).</p> <p>Fundations provides Fluency Kits that include exercises for sounds, word lists, and phrases to develop automaticity; the Fluency Kits also provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. The Progress Monitoring Tool also includes an oral reading fluency measure. Fundations Stories Set 1 (included in Teacher’s Kit), the Books to Remember Set 1, and the Geodes® Level 1 Classroom Library* provide additional decoding and fluency practice.</p> <p>Important Note for Consideration: As a supplemental program, Fundations was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds® to create the Geodes® Level 1 Classroom Library* which provides 64 titles that explicitly correspond to Fundations’ scope and sequence for grade 1. These books provide students with the opportunity to practice the application of taught decoding skills along with Fundations Trick Words, which include high frequency sight words, through authentic text that bolsters their background knowledge and vocabulary in the areas of science, history, and the arts.</p>
ELAGSE 1RF 3d.	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 automatically recognized. These sight words (called <i>Trick Words</i> in Fundations) are taught separately from phonetically regular words. In Level 1 of Fundations, students learn 107 Trick Words for both quick and automatic recognition and for spelling.</p> <p>During the Teach Trick Words – Reading activity, trick words are explicitly taught within the context of a sentence using blue sentence frames; the teacher focuses student attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with flash cards during the Trick Words Drill (Drill sounds/Warm UP) and by entering each trick word into the Student Notebook.</p>
Std. #.	Standard Language	Primary Citations

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	Phonics and Word Recognition	
		<p>Teach Trick Words - Reading (description p. 52) (Unit 2: pp. 117 and 120), (Unit 3: pp. 133, 137, and 149), (Unit 4: pp. 161, 165, 171, and 175), (Unit 5: pp. 187 and 191), (Unit 6: pp. 205, 214, and 223), (Unit 7: pp. 240, 249, 258, and 263), (Unit 8: pp. 278 and 288), (Unit 9: pp. 307 and 317), (Unit 10: pp. 335, 339, and 353), (Unit 11: pp. 373 and 376), (Unit 12: pp. 411, 417, 421, and 427), (Unit 13: pp. 443, 453, 459, and 463), (Unit 14: pp. 481 and 497) Students also practice trick words for automaticity by reading flashcards as a Trick Word Drill during the Drill Sounds/Warm Up activity (Unit 3: pp. 134, 138, 140, and 150), (Unit 4: pp. 158, 162, 166, 168, 172, and 176), (Unit 5: pp. 184, 188, and 192), (Unit 6: pp. 200, 202, 204, 206, 208, 212, 216, 218, 220, 224, 226, and 228), (Unit 7: pp. 237, 238, 242, 250, 252, 254, 256, 260, and 264), (Unit 8: pp. 276, 280, 282, 284, 286, 290, and 292), (Unit 9: pp. 304, 308, 310, 316, and 320), (Unit 10: pp. 330, 336, 340, 346, 350, 352, and 356), (Unit 11: pp. 366, 376, 378, 382, 386, 388, 390, 392, and 394), (Unit 12: pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, 430, and 432), (Unit 13: pp. 442, 444, 446, 448, 450, 454, 460, 462, 464, 466, 468, and 470), (Unit 14: pp. 480, 484, 486, p. 490, 492, 494, 496, and 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 Geodes® Level 1 Classroom Library*, which provides 64 titles that explicitly correspond to Foundations’ scope and sequence for grade 1 including Trick Words.</p>

Foundations® Alignment to Georgia Standards of Excellence for English Language Arts Grade 1

Reading Standards for Literature

Although Foundations® is a supplemental program that focuses on foundational skills, spelling, and handwriting, the program does provide instruction in reading standards with the **Storytime** activity. Storytime involves listening and reading activities with narrative and informational text. Storytime is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The **Storytime** activity provides opportunities for students to engage in reading for purpose and understanding.

Starting in Unit 2, students learn to retell a narrative story in sequence and detail. In Unit 3, picture notes and visualization are introduced to enhance understanding and retelling; students begin to answer questions about how characters are feeling and make connections between themselves and the text. In Unit 4, students learn to identify character, setting, and main events in narrative stories. In Units 6 and 7, students learn to distinguish the characteristics of informational versus narrative text. The online Foundations® Learning Community provides a list of Guiding Questions for teachers to support understanding. **Storytime (description p. 60)**: (Unit 3: p. 141, 151), (Unit 4: p. 166, 176), (Unit 5: p. 192), (Unit 6: p. 209, 218, 228), (Unit 7: p. 245, 254, 265), (Unit 8: p. 282, 292), (Unit 9: p. 310, 320), (Unit 10: p. 337, 346, 356), (Unit 11: p. 375, 384, p. 395), (Unit 12: p. 413, 423, 433), (Unit 13: p. 451, 460, 470), (Unit 14: p. p. 488, 499)

***About Geodes® Level 1 Classroom Library:** Great Minds® and Wilson Language Training® have collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. *Geodes Level 1 Library* aligns with specifically with the scope and sequence of Foundations Level 1.

Std. #.	Standard Language	Primary Citations
	Key Ideas and Details	
ELAGSE 1RL 1.	Ask and answer questions about key details in a text.	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245 and 254), (Unit 8, pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413 and 423), (Unit 13 pp. 451 and 460), (Unit 14 p. 489), Fluency Kit 1 Materials, Foundations Stories Set 1, and Books to Remember Set 1
ELAGSE 1RL 2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245 and 254), (Unit 8, pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413 and 423), (Unit 13 pp. 451 and 460), (Unit 14 p. 489), Fluency Kit 1 Materials, Foundations Stories Set 1, and Books to Remember Set 1
ELAGSE 1RL 3.	Describe characters, settings, and major events in a story, using key details.	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245 and 254), (Unit 8, pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413 and 423), (Unit 13 pp. 451 and 460), (Unit 14 p. 489), Fluency Kit 1 Materials, Foundations Stories Set 1, and Books to Remember Set 1
	Craft and Structure	
ELAGSE 1RL 4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Storytime (description p. 60) (Unit 3, p. 151), (Unit 4, p. 176), (Unit 5, p. 192), (Unit 6, p. 209), (Unit 7, p. 254), (Unit 9, p. 320), (Unit 10, p. 346), (Unit 11, p. 384), (Unit 12, p. 423), (Unit 13 p. 460), (Unit 14 p. 489), Fluency Kit 1 Materials, and Foundations Stories Set 1

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Std. #.	Standard Language	Primary Citations
ELAGSE 1RL 5.	Explain major differences between books that tell stories and books that give information.	Storytime (description p. 60) (Unit 6, pp. 219 and 228), (Unit 7, p. 265), (Unit 10, p. 356), (Unit 11, p. 395), (Unit 12, p. 433), (Unit 13, p. 470), (Unit 14, p. 499), Fluency Kit 1 Materials, Foundations Stories Set 1, and Books to Remember Set 1
ELAGSE 1RL 6.	Identify who is telling the story at various points in a text.	Foundations Stories Set 1, Books to Remember Set 1
	Integration of Knowledge and Ideas	
ELAGSE 1RL 7.	Use illustrations and details in a story to describe its characters, setting, or events.	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245 and 254), (Unit 8, pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413 and 423), (Unit 13 pp. 451 and 460), (Unit 14 p. 489), Fluency Kit 1 Materials, Foundations Stories Set 1, and Books to Remember Set 1
ELAGSE 1RL 8.	(Not applicable to literature)	
ELAGSE 1RL 9.	Compare and contrast the adventures and experiences of characters in stories.	Foundations Stories Set 1, Books to Remember Set 1
	Range of Reading and Level of Text Complexity	
ELAGSE 1RL 10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245 and 254), (Unit 8, pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413 and 423), (Unit 13 pp. 451 and 460), (Unit 14 p. 489), Fluency Kit 1 Materials, Foundations Stories Set 1, and Books to Remember Set 1

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Reading Standards for Informational Text

Although Foundations® is a supplemental program focusing on foundational skills, spelling, and handwriting, it does provide instruction in reading standards with the Storytime Activity. Storytime involves listening and reading activities with narrative and informational text. Storytime is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The **Storytime Activity** provides opportunities for students to engage in reading for purpose and understanding. Starting in Unit 2, students learn to retell a narrative story in sequence and detail. In Unit 3, picture notes and visualization are introduced to enhance understanding and retelling, and students begin to answer questions about how characters are feeling and make connections between themselves and the text. In Unit 4, students learn to identify character, setting, and main events in narrative stories. In Units 6 and 7, students learn to distinguish the characteristics of informational vs narrative text. The Learning Community provides a list of Guiding Questions for teachers to support understanding. **Storytime (description p. 60):** (Unit 3: pp. 141 and 151), (Unit 4: pp. 166 and 176), (Unit 5: p. 192), (Unit 6: pp. 209, 218, and 228), (Unit 7: pp. 245, 254, and 265), (Unit 8: pp. 282 and 292), (Unit 9: pp. 310 and 320), (Unit 10: pp. 337, 346, and 356), (Unit 11: pp. 375, 384, and 395), (Unit 12: pp. 413, 423, and 433), (Unit 13: pp. 451, 460, and 470), and (Unit 14: pp. 488 and 499).

***About Geodes® Level 1 Classroom Library:** Great Minds® and Wilson Language Training® have collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. *Geodes Level 1 Library* aligns with specifically with the scope and sequence of Foundations Level 1.

Std. #.	Standard Language	Primary Citations
	Key Ideas and Details	
ELAGSE 1RI 1.	Ask and answer questions about key details in a text.	Storytime (description p. 60) (Unit 6, p. 228), (Unit 7, p. 265), (Unit 10, p. 356), (Unit 11, p. 395), (Unit 12, p. 433), (Unit 13 p. 470), and Foundations Stories Set 1, Books to Remember Set 1
ELAGSE 1RI 2.	Identify the main topic and retell key details of a text.	Storytime (description p. 60) (Unit 6, p. 228), (Unit 7, p. 265), (Unit 10, p. 356), (Unit 11, p. 395), (Unit 12, p. 433), (Unit 13 p. 470), and Foundations Stories Set 1, Books to Remember Set 1
ELAGSE 1RI 3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Storytime (description p. 60) (Unit 6, p. 228), (Unit 7, p. 265), (Unit 10, p. 356), (Unit 11, p. 395), (Unit 12, p. 433), (Unit 13 p. 470), (Unit 14 p. 499), and Foundations Stories Set 1, Books to Remember Set 1
	Craft and Structure	
ELAGSE 1RI 4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Storytime (description p. 60) (Unit 13 pp. 451, 460, 470), (Unit 14 p. 489), and Foundations Stories Set 1, Books to Remember Set 1
ELAGSE 1RI 5.	Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.	Storytime (description p. 60) (Unit 6, p. 228), (Unit 7, p. 265), (Unit 10, p. 356), (Unit 11, p. 395), (Unit 12, p. 433), and (Unit 13 p. 470)

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Std. #.	Standard Language	Primary Citations
ELAGSE 1RI 6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Storytime (description p. 60) (Unit 6, p. 228), (Unit 7, p. 265), (Unit 10, p. 356), (Unit 11, p. 395), (Unit 12, p. 433), and (Unit 13 p. 470)
	Integration of Knowledge and Ideas	
ELAGSE 1RI 7.	Use illustrations and details in a text to describe its key ideas.	Storytime (description p. 60) (Unit 6, p. 228), (Unit 7, p. 265), (Unit 10, p. 356), Unit 11, p. 395, Unit 12, p. 433, Unit 13 p. 470),
ELAGSE 1RI 8.	Identify the reasons an author gives to support points in a text.	Storytime (description p. 60) (Unit 12, p. 433) and (Unit 13, p. 470)
ELAGSE 1RI 9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Storytime (description p. 60) (Unit 7, p. 265), (Unit 10, p. 356), and (Unit 11, p. 395)
	Range of Reading and Level of Text Complexity	
ELAGSE 1RI 10.	With prompting and support, read informational texts appropriately complex for grade 1.	Storytime (description p. 60) (Unit 12, p. 433) and (Unit 13, p. 470)

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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
	Comprehension and Collaboration	
ELAGSE 1SL 1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
ELAGSE 1SL 1a.	<i>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).</i>	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245, 254, and 265), (Unit 8 pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413, 423, and 433), (Unit 13 pp. 451, 460, and 470), (Unit 14 p. 489), and Foundations Stories Set 1, Books to Remember Set 1
ELAGSE 1SL 1b.	<i>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</i>	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245, 254, and 265), (Unit 8 pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413, 423, and 433), (Unit 13 pp. 451, 460, and 470), (Unit 14 p. 489), and Foundations Stories Set 1, Books to Remember Set 1
ELAGSE 1SL 1c.	<i>Ask to clear up and confusion about the topics and texts under discussion.</i>	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245, 254, and 265), (Unit 8 pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413, 423, and 433), (Unit 13 pp. 451, 460, and 470), (Unit 14 p. 489), and Foundations Stories Set 1, Books to Remember Set 1
ELAGSE 1SL 2.	<i>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</i>	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245, 254, and 265), (Unit 8 pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413, 423, and 433), (Unit 13 pp. 451, 460, and 470), (Unit 14 p. 489), and Foundations Stories Set 1, Books to Remember Set 1
ELAGSE 1SL 3.	<i>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</i>	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245, 254, and 265), (Unit 8 pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413, 423, and 433), (Unit 13 pp. 451, 460, and 470), (Unit 14 p. 489), and Foundations Stories Set 1, Books to Remember Set 1

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Std. #.	Standard Language	Primary Citations
	Presentation of Knowledge and Ideas	
ELAGSE 1SL 4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245, 254, and 265), (Unit 8 pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413, 423, and 433), (Unit 13 pp. 451, 460, and 470), (Unit 14 p. 489), and Foundations Stories Set 1, Books to Remember Set 1
ELAGSE 1SL 5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245, 254, and 265), (Unit 8 pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413, 423, and 433), (Unit 13 pp. 451, 460, and 470), (Unit 14 p. 489), and Foundations Stories Set 1, Books to Remember Set 1
ELAGSE 1SL 6.	Produce complete sentences when appropriate to task and situation.	Word of the Day (description p. 56) (Unit 2, pp. 118 and 122), (Unit 3, pp. 136, 138, 144, and 150), (Unit 4, pp. 162, 170, and 172), (Unit 5, p. 186), (Unit 6, pp. 204, 210, 213, 222, and 224), (Unit 7, pp. 237, 239, 247, 250, 257, and 260), (Unit 8, pp. 277, 285, and 290), (Unit 9, pp. 304, 309, 315, and 318), (Unit 10, pp. 329, 332, 340, 343, 349, and 353), (Unit 11, pp. 370, 372, 378, 382, 388, and 393), (Unit 13, pp. 453, 456, 466), and (Unit 14 p. 485). Word Talk (description p. 58) (Unit 2, p. 124), (Unit 3, pp. 140 and 148), (Unit 4, pp. 164 and 174), (Unit 5, p. 188), (Unit 6, pp. 206, 208, 217, and 226), (Unit 7, pp. 242, 244, 252, 262, and 264), (Unit 8, pp. 280 and 291), (Unit 10, pp. 330, 336, 351, and 354), (Unit 11, pp. 374, 380, 390, and 394), (Unit 13, pp. 458 and 468), and (Unit 14 pp. 486, 496, and 498). Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, page 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245, 254, and 265), (Unit 8 pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413, 423, and 433), (Unit 13 pp. 451, 460, and 470), (Unit 14 page 489), and Foundations Stories Set 1, Books to Remember Set 1.

Foundations® Alignment to Georgia Standards of Excellence for English Language Arts Grade 1

Language Standards

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

CONVENTIONS OF STANDARD ENGLISH

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

Std. #.	Standard Language	Primary Citations
	Conventions of Standard English	
ELAGSE 1L 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
ELAGSE 1L 1a.	<i>Print all upper- and lowercase letters.</i>	<p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Sky Write/Letter Formation (description p. 50): (Unit 1: pp. 70, 72, 75, 76, 81, 82, 85, 86, 90, 92, 94, and 96) Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. Echo/Letter Formation (description p. 46): (Unit 1: pp. 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, and 97), (Unit 2: pp. 113 and 115). Students are held accountable for legible handwriting in all dictation activities and on the Unit Tests. Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31) Dictation/Sentences: (description p. 36): (Unit 2: pp. 113, 121, and 123), (Unit 3: pp. 135, 139, 143, 147, and 149), (Unit 4: pp. 161, 163, 167, 169; 171, and 175), (Unit 5: pp. 185, 187, 189, and 191), (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227), (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263), (Unit 8: pp. 279, 281, 283, 287, 289, and 291), (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319), (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355), (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393), (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431), (Unit 13: pp. 445, 447, 449, 455, 457, 459, 461, 465, 467, and 469), and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495). The Home Support Packet also reinforces letter formation. (See pages 8–21.)</p> <p>A note on upper case letter formations: Foundations students are explicitly taught the letter formations of all 26 letters, upper- and lowercase, in Level K. Given the systematic and cumulative nature of Foundations and the expectation that the program is implemented across grades, skills were well established in kindergarten. The lower-case letters are reviewed in Level 1; uppercase letters are not retaught unless it is needed. The Level 1 Teacher's Manual (page 7) includes an explicit note about the potential need to review or teach uppercase letters in Level 1, depending on the background of the students. The Level 1 Teacher's Manual includes explicit instructions to teach letter formation (Echo/Letter Formation p. 46, Sky Write/Letter</p>

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Std. #.	Standard Language	Primary Citations
	Conventions of Standard English	
		Formation p. 50), and the Level 1 Teacher’s Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see Formation Guides Teacher’s Kit)
ELAGSE 1L 1b.	<i>Use common, proper, and possessive nouns.</i>	Expected to be taught in core ELA program; also through Geodes.
ELAGSE 1L 1c.	<i>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</i>	Expected to be taught in core ELA program; also through Geodes.
ELAGSE 1L 1d.	<i>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</i>	Expected to be taught in core ELA program; also through Geodes.
ELAGSE 1L 1e.	<i>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).</i>	Introduce New Concepts: (Unit 10, p. 348); (Unit 11, p. 387); and (Unit 13, pp. 442 and 445) Word of the Day (description p. 56): (Unit 10, pp. 349 and 354)
ELAGSE 1L 1f.	<i>Use frequently occurring adjectives.</i>	Expected to be taught in core ELA program; also through Geodes.
ELAGSE 1L 1g.	<i>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</i>	Expected to be taught in core ELA program; also through Geodes.
ELAGSE 1L 1h.	<i>Use determiners (e.g., articles, demonstratives).</i>	Expected to be taught in core ELA program; also through Geodes.
ELAGSE 1L 1i.	<i>Use frequently occurring prepositions (e.g., during, beyond, toward).</i>	Expected to be taught in core ELA program; also through Geodes.

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Std. #.	Standard Language	Primary Citations
	Conventions of Standard English	
ELAGSE 1L 1j.	<i>Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</i>	Expected to be taught in core ELA program; also through Geodes.
ELAGSE 1L 1k.	<i>Prints with appropriate spacing between words and sentences.</i>	Expected to be taught in core ELA program; also through Geodes.
ELAGSE 1L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
ELAGSE 1L 2a.	<i>Capitalize dates and names of people.</i>	<p>Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places and dates begin with uppercase letters. The Dictation (Composition Book) Activity requires students to write sentences with attention to capitalization and uses tall Sentence Frames to reinforce capitalization. Dictation/Sentences: (description p. 36): (Unit 2: pp. 121 and 123), (Unit 3: pp. 135, 139, 143, 147, and 149), (Unit 4: pages 161, 163, 167, 169, 171, and 175), (Unit 5: pp. 185, 187, 189, and 191), (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227), (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263), (Unit 8: pp. 279, 281, 283, 287, 289, and 291), (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319), (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355), (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393), (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431), (Unit 13: pp. 445, 447, 449, 455, 457, 459, 461, 465, 467, and 469), and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495).</p> <p>The Teach Trick Words-Reading Activity also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. Teach Trick Words - Reading (description p. 52) (Unit 2: pp. 117 and 120), (Unit 3: pp. 133, 137, and 149), (Unit 4: pp. 161, 165, 171, and 175), (Unit 5: pp. 187 and 191), (Unit 6: pp. 205, 214, and 223), (Unit 7: pp. 240, 249, 258, and 263), (Unit 8: pp. 278 and 288), (Unit 9: pp. 307 and 317), (Unit 10: pp. 335, 339, and 353), (Unit 11: pp. 373 and 376), (Unit 12: pp. 411, 417, 421, and 427), (Unit 13: pp. 443, 453, 459, and 463), and (Unit 14: pp. 481 and 497).</p>

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	Conventions of Standard English	
ELAGSE 1L 2b.	<i>Use end punctuation for sentences.</i>	<p>Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. The Dictation activity requires students to write sentences with attention to punctuation. Dictation/Sentences: (description p. 36): (Unit 2: pp. 121 and 123), (Unit 3: pp. 135, 139, 143, 147, and 149), (Unit 4: pages 161, 163, 167, 169, 171, and 175), (Unit 5: pp. 185, 187, 189, and 191), (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227), (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263), (Unit 8: pp. 279, 281, 283, 287, 289, and 291), (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319), (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355), (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393), (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431), (Unit 13: pp. 445, 447, 449, 455, 457, 459, 461, 465, 467, and 469), and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495).</p> <p>The Teach Trick Words-Reading Activity also reinforces the key elements of sentence structure such as capitalization and punctuation. The punctuation squares that are part of the Sentence and Syllable Frames are used to explicitly teach about end punctuation. Teach Trick Words - Reading (description p. 52) (Unit 2: pp. 117 and 120), (Unit 3: pp. 133, 137, and 149), (Unit 4: pp. 161, 165, 171, and 175), (Unit 5: pp. 187 and 191), (Unit 6: pp. 205, 214, and 223), (Unit 7: pp. 240, 249, 258, and 263), (Unit 8: pp. 278 and 288), (Unit 9: pp. 307 and 317), (Unit 10: pp. 335, 339, and 353), (Unit 11: pp. 373 and 376), (Unit 12: pp. 411, 417, 421, and 427), (Unit 13: pp. 443, 453, 459, and 463), and (Unit 14: pp. 481 and 497).</p>
ELAGSE 1L 2c.	<i>Use commas in dates and to separate single words in a series.</i>	Expected to be taught in core ELA program; also through Geodes.
ELAGSE 1L 2d.	<i>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i>	<p>Foundations sets the foundation for writing by directly teaching the study of English orthography for the spelling of words, high frequency words, and proofreading skills. The goal is for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: pp. 113, 121, and 123), (Unit 3: pp. 135, 139, 143, 147, and 149), (Unit 4: pp. 161, 163, 167, 169, 171, and 175) (Unit 5: pp. 185, 187, 189, and 191), (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227), (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263), (Unit 8: pp. 279, 281, 283, 287, 289, and 291), (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319), (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355), (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393), (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431), (Unit 13: pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469), and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495).</p> <p>Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: pp. 165 and 173), (Unit 5: p. 189), (Unit 7: pp. 238 and 250), (Unit 8: p. 287), and (Unit 14: pp. 487, 493, and 495).</p>

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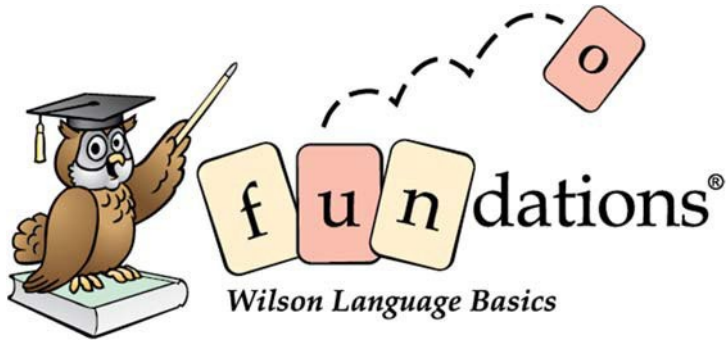
Std. #.	Standard Language	Primary Citations
		<p>Teach Trick Words - Spelling (description p. 54) (Unit 2: pp. 117 and 120), (Unit 3: pp. 133, 137, and 149), (Unit 4: pp. 161, 165, 171, and 175), (Unit 5: pp. 187 and 191), (Unit 6: pp. 205, 214, and 223), (Unit 7: pp. 240, 249, 258, and 263), (Unit 8: pp. 278 and 288), (Unit 9: pp. 307 and 317), (Unit 10: pp. 335, 339, and 353), (Unit 11: pp. 373 and 376), (Unit 12: pp. 411, 417, 421, and 427), (Unit 13: pp. 443, 453, 459, and 463), and (Unit 14: pp. 481 and 497).</p> <p>Echo/Find Words (description pp. 42 and 44): Echo/Find Words (description pp. 42 and 44): (Unit 2: pp. 109 and 117), (Unit 3: pp. 135, 139, and 145), (Unit 4: pp. 159 and 173), (Unit 6: pp. 207, 211, 221, and 227), (Unit 7: pp. 243, 247, 253, and 257), (Unit 8: pp. 281, 285, and 291), (Unit 9: pp. 303, 313, and 319), (Unit 10: pp. 333, 341, 345, and 349), (Unit 11: pp. 369, 371, 379, and 387), (Unit 12: pp. 409, 425, and 429), (Unit 13: p. 469), (Unit 14: p. 491). The Home Support Packet activities reinforce encoding skills.</p>
ELAGSE 1L 2e.	<i>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i>	<p>Foundations sets the foundation for writing by directly teaching the study of English orthography for the spelling of words, high frequency words, and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: pp. 113, 121, and 123), (Unit 3: pp. 135, 139, 143, 147, and 149), (Unit 4: pp. 161, 163, 167, 169, 171, and 175) (Unit 5: pp. 185, 187, 189, and 191), (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227), (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263), (Unit 8: pp. 279, 281, 283, 287, 289, and 291), (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319), (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355), (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393), (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431), (Unit 13: pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469), and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495).</p> <p>Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: pp. 165 and 173), (Unit 5: p. 189), (Unit 7: pp. 238 and 250), (Unit 8: p. 287), and (Unit 14: pp. 487, 493, and 495).</p> <p>Echo/Find Words (description pp. 42 and 44): Echo/Find Words (description pp. 42 and 44): (Unit 2: pp. 109 and 117), (Unit 3: pp. 135, 139, and 145), (Unit 4: pp. 159 and 173), (Unit 6: pp. 207, 211, 221, and 227), (Unit 7: pp. 243, 247, 253, and 257), (Unit 8: pp. 281, 285, and 291), (Unit 9: pp. 303, 313, and 319), (Unit 10: pp. 333, 341, 345, and 349), (Unit 11: pp. 369, 371, 379, and 387), (Unit 12: pp. 409, 425, and 429), (Unit 13: p. 469), (Unit 14: p. 491).</p> <p>The Home Support Packet activities reinforce encoding skills.</p>
	Knowledge of Language	
ELAGSE 1L 3.	(Begins in grade 2)	
	Vocabulary Acquisition and Use	
ELAGSE 1L 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	

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ELAGSE 1L 4a.	<i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>	Supported throughout Foundations activities
ELAGSE 1L 4b.	<i>Use frequently occurring affixes as a clue to the meaning of a word.</i>	Introduce New Concepts: (Unit 10, pp. 341 and 348), (Unit 11 p. 387), and (Unit 13, pp. 442, 445, 452, 455, 462, and 465) Word of the Day (description p. 56): (Unit 10, pp. 343, 349, and 352), (Unit 11, pp. 389 and 393), (Unit 13, pages 444, 454, 456, 464, and 466), and (Unit 14, pp. 485 and 494) Word Talk (description p. 58) (Unit 13, pp. 446, 449, 450, and 458) and (Unit 14, pp. 486, 496, and 498) Word Play (description p. 60) (Unit 13 p. 448) and (Unit 14 pp. 482, 484, and 490) Make It Fun (description p. 60) (Unit 13 pp. 457 and 467) and (Unit 14, pp. 487, 493, and 495)
ELAGSE 1L 4c.	<i>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</i>	Supported throughout Foundations activities
ELAGSE 1L 5.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
ELAGSE 1L 5a.	<i>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</i>	Supported throughout Foundations activities
ELAGSE 1L 5b.	<i>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>	<i>Opportunities to teach multiple word meanings in the following activities:</i> Word of the Day (description p. 56) (Unit 2, pp. 118 and 122), (Unit 3, pp. 136, 138, 144, and 150), (Unit 4, pp. 162, 170, and 172), (Unit 5, p. 186), (Unit 6, pp. 204, 210, 213, 222, and 224), (Unit 7, pp. 237, 239, 247, 250, 257, and 260), (Unit 8, pp. 277, 285, and 290), (Unit 9, pp. 304, 309, 315, and 318), (Unit 10, pp. 329, 332, 340, 343, 349, and 353), (Unit 11, pp. 370, 372, 378, 382, 388, and 393), (Unit 13, pp. 453, 456, 466), and (Unit 14 p. 485). Word Talk (description p. 58) (Unit 2, p. 124), (Unit 3, pp. 140 and 148), (Unit 4, pp. 164 and 174), (Unit 5, p. 188), (Unit 6, pp. 206, 208, 217, and 226), (Unit 7, pp. 242, 244, 252, 262, and 264), (Unit 8, pp. 280 and 291), (Unit 10, pp. 330, 336, 351, and 354), (Unit 11, pp. 374, 380, 390, and 394), (Unit 13, pp. 458 and 468), and (Unit 14 pp. 486, 496, and 498).
ELAGSE 1L 5c.	<i>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</i>	Word of the Day (description p. 56) (Unit 2, pp. 118 and 122), (Unit 3, pp. 136, 138, 144, and 150), (Unit 4, pp. 162, 170, and 172), (Unit 5, p. 186), (Unit 6, pp. 204, 210, 213, 222, and 224), (Unit 7, pp. 237, 239, 247, 250, 257, and 260), (Unit 8, pp. 277, 285, and 290), (Unit 9, pp. 304, 309, 315, and 318), (Unit 10, pp. 329, 332, 340, 343, 349, and 353), (Unit 11, pp. 370, 372, 378, 382, 388, and 393), (Unit 13, pp. 453, 456, 466), and (Unit 14 p. 485). Word Talk (description p. 58) (Unit 2, p. 124), (Unit 3, pp. 140 and 148), (Unit 4, pp. 164 and 174), (Unit 5, p. 188), (Unit 6, pp. 206, 208, 217, and 226), (Unit 7, pp. 242, 244, 252, 262, and 264), (Unit 8, pp. 280 and 291), (Unit 10, pp. 330, 336, 351, and 354), (Unit 11, pp. 374, 380, 390, and 394), (Unit 13, pp. 458 and 468), and (Unit 14 pp. 486, 496, and 498).

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ELAGSE 1L 5d.	<i>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</i>	Expected to be taught in core ELA program; also through Geodes.
ELAGSE 1L 6.	<i>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).</i>	Storytime (description p. 60) (Unit 3, pp. 141 and 151), (Unit 4, pp. 166 and 176), (Unit 5, p. 192), (Unit 6, pp. 209 and 218), (Unit 7, pp. 245, 254, and 265), (Unit 8 pp. 282 and 292), (Unit 9, pp. 310 and 320), (Unit 10, pp. 337 and 346), (Unit 11, pp. 375 and 384), (Unit 12, pp. 413, 423, and 433), (Unit 13 pp. 451, 460, and 470), (Unit 14 p. 489), and Foundations Stories Set 1, Books to Remember Set 1



Fundations® LEVEL 2 Program

Alignment to Georgia Standards of Excellence for English Language Arts with a focus on Reading Standards for Foundational Skills

Fundations® Alignment to Georgia Standards of Excellence for English Language Arts Grade 2

Reading Standards: Foundational Skills

PHONICS AND WORD RECOGNITION

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

Foundations explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach across four levels (K, 1, 2, and 3). Level 2 students decode and spell single and multisyllabic words with all six syllable types. Beginning with strategies that target accuracy such as tapping out sounds and marking word elements, Foundations students develop deep word-level knowledge and automatic word identification skills. The Wilson® tapping technique adds a powerful tactile component to clarifying phonemes before blending to decode a word or sound. Lessons progress to a focus on quick automatic word recognition. Activities provide students with ample decoding practice; some activities include Introduce New Concepts, Word of the Day, Word Talk, Teach Trick Words-Reading, Make it Fun, and Storytime.

Something that sets Foundations apart is that it emphasizes the mastery of word knowledge and transcription skills in two directions—decoding and encoding. This is because spelling is a foundational skill for writing and strongly reinforces reading. Spelling skills are taught with decoding skills through Introduce New Concepts, Echo/Find Words, Dictation Words, and Sentences.

With Foundations, automatic word recognition of Level 2 Trick Words, combined with students' emerging phonetic knowledge, will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as Trick Words.

Additional single-word decoding practice for accuracy and automaticity and application of emerging decoding skills with connected text is provided in the Home Support Packet 2, Fluency Kit Level 2, and with the 64 books in the **Geodes® Level 2 Classroom Library***, which aligns specifically with the scope and sequence of Foundations Level 2.

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	Phonics and Word Recognition	
ELAGSE 2RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.	
ELAGSE 2RF3a.	<i>Distinguish long and short vowels when reading regularly spelled one-syllable words.</i>	<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 that helps 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 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: pp. 140–141; 168–170; 198–200; 226–229; 264–266; 282–284; 310–312; 338–340; 366–368; 384–386; 412–414; 440–442; 468–470; 486–488; and 514–516) By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. Unit 1 Introduction (p. 70), Unit 3 Introduction (p. 126), Unit 4 Introduction (p. 142), Unit 5 Introduction (multisyllabic words) (p. 172), Unit 6 Introduction (p. 202), Unit 7 Introduction (p. 230), Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: Dictation Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find Words, Word of the Day, Word Talk, and Make It Fun.</p> <p>Dictation/Words (description pp. 30–35): (Unit 3: pp. 135 and 137), (Unit 4: pp. 153; 155; 157; 161; and 165), (Unit 5: pp. 183; 185; 187; 191; and 194), (Unit 6: pp. 211; 213; 215; 221; and 223), (Unit 7: pp. 243; 249; 251; 253; 257; and 261), (Unit 8: pp. 277; and 279), (Unit 9: pp. 291; 293; 297; 299; 305; and 307), (Unit 10: pp. 323; 325; 327; 333; and 335), (Unit 11: pp. 351; 353; 355; 361; and 363), (Unit 12: pp. 379 and 381), (Unit 13: pp. 397; 399; 401; 407; and 409), (Unit 14: pp. 425; 427; 429; 433; 435; and 437), (Unit 15: pp. 453; 455; 457; 463; and 465), (Unit 16: pp. 481 and 483), (Unit 17: pp. 499; 501; 503; 505; 507; and 511) Dictation/Sentences (description pp. 38–39): (Unit 3: pp. 135 and 137), (Unit 4: pp. 153; 155; 157; 161; and 165), (Unit 5: pp. 183; 185; 187; 191; and 194), (Unit 6: pp. 211; 213; 215; 221; and 223), (Unit 7: pp. 243; 249; 251; 253; 257; and 261), (Unit 8: pp. 277 and 279), (Unit 9: pp. 291; 293; 297; 299; 305; and 307), (Unit 10: pp. 323; 325; 327; 333; and 335), (Unit 11: pp. 351; 353; 355; 361; and 363), (Unit 12: pp. 379 and 381), (Unit 13: pp. 397; 399; 401; 407; and 409), (Unit 14: pp. 425; 427; 429; 433; 435; and 437), (Unit 15: pp. 453; 455; 457; 463; and 465), (Unit 16: pp. 481 and 483), (Unit 17: pp. 499; 501; 503; 505; 507; and 511) Introduce New Concepts: (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) Echo/Find Words (description pp. 44–49): (Unit 3: p. 133) (Unit 7: pp. 241; 247; and 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431)(Unit 15: p. 461) (Unit 17: p. 509) Word of the Day (description pp. 56–57): (Unit 3: p. 135 and 138) (Unit 4: pp. 150; 152; 159; and 160), (Unit 5: pp. 180; 184; 190; and 193), (Unit 6: pp. 208; 215; 218; and 220),</p>

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Std. #	Standard Language	Primary Citations
	Phonics and Word Recognition	
		<p>(Unit 7: pp. 236; 242; 246; 248; 257; and 258), (Unit 10: pp. 320; 324; 330; and 334), (Unit 11: pp. 348; 352; 359; and 360), (Unit 13: pp. 396; 399; 402; and 406), (Unit 15: p. 459), Word Talk (description pp. 58–59): (Unit 4: pp. 157 and 166), (Unit 5: pp. 186 and 196), (Unit 6: p. 224), (Unit 7: pp. 250; 252; 260; and 262), (Unit 8: p. 280), (Unit 9: pp. 298 and 308), (Unit 10: pp. 326 and 336), (Unit 11: pp. 354; 362; and 364), (Unit 12: p. 382), (Unit 13: pp. 400 and 410), (Unit 14: pp. 429; 437; and 438), (Unit 15: pp. 452; 456; 464; and 466), (Unit 16: p. 484), (Unit 17: pp. 503 and 512) Make It Fun (description p. 60): (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: pp. 187 and 193) (Unit 6: pp. 214 and 221) (Unit 7: pp. 239; 249; and 259), (Unit 10: pp. 323 and 332), (Unit 11: p. 361), (Unit 13: pp. 401 and 407) (Unit 15: p. 463).</p> <p>Also, students have the opportunity to apply taught skills when using the Fundations Fluency Kit 2 and Books to Remember Set 2 (included in the Teacher’s Kit). Also available is the Geodes® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to Fundations’ scope and sequence for grade 2.</p>
ELAGSE 2RF 3b.	<i>Know spelling-sound correspondences for additional common vowel teams.</i>	<p>In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>In grade 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). Fundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception).</p> <p>Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following and are used in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk, and Make It Fun. Also, see Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 12 Introduction (p. 370), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444), Unit 16 Introduction (p. 472).</p> <p>Dictation/Sounds (description p. 28): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: pp. 323; 325; 327; 333; and 335), (Unit 11: pp. 351; 353; 355; 361; and 363), (Unit 12: pp. 379 and 381), (Unit 13: pp. 397; 399; 401; 407; and 409), (Unit 14: pp. 425; 427; 429; 433; 435; and 437), (Unit 15: pp. 453; 455; 457; 463; and 465), (Unit 16: pp. 481 and 483) Dictation/Words (description pp. 30–35): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: pp. 323; 325; 327; 333; and 335), (Unit 11: pp. 351; 353; 355; 361; and 363), (Unit 12: pp. 379 and 381), (Unit 13: pp. 397; 399; 401; 407; and 409), (Unit 14: pp. 425; 427; 429; 433; 435; and 437), (Unit 15: pp. 453; 455; 457; 463; and 465), (Unit 16: pp. 481 and 483) Dictation/Sentences (description pp. 38–39): Dictation (Dry Erase/Composition Books/Check-Up) (Unit 10: pp. 323; 325; 327; 333; and 335), (Unit 11: pp. 351; 353; 355; 361; and 363), (Unit 12: pp. 379 and 381), (Unit 13: pp. 397; 399; 401; 407; and 409), (Unit 14: pp. 425; 427; 429; 433; 435; and 437), (Unit 15: pp. 453; 455; 457; 463; and 465), (Unit 16: pp. 481 and</p>

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Std. #	Standard Language	Primary Citations
	Phonics and Word Recognition	
		<p>483) Drill Sounds/Warm-Up (description pp. 40–41): (Unit 10: pp. 318; 320; 322; 324; 326; 328; 330; 332; 334; and 336), (Unit 11: pp. 346; 348; 350; 352; 354; 356; 358; 360; 362; and 364), (Unit 12: pp. 374; 376; 378; 380; and 382), (Unit 13: pp. 392; 394; 396; 398; 400; 402; 404; 406; 408; and 410), (Unit 14: pp. 420; 422; 424; 426; 428; 430; 432; 434; 436; and 438), (Unit 15: pp. 448; 450; 452; 454; 456; 458; 460; 462; 464; and 466), (Unit 16: pp. 476; 478; 480; 482; and 484) Echo/Find Letters (description pp. 42–43): (Orientation: p. 65) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) Echo/Find Words (description pp. 44–49): (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) Introduce New Concepts: (Unit 10: pp. 318; 321; 322; and 329) (Unit 11: pp. 346; 349; 350; 356; and 358) (Unit 12: pp. 374 and 377) (Unit 13: pp. 39; 395; 397; and 405) (Unit 14: pp. 420 and 423) (Unit 15: pp. 448 and 451) (Unit 16: pp. 476 and 479) Word of the Day (description pp. 56–57): (Unit 10: pp. 320; 324; 330; and 334), (Unit 11: pp. 348; 352; 359; and 360), (Unit 12: pp. 378 and 380), (Unit 13: pp. 396; 399; 402; and 406), (Unit 14: pp. 426; 430; and 434), (Unit 15: pp. 450; 454; 459; and 462), (Unit 16: pp. 478; 480) Word Talk (description pp. 58–59): (Unit 10: pp. 326; 336), (Unit 11: pp. 354; 362; 364), (Unit 12: p. 382), (Unit 13: pp. 400; 410), (Unit 14: pp. 429; 437; 438), (Unit 15: pp. 452; 456; 464; 466), (Unit 16: p. 484) Make It Fun (description p. 60): (Unit 10: pp. 323; 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: pp. 401; 407), (Unit 14: p. 424), and (Unit 15: p. 463).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations Fluency Kit 2 and Books to Remember Set 2 (included in the Teacher’s Kit). Also available is the Geodes® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2.</p>

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	Phonics and Word Recognition	
ELAGSE 2RF 3c.	<i>Decode regularly spelled two-syllable words with long vowels.</i>	<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 pp. 176–178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Syllable rules, including but not limited to two-syllable words with long vowel sounds, are directly addressed in: Unit 5, 6, 7 Introductions: (pp. 172; 202; 230), Introduce New Concepts: (Unit 5: pp. 176–177) (Unit 6: p. 217) (Unit 7: p. 240) (Unit 8: p. 273), Word of the Day (description pp. 56–57): (Unit 5: pp. 180; 184), (Unit 6: pp. 218; 220), (Unit 7: pp. 242; 246; 248), (Unit 8: p. 278), (Unit 9: 306), (Unit 10: pp. 330 and 334), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402;), (Unit 14: pp. 430 and 434), (Unit 15: p. 459) (Unit 17: pp. 496; 498; 506; and 510) Word Talk (description pp. 58–59) (Unit 6: p. 224), (Unit 7: pp. 250; 252; 260; and 262), (Unit 8: p. 280), (Unit 9: pp. 298 and 308), (Unit 10: pp. 326 and 336), (Unit 11: pp. 354; 362; and 364), (Unit 12: p. 382), (Unit 13: pp. 400 and 410), (Unit 14: pp. 429; 437; and 438), (Unit 15: pp. 452; 456; 464; and 466), (Unit 16: p. 484), (Unit 17: pp. 503 and 512) Make It Fun (description p. 60): (Unit 5: p. 187) (Unit 6: p. 221) (Unit 15: p. 463) Storytime (description p. 60): (Unit 5: pp. 181; 183; 191; and 195) (Unit 6: 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 296; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 351; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: pp. 477 and 481), and (Unit 17: pp. 500; 505; 507; and 509).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations Fluency Kit 2 and Books to Remember Set 2 (included in the Teacher’s Kit). Also available is the Geodes® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2.</p>
ELAGSE 2RF 3d.	<i>Decode words with common prefixes and suffixes.</i>	<p>Foundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see Unit 4 Introduction: p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (Resources: p.pp. 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, and p.514–516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities.</p>

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Std. #	Standard Language	Primary Citations
	Phonics and Word Recognition	
		Also, students have the opportunity to apply taught skills when using the Foundations Fluency Kit 2 and Books to Remember Set 2 (included in the Teacher’s Kit). Also available is the <i>Geodes® Level 2 Classroom Library*</i> , which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2.

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FLUENCY

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

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Std. #	Standard Language	Primary Citations
	Fluency	
ELAGSE 2RF 4	Read with sufficient accuracy and fluency to support comprehension.	
ELAGSE 2RF 4a.	<i>Read grade-level text with purpose and understanding.</i>	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117), (Unit 3: p. 137), (Unit 4: pp. 153; 155; 163; and 165), (Unit 5: pp. 181; 183; 191; and 195), (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 196; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 350; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: p. 477), (Unit 17: pp. 500; 505; 507; and 509).</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. Word of the Day (description p. 56): (Unit 4: pp. 150; 152; 159; and 160), (Unit 5: pp. 180; 184; 190; and 193), (Unit 6: pp. 215; 218; and 220), (Unit 7: pp. 257 and 258), (Unit 8: pp. 274 and 278), (Unit 9: pp. 292; 294; 302; and 306), (Unit 10: pp. 320; 324; 330; and 334), (Unit 11: pp. 348; 352; 359; and 360), (Unit 12: pp. 378 and 380), (Unit 13: pp. 396; 399; 402; and 406), (Unit 14: pp. 426; 430; and 434), (Unit 15: pp. 450; 454; 459; and 462), (Unit 16: pp. 478 and 480), (Unit 17: pp. 496; 498; 504; 506; and 510).</p> <p>The Foundations Fluency Kit 2 and Books to Remember Set 2 (included in the Teacher's Kit), as well as the Geodes® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to Foundations' scope and sequence for grade 2, provide additional decoding practice.</p>
ELAGSE 2RF 4b.	<i>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</i>	
ELAGSE 2RF 4c.	<i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	

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	Fluency	
		<p>Important Note for Consideration: As a supplemental program Foundations was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds® to create the <i>Geodes® Level 2 Classroom Library*</i> which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p>
ELAGSE 2RF4d.	<i>Recognize and read grade-appropriate irregularly spelled words.</i>	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be automatically recognized. High frequency irregular sight words are taught for automatic recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for automatic recognition for reading and spelling to allow students access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri, 2014). In Level 2 Foundations students will learn 81 trick words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006).</p> <p>Review Trick Words: (Unit 1: pp. 86 and 88) Teach Trick Words (description pp. 54–55): (Unit 2: pp. 103 and 113) (Unit 3: p. 133) (Unit 4: p. 151 and 159) (Unit 5: pp. 178 and 191) (Unit 6: pp. 207 and 217) (Unit 7: pp. 235; 244; and 254) (Unit 8: p. 273) (Unit 9: pp. 290 and 301) (Unit 10: p. 319 and 329) (Unit 11: pp. 347 and 357) (Unit 12: p. 375) (Unit 13: pp. 393 and 403) (Unit 14: pp. 421 and 431) (Unit 15: pp. 449 and 458) (Unit 16: p. 477) (Unit 17: p. 495) Trick Word Practice (description pp. 54–55): (Unit 1: p. 90) (Unit 2: pp. 110 and 116) (Unit 3: p. 137) (Unit 4: pp. 154 and 164) (Unit 5: pp. 182; 185; and 192) (Unit 6: pp. 215 and 222) (Unit 7: pp. 237; 238; 243; 247; 253; 256; 259; and 261) (Unit 8: pp. 277 and 279) (Unit 9: pp. 293; 297; 299; 304; and 307) (Unit 10: pp. 325; 331; and 335) (Unit 11: pp. 349; 353; 355; 359; and 363) (Unit 12: pp. 377 and 381) (Unit 13: pp. 394; 404; and 408) (Unit 14: pp. 422; 428; 433; and 436) (Unit 15: pp. 455; 460; and 465) (Unit 16: pp. 479; and 482) (Unit 17: pp. 497; 502; and 511)</p> <p>Dictation/Trick Words (description pp. 36–37): (Unit 1: pp. 87 and 89), (Unit 2: 107; 109; 111; 115; and 119), (Unit 3: pp. 135 and 137), (Unit 4: pp. 153; 155; 157; 161; and 165), (Unit 5: pp. 183; 185; 187; 191; and 194), (Unit 6: pp. 211; 213; 215; 221; and 223), (Unit 7: pp. 243; 249; 251; 253; 257; and 261), (Unit 8: pp. 277 and 279), (Unit 9: pp. 291; 293; 297; 299; 305; and 307), (Unit 10: pp. 323; 325; 327; 333; and 335), (Unit 11: pp. 351; 353; 355; 361; and 363), (Unit 12: pp. 379 and 381), (Unit 13: pp. 397; 399; 401; 407; and 409), (Unit 14: pp. 425; 427; 429; 433; 435; and 437), (Unit 15: pp. 453; 455; 457; 463; and 465), (Unit 16: pp. 481 and 483), and (Unit 17: pp. 499; 501; 503; 505; 507; and 511).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations Fluency Kit 2 and Books to Remember Set 2 (included in the Teacher’s Kit). Also available is the <i>Geodes® Level 2 Classroom Library*</i>, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2.</p>

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Additional Standards Supported by Foundations

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

Reading Standards for Literature

Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through the **Storytime Activity**, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

Std. #	Standard Language	Primary Citations
	Key Ideas and Details	
ELAGSE 2RL 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117) (Unit 3: p. 137) (Unit 4: pp. 153; 155; 163; and 165) (Unit 5: pp. 181; 183; 191; and 195) (Unit 6: 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 296; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 351; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: pp. 477 and 481), and (Unit 17: pp. 500; 505; 507; and 509).</p>
ELAGSE 2RL 2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Expected to be taught in core ELA program, also through Geodes.
ELAGSE 2RL 3.	Describe how characters in a story respond to major events and challenges.	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117) (Unit 3: p. 137) (Unit 4: pp. 153; 155; 163; and 165) (Unit 5: pp. 181; 183; 191; and 195) (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 296; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 351; 357; and 359), (Unit 12: pp. 375 and 376),</p>

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Std. #	Standard Language	Primary Citations
		(Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: pp. 477 and 481), (Unit 17: pp. 500; 505; 507; and 509).
	Craft and Structure	
ELAGSE 2RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Expected to be taught in core ELA program, also through Geodes.
ELAGSE 2RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity , which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117) (Unit 3: p. 137) (Unit 4: pp. 153; 155; 163; and 165) (Unit 5: pp. 181; 183; 191; and 195) (Unit 6: 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 296; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 351; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: pp. 477 and 481), (Unit 17: pp. 500; 505; 507; and 509).
ELAGSE 2RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Expected to be taught in core ELA program, also through Geodes.
	Integration of Knowledge and Ideas	
ELAGSE 2RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Expected to be taught in core ELA program, also through Geodes.
ELAGSE 2RL.8	(Not applicable to literature)	

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Std. #	Standard Language	Primary Citations
ELAGSE 2RL.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Expected to be taught in core ELA program, also through Geodes.
	Range of Reading	
ELAGSE 22RL.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 need at the high end of the range.	Expected to be taught in core ELA program, also through Geodes.

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Reading Standards for Informational Text

Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through the **Storytime Activity**, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

Std. #	Standard Language	Primary Citations
	Key Ideas and Details	
ELAGSE 2RI 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity , which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. Storytime (description p. 60): (Unit 5: pp. 181; 183; 191; and 195), (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 9: pp. 295; 196; 300; and 303)
ELAGSE 2RI 2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity , which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. Storytime (description p. 60): (Unit 5: pp. 181; 183; 191; and 195), (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 9: pp. 295; 196; 300; and 303)
ELAGSE 2RI 3.		Expected to be taught in core ELA program, also through Geodes.
	Craft and Structure	
ELAGSE 2RI 4.	Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	Expected to be taught in core ELA program, also through Geodes.
ELAGSE 2RI 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.	Expected to be taught in core ELA program, also through Geodes.

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Std. #	Standard Language	Primary Citations
ELAGSE 2RI 6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Expected to be taught in core ELA program, also through Geodes.
	Integration of Knowledge	
ELAGSE 2RI 7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Expected to be taught in core ELA program, also through Geodes.
ELAGSE 2RI 8.	Describe how reasons support specific points the author makes in a text.	Expected to be taught in core ELA program, also through Geodes.
ELAGSE 2RI 9.	Compare and contrast the most important points presented by two texts on the same topic.	Expected to be taught in core ELA program, also through Geodes.
	Range of Reading and Level of Text Complexity	
ELAGSE 2RI 10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3	Expected to be taught in core ELA program, also through Geodes.

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Writing Standards

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

Std. #	Standard Language	Primary Citations
	Text Types and Purposes	
ELAGSE 2W 1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity . Storytime (description p. 60): (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)
ELAGSE 2W 3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity. Storytime (description p. 60): (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509)
	Research to Build and Present Knowledge	
ELAGSE 2W 8.	Recall information from experiences or gather information from provided sources to answer a question.	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports the following standards through writing prompts during the Storytime Activity. Storytime (description p. 60): (Unit 2: p. 117), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 13: p. 409), (Unit 17: p. 509)

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Speaking and Listening Standards

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

Std. #	Standard Language	Primary Citations
	Comprehension and Collaboration	
ELAGSE 2SL 1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
ELAGSE 2SL 1a.	<i>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).</i>	All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27-60. See Introduction pages 1-26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media. Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117), (Unit 3: p. 137), (Unit 4: pp. 153; 155; 163; and 165), (Unit 5: pp. 181; 183; 191; and 195), (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 196; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 350; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: p. 477), (Unit 17: pp. 500; 505; 507; and 509), Fluency Kit 2 Materials, Books to Remember Set 2.
ELAGSE 2SL 1b.	<i>Build on others' talk in conversations by linking their comments to the remarks of others.</i>	
ELAGSE 2SL 1c.	<i>Ask for clarification and further explanation as needed about the topics and texts under discussion.</i>	

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ELAGSE 2SL 2.	<i>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</i>	<p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27–60. See Introduction pages 1–26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117), (Unit 3: p. 137), (Unit 4: pp. 153; 155; 163; and 165), (Unit 5: pp. 181; 183; 191; and 195), (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 196; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 350; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: p. 477), (Unit 17: pp. 500; 505; 507; and 509), Fluency Kit 2 Materials, Books to Remember Set 2</p>
ELAGSE 2SL 3.	<i>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.</i>	<p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning Activity Overview Section pages 27-60. See Introduction pages 1-26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117), (Unit 3: p. 137), (Unit 4: pp. 153; 155; 163; and 165), (Unit 5: pp. 181; 183; 191; and 195), (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 196; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 350; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: p. 477), (Unit 17: pp. 500; 505; 507; and 509), and Fluency Kit 2 Materials, Books to Remember Set 2.</p>
	Presentation of Knowledge and Ideas	
ELAGSE 2SL 4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency: Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117) (Unit 3: p. 137) (Unit 4: pp. 153; 155; 163; and 165) (Unit 5: pp. 181; 183; 191; and 195) (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 296; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 351; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: pp. 477 and 481), and (Unit 17: pp. 500; 505; 507; 509).</p>

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ELAGSE 2SL 5.	With guidance and support, 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.	While audio recordings are not conducted, students do create drawings/visual displays to recount the story and use those to orally retell stories. Storytime (description p. 60) : (Unit 2: p. 108), (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 211), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p. 351), (Unit 13: p. 398), (Unit 14: p. 427), (Unit 15: p. 457), and (Unit 17: pp. 500 and 505).
ELAGSE 2SL 6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Although Fundations is not a comprehensive core/basal program, this standard is addressed in an incidental way throughout all lesson components, as procedures and routines require students to share oral information in complete sentences and clearly.

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Language Standards

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

Std. #	Standard Language	Primary Citations
	Conventions of Standard English	
ELAGSE 2L 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
ELAGSE 2L 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Expected to be taught in core ELA program; also, through Geodes.
ELAGSE 2L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
ELAGSE 2L 2a.	<i>Capitalize holidays, product names, and geographic names.</i>	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization, and spelling.</p> <p>Unit Tests: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 309), (Unit 10: p. 337), (Unit 11: p. 365), (Unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), and (Unit 17: p. 513)</p> <p>Dictation/Sentences (description pp. 38-39): (Unit 1: pp. 81; 87; 89; and 91), (Unit 2: 107; 109; 111; 115; and 119), (Unit 3: pp. 135 and 137), (Unit 4: pp. 153; 155; 157; 161; and 165), (Unit 5: pp. 183; 185; 187; 191; and 194), (Unit 6: pp. 211; 213; 215; 221; and 223), (Unit 7: pp. 243; 249; 251; 253; 257; and 261), (Unit 8: pp. 277 and 279), (Unit 9: pp. 291; 293; 297; 299; 305; and 307), (Unit 10: pp. 323; 325; 327; 333; and 335), (Unit 11: pp. 351; 353; 355; 361; and 363), (Unit 12: pp. 379 and 381), (Unit 13: pp. 397; 399; 401; 407; and 409), (Unit 14: pp. 425; 427; 429; 433; 435; and 437), (Unit 15: pp. 453; 455; 457; 463; and 465), (Unit 16: pp. 481 and 483), and (Unit 17: pp. 499; 501; 503; 505; 507; and 511)</p>
ELAGSE 2L 2b.	<i>Use commas in greetings and closings of letters.</i>	Expected to be taught in core ELA program, also through Geodes.
ELAGSE 2L c.	<i>Use an apostrophe to form contractions and frequently occurring possessives.</i>	Expected to be taught in core ELA program, also through Geodes.

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Std. #	Standard Language	Primary Citations
ELAGSE 2L 2d.	<i>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i>	<p>Students learn to segment and spell words in correspondence to decoding patterns.</p> <p>Dictation/Words: (description pp. 30–35): (Unit 1: pp. 87; 89; and 91), (Unit 2: pp. 107; 108; 111; 111; 115; and 119), (Unit 3: pp. 135 and 137), (Unit 4: pp. 153; 155; 161; and 165), (Unit 5: pp. 183; 185; 187; 191; and 194), (Unit 6: pp. 211; 213; 221; and 223), (Unit 7: pp. 243; 249; 251; 253; 257; and 260), (Unit 8: pp. 277 and 279), (Unit 9: pp. 291; 293; 297; 299; 305; and 307), (Unit 10: pp. 323; 325; 327; 333; and 335), (Unit 11: pp. 351; 353; 355; 361; and 363), (Unit 12: pp. 378 and 381), (Unit 13: pp. 397; 399; 404; 401; and 409), (Unit 14: pp. 425; 427; 429; 433; 435; and 437), (Unit 15: pp. 453; 455; 457; 463; and 465), (Unit 16: pp. 481 and 483), (Unit 17: pp. 499; 501; 503; 505; 507; and 511), Dictation/Sentences (description pp. 38–39): (Unit 1: pp. 81; 87; 89; and 91), (Unit 2: pp. 107; 109; 111; 115; and 119), (Unit 3: pp. 135 and 137), (Unit 4: pp. 153; 155; 157; 161; and 165), (Unit 5: pp. 183; 185; 187; 191; and 194), (Unit 6: pp. 211; 213; 215; 221; and 223), (Unit 7: pp. 243; 249; 251; 253; 257; and 261), (Unit 8: pp. 277 and 279), (Unit 9: pp. 291; 293; 297; 299; 305; and 307), (Unit 10: pp. 323; 325; 327; 333; and 335), (Unit 11: pp. 351; 353; 355; 361; and 363), (Unit 12: pp. 379 and 381), (Unit 13: pp. 397; 399; 401; 407; and 409), (Unit 14: pp. 425; 427; 429; 433; 435; and 437), (Unit 15: pp. 453; 455; 457; 463; and 465), (Unit 16: pp. 481 and 483), (Unit 17: pp. 499; 501; 503; 505; 507; and 511), Echo/Find Words (description pp. 44–49): (Unit 3: p. 133) (Unit 7: pp. 241; 247; and 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509)</p>
ELAGSE 2L 2e.	<i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i>	<p>Students are encouraged to use their Student Notebook. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups.</p> <p>Word of the Day (description p. 56): (Unit 4: pp. 150; 152; 159; and 160), (Unit 5: pp. 180; 184; 190; and 193), (Unit 6: pp. 215; 218; and 220), (Unit 7: pp. 257 and 258), (Unit 8: pp. 274 and 278), (Unit 9: pp. 292; 294; 302 and 306), (Unit 10: pp. 320; 324; 330; and 334), (Unit 11: pp. 348; 352; 359; and 360), (Unit 12: pp. 378 and 380), (Unit 13: pp. 396; 399; 402; and 406), (Unit 14: pp. 426; 430; and 434), (Unit 15: pp. 450; 454; 459; and 462), (Unit 16: pp. 478 and 480), (Unit 17: pp. 496; 498; 504; 506; and 510), “Look words up” in Student Notebook Level 2 (description p. 54)</p>

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Std. #	Standard Language	Primary Citations
	Knowledge of Language	
ELAGSE 2L 3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.	Unit Tests: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 309), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513), Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117), (Unit 3: p. 137), (Unit 4: pp. 153; 155; 163; and 165), (Unit 5: pp. 181; 183; 191; and 195), (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 196; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 350; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: p. 477), (Unit 17: pp. 500; 505; 507; and 509), Dictation: (Unit 1: pp. 87; 89; and 91), (Unit 2: 107; 108; 111; 111; 115; and 119), (Unit 3: pp. 135 and 137), (Unit 4: pp. 153; 155; 161; and 165), (Unit 5: pp. 183; 185; 187; 191; and 194), (Unit 6: pp. 211; 213; 221; and 223), (Unit 7: pp. 243; 249; 251; 253; 257; and 260), (Unit 8: pp. 277 and 279), (Unit 9: pp. 291; 293; 297; 299; 305; and 307), (Unit 10: pp. 323; 325; 327; 333; and 335), (Unit 11: pp. 351; 353; 355; 361; and 363), (Unit 12: pp. 378 and 381), (Unit 13: pp. 397; 399; 404; 401; and 409), (Unit 14: pp. 425; 427; 429; 433; 435; and 437), (Unit 15: pp. 453; 455; 457; 463; and 465), (Unit 16: pp. 481 and 483), (Unit 17: pp. 499; 501; 503; 505; 507; and 511), Student Notebook Level 2
	Vocabulary Acquisition and Use	
ELAGSE 2L 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	
ELAGSE 2L 4a.	<i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>	Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117), (Unit 3: p. 137), (Unit 4: pp. 153; 155; 163; and 165), (Unit 5: pp. 181; 183; 191; and 195), (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 196; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 350; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: p. 477), (Unit 17: pp. 500; 505; 507; and 509), and Fluency Kit 2 Materials, Books to Remember Set 2

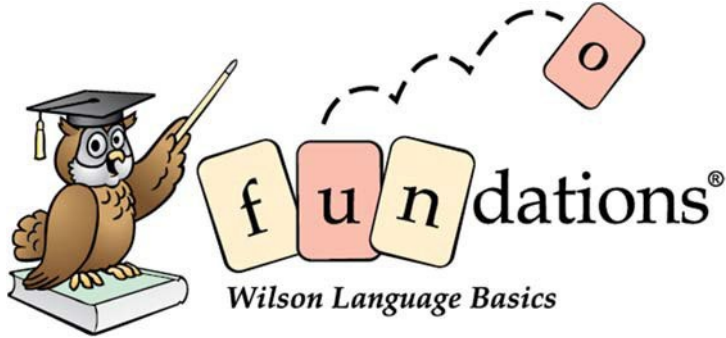
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Std. #	Standard Language	Primary Citations
ELAGSE 2L 4b.	<i>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i>	Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in Unit 4 (See Unit 4 pp. 142- 170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in Unit 5 (See Unit 5 pp. 172- 200) and are included in word resources for all units following for all decoding activities. Affixes -ive is explicitly taught in Unit 6 (See Unit 6 pp. 202-229) and are included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in Unit 7 (See Unit 7 pp. 230-266) and are included in word resources for all units following for all decoding activities. During Word of the Day and Word Talk activities in these units, teachers discuss the meaning of words with affixes. Word of the Day (description pp. 56-57): (Unit 4: pp. 150; 152; 159; and 160), (Unit 5: pp. 180; 184; 190; and 193), (Unit 6: pp. 208; 215; 218; and 220), (Unit 7: pp. 236; 242; 246; 248; 257; and 258) Word Talk (description pp. 58-59): (Unit 4: pp. 157 and 166), (Unit 5: pp. 186 and 196), (Unit 6: p. 224), (Unit 7: pp. 250; 252; 260; and 262)
ELAGSE 2L 4c.	<i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</i>	Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in Unit 4 (See Unit 4 pp. 142–170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in Unit 5 (See Unit 5 pp. 172–200) and are included in word resources for all units following for all decoding activities. Affixes -ive is explicitly taught in Unit 6 (See Unit 6 pp.202-229) and are included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in Unit 7 (See Unit 7 pp. 230–266) and are included in word resources for all units following for all decoding activities. During Word of the Day and Word Talk activities in these units, teachers discuss the meaning of words with affixes. Word of the Day (description pp. 56-57): (Unit 4: pp. 150; 152; 159; and 160), (Unit 5: pp. 180; 184; 190; and 193), (Unit 6: pp. 208; 215; 218; and 220), (Unit 7: pp. 236; 242; 246; 248; 257; and 258), Word Talk (description pp. 58-59): (Unit 4: pp. 157 and 166), (Unit 5: pp. 186 and 196), (Unit 6: p. 224), and (Unit 7: pp. 250; 252; 260; and 262)
ELAGSE 2L 4d.	<i>. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i>	Introduce New Concepts: (Unit 5: pp. 176–177)

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Std. #	Standard Language	Primary Citations
ELAGSE 2L 4e.	<i>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</i>	Students are encouraged to use their Student Notebook . Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups. Word of the Day (description p. 56): (Unit 4: pp. 150; 152; 159; and 160), (Unit 5: pp. 180; 184; 190; and 193), (Unit 6: pp. 215; 218; and 220), (Unit 7: pp. 257 and 258), (Unit 8: pp. 274 and 278), (Unit 9: pp. 292; 294; 302; and 306), (Unit 10: pp. 320; 324; 330; and 334), (Unit 11: pp. 348; 352; 359; and 360), (Unit 12: pp. 378 and 380), (Unit 13: pp. 396; 399; 402; and 406), (Unit 14: pp. 426; 430; and 434), (Unit 15: pp. 450; 454; 459; and 462), (Unit 16: pp. 478 and 480), (Unit 17: pp. 496; 498; 504; 506; and 510), “Look words up” in Student Notebook Level 2 (description p. 54)
ELAGSE 2L 5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
ELAGSE 2L 5a.	<i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</i>	Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117), (Unit 3: p. 137), (Unit 4: pp. 153; 155; 163; and 165), (Unit 5: pp. 181; 183; 191; and 195), (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 196; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 350; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: p. 477), (Unit 17: pp. 500; 505; 507; and 509), Fluency Kit 2 Materials, Books to Remember Set 2
ELAGSE 2L 5b.	<i>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</i>	Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117), (Unit 3: p. 137), (Unit 4: pp. 153; 155; 163; and 165), (Unit 5: pp. 181; 183; 191; and 195), (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 196; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 350; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: p. 477), (Unit 17: pp. 500; 505; 507; and 509), Fluency Kit 2 Materials, Books to Remember Set 2
ELAGSE 2L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	Storytime (description p. 60): (Unit 2: pp. 105; 108; 115; and 117), (Unit 3: p. 137), (Unit 4: pp. 153; 155; 163; and 165), (Unit 5: pp. 181; 183; 191; and 195), (Unit 6: pp. 211; 217; and 223), (Unit 7: pp. 239; 245; and 251), (Unit 8: p. 276), (Unit 9: pp. 295; 196; 300; and 303), (Unit 10: pp. 319; 327; 328; and 333), (Unit 11: pp. 347; 350; 357; and 359), (Unit 12: pp. 375 and 376), (Unit 13: pp. 393; 398; 403; and 409), (Unit 14: pp. 425; 427; 432; and 435), (Unit 15: pp. 453; 457; 459; and 461), (Unit 16: p. 477), (Unit 17: pp. 500; 505; 507; and 509), Fluency Kit 2 Materials, Books to Remember Set 2

***About Geodes® Level 2 Classroom Library:** Great Minds® and Wilson Language Training® have collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. *Geodes Level 2 Library* aligns specifically with the scope and sequence of Foundations Level 2.



Fundations® LEVEL 3 Program

Alignment to Georgia Standards of Excellence for English Language Arts with a focus on Reading Standards for Foundational Skills

Foundations® Alignment to Georgia Standards of Excellence for English Language Arts Grade 3

Reading Standards: Foundational Skills

ELAGSE3: RF 3.1 Print Concepts

Not applicable for Grade 3

ELAGSE3: RF 3.1 Phonological Awareness

Not applicable for Grade 3

PHONICS AND WORD RECOGNITION

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

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

Foundations presents an explicit and systematic study of the language system of written English 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) that involve base words and affixes. Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, unknown words, and words with spelling options. This is important for students to efficiently read longer, unfamiliar words as their reading skills progress and the complexity of grade-level text increases.

Std. #	Standard Language	Primary Citations
	Phonics and Word Recognition	
ELAGSE 3RF.3		Know and apply grade-level phonics and word analysis skills in decoding words.
ELAGSE 3RF 3a.	<i>Identify and know the meaning of the most common prefixes and derivational suffixes.</i>	Foundations explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re , beginning in the Bonus Unit (see Bonus Unit Introduction : p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (Resources : pp. 288–291; 316–319; 354–359; 394–398; 434–439; 464–467; 492–496; 522–526; and 552–555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: Introduce New Concepts and Make It Fun activities. Introduce New Concepts (description p. 70) (Bonus Unit: pp. 269, 273, 280, 282, and 284–285) Make It Fun (description p.70): (Bonus Unit: pp. 274, 276, and 283)
ELAGSE 3RF 3b.	<i>Decode words with common Latin suffixes.</i>	Foundations explicitly teaches base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or beginning in Unit 2 (see Unit 2 pp. 114–151). Spelling rules for adding suffixes to changing base words in all six syllable

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Std. #	Standard Language	Primary Citations
	Phonics and Word Recognition	
		<p>types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Foundations Level 3 (see Unit 2 pp. 114–151; Unit 4: pp. 170–197; Unit 7: pp. 292–319; Unit 9: pp. 360–399; Unit 10: pp. 400–439; and Unit 12: pp. 468–496). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all decoding activities. (Resources: pp. 148–151; 166–169; 194–197; 222–224; 260–263; 288–291; 316–319; 354–359; 394–398, 434–439; 464–467; 492–496; 522–526; and 552–555.) Students practice decoding words with suffixes during activities that include decoding once suffixes are addressed in Unit 2: Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun activities.</p> <p>Introduce New Concepts (description p.70) (Unit 2: pp. 118–119, 120–121, 122–123, 125, 126, 129,131, 133, 139, and 141) (Unit 4: pp. 175, 178–179, 184–185, and 188–189) (Bonus Unit: pp. 269 and 280–281) (Unit 7: pp. 296–297, 298–299, 306–307, and 308) (Unit 8: p. 329) (Unit 9: pp. 376, 384–385, and 388–389) (Unit 10: pp. 426–427) (Unit 12: p. 487), (Unit 14: pp. 542–543) Word of the Day (description p. 66): (Unit 2: pp. 122, 124, 132, 135, 140, and 142), (Unit 4: pp. 176, 180, 186, and 190), (Unit 5: pp. 206 and 216), (Unit 6: pp. 234, 236, 244, 246, 254, and 257), (Unit 7: pp. 300, 302, 310, and 312), (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350), (Unit 9: pp. 368, 370, 378, 380, and 390), (Unit 10: pp. 407, 410, 418, 420, 428, and 430), (Unit 11: pp. 448, 450, 455, and 460), (Unit 12: pp. 476, 478, 486, and 488), (Unit 13: pp. 506, 508, 516, and 518), (Unit 14: pp. 536, 538, 546, and 548) Word Talk (description p. 68): (Unit 2: pp. 128, 136, 138, and 146), (Unit 4: pp. 182 and 192), (Unit 5: pp. 210 and 220), (Unit 6: pp. 238, 248, and 258), (Unit 7: pp. 304 and 314), (Unit 8: pp. 342 and 352), (Unit 9: pp. 372 and 382), (Unit 10: pp. 422 and 432), (Unit 11: pp. 452 and 462), (Unit 12: pp. 480 and 490), (Unit 13: pp. 510, 514, and 520), (Unit 14: pp. 540 and 550) Make It Fun (description p. 70): (Unit 2: pp. 127, 130, 134, and 144), (Unit 4: pp. 181 and 189), (Unit 7: pp. 305 and 311), (Unit 8: pp. 343 and 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549).</p>
ELAGSE 3RF 3c.	<i>Decode multisyllable words.</i>	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (Resources: pp. 166–169; 194–197; 222–224; 260–263; 288–291; 316–319; 354–359; 394–398; 434–439; 464–467; 492–496; 522–526; and 552–555). Foundations activities for decoding words with these syllable types include Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play, and Make It Fun activities.</p> <p>Guess Which One (description p. 56): (Unit 3: p. 161), (Unit 4: pp. 177 and 187), (Unit 5: pp. 205 and 213), (Unit 6: pp. 233, 243, and 251), (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387), (Unit 9: pp. 367, 377, and 387), (Unit 10: pp. 407, 417, and 427), (Unit 11: pp. 447 and 457), (Unit 12: pp. 475 and 485), (Unit 13: pp. 503 and 513), (Unit 14: pp. 533 and 543) Introduce New Concepts (description p. 70) (Unit 3: pp. 160–161) (Unit 4: pp. 174–175, 178–179, and 188–189) (Unit 5: pp. 202–203, and 217) (Unit 6: pp. 230–231, 232, 237, 240–241, 250–251, and 255) (Bonus Unit: pp. 269, 270, 273, 280, 282–283, and 284–285) (Unit 7: pp. 296–297, 298–299, 306–307, and 308) (Unit 8: pp. 324–325, 334–335, 336, and 344–345) (Unit 9: pp. 364–365, 368–369, 374, 384–385, and 388–389) (Unit 10: pp. 404–405, 407, 417, 424–425, 426–427, and 429) (Unit 12: pp. 472, 474, 482–483, and 484–485) (Unit 13: pp. 502, 507, and 512–513) (Unit 14: pp. 532–533 and 542–543) Word of the Day (description p. 66): (Unit 3: p. 162), (Unit 4: pp. 176, 180, 186, and 190), (Unit 5: pp. 206 and 216), (Unit 6: pp. 234,</p>

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Std. #	Standard Language	Primary Citations
	Phonics and Word Recognition	
		236, 244, 246, 254, and 257), (Unit 7: pp. 302, 310, and 312), (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350), (Unit 9: pp. 368, 370, 378, 380, and 390), (Unit 10: pp. 410, 418, 420, 428, and 430), (Unit 11: pp. 448, 450, 455, and 460), (Unit 12: pp. 476, 478, 486, and 488), (Unit 13: pp. 506, 508, and 518), (Unit 14: pp. 536, 538, 546, and 548) Word Talk (description p. 68): (Unit 4: pp. 182 and 192), (Unit 5: pp. 210 and 220), (Unit 6: pp. 238, 248, and 258), (Unit 7: pp. 304 and 314), (Unit 8: pp. 342 and 352), (Unit 9: pp. 372 and 382), (Unit 10: pp. 422 and 432), (Unit 11: pp. 452 and 462), (Unit 12: pp. 480 and 490), (Unit 13: pp. 510, 514, and 520), (Unit 14: pp. 540 and 550) Make It Fun (description p. 70): (Unit 3: p. 164), (Unit 4: pp. 181 and 189), (Unit 5: pp. 209 and 218), (Unit 6: pp. 249 and 256), (Bonus Unit: pp. 274, 276, and 283), (Unit 7: pp. 305 and 311), (Unit 8: pp. 333, 343, and 351), (Unit 9: pp. 373, 383, and 392), (Unit 10: pp. 412, 423, and 431), (Unit 12: p. 481), (Unit 13: pp. 511 and 517), (Unit 14: pp. 541 and 549) Word Play (description p. 70): (Unit 5: p. 208), (Bonus Unit: p. 278).

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FLUENCY		
<p>Foundations students develop deep word-level knowledge and automatic word identification skills beginning with strategies that target accuracy, such as tapping out sounds and marking word elements. Lessons progress to a focus on quick and automatic word recognition. Teachers make word chains with Sound Cards and students learn how to scoop sentences into meaningful phrases to develop prosody and expression when reading connected text.</p> <p>By Grade 3, given the depth of knowledge systematically imparted in all Levels and the fact that Foundations Level 2 is a prerequisite for Foundations Level 3, students should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text.</p>		
Std. #	Standard Language	Primary Citations
	Fluency	
ELAGSE 3RF 4.	Read with sufficient accuracy and fluency to support comprehension.	
ELAGSE 3RF 4a.	Read grade-level text with purpose and understanding.	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade-level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency” (Rasinski, 2006, p. 4). In Levels K, 1, and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5–6.)</p>
ELAGSE 3RF 4b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
ELAGSE 3RF 4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
ELAGSE 3RF 4d.	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 <i>Trick Words</i> in Foundations) are taught as words to be automatically recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared them to read 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; there is an option for supplemental support with the Trick Words activity.

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Additional Standards Supported by Foundations

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

In addition to the foundational skills, Foundations also strongly supports the standards (listed below) with explicit instruction.

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Speaking and Listening Standards

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

Std. #	Standard Language	Primary Citations
	Comprehension and Collaboration	
ELAGSE 3SL 1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	
ELAGSE 3SL 1a.	<i>Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i>	Expected to be taught in core ELA program.
ELAGSE 3SL 1b.	<i>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).</i>	<i>All</i> lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See Learning Activity Overview Section , pages 31–70. See also the Introduction, pages 1–30.
ELAGSE 3SL 1c.	<i>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i>	
ELAGSE 3SL 1d.	<i>Explain their own ideas and understanding in light of the discussion.</i>	
ELAGSE 3SL 2.	<i>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.</i>	Expected to be taught in core ELA program.
ELAGSE 3SL 3.	<i>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</i>	<i>All</i> lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See Learning Activity Overview Section , pages 31–70. See also the Introduction, pages 1–30.

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Std. #	Standard Language	Primary Citations
	Comprehension and Collaboration	
ELAGSE 3SL 4.	<i>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</i>	Expected to be taught in core ELA program.
ELAGSE 3SL 5.	<i>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.</i>	Expected to be taught in core ELA program.
ELAGSE 3SL 6.	<i>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.</i>	Expected to be taught in core ELA program.

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Language Standards

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

Std. #	Standard Language	Primary Citations
	Conventions of Standard English	
ELAGSE 3L 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
ELAGSE 3L 1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Expected to be taught in core ELA program.
ELAGSE 3L 1b.	<i>Form and use regular and irregular plural nouns.</i>	Foundations student learn to form plurals with -s and -es, as well as to form irregular plural nouns. Please see Unit 2 Introduction (pp. 114–115) and Introduce New Concepts (Unit 2: p.118).
ELAGSE 3L 1c-f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Expected to be taught in core ELA program.
ELAGSE 3L 1g.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.</i>	Forming and using comparatives and superlatives is taught within the study of word structure for reading and spelling: Introduce New Concepts (Unit 2 pp. 122, 125, 127, and 131) (Unit 4 pp.178 and 184) (Unit 7 p.308) (Unit 10 p. 426) (Unit 14 p. 542), Word of the Day (Unit 4 pp. 176, 180, 186 and 190) (Unit 7 pp. 300, 302, 310, and 312) (Unit 9 pp. 368, 370, 378, 380, and 390) (Unit 10 pp. 407, 410, 418, 420, 428, and 430) (Unit 14 pp. 536, 538, 546, and 548), Word Talk (Unit 4 pp. 182 and 192) (Unit 5 pp. 210 and 220) (Unit 6 pp. 238, 248, and 258) (Unit 7 pp. 304 and 314) (Unit 8 pp. 242 and 252) (Unit 9 pp. 373 and 382) (Unit 10 pp. 422 and 432) (Unit 11 pp. 452 and 462) (Unit 12 pp. 480 and 490) (Unit 13 pp. 510 and 520) (Unit 14 pp. 540 and 550)
ELAGSE 3L 1h-j.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Expected to be taught in core ELA program.
ELAGSE 3L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
ELAGSE 3L 2a-d.	Expected to be taught in core ELA program.	
ELAGSE 3L 2e.	<i>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</i>	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled, and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (e.g., cards and tiles) with letters. Foundations activities for encoding words with these syllable types include Dictation (Dry Erase) , Dictation (Composition Book) and

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Std. #	Standard Language	Primary Citations
		<p>Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts, and Make It Fun. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Also, Foundations systematically teaches punctuation, capitalization, and proofreading skills beginning in Level K and continuing in Levels 1, 2, and 3.</p> <p>Dictation/Words (description pp. 34, 36, and 38): (Orientation: pp. 81 and 83), (Unit 1: pp. 95; 97; 99; and 107), (Unit 2: pp. 125; 127; 133; 135; 137; 143; and 145), (Unit 3: p. 163), (Unit 4: pp. 179; 181; 183; 187; 189; and 191), (Unit 5: pp. 205; 207; 209; 211; and 219), (Unit 6: pp. 237; 239; 243; 245; 247; 249; 253; and 257), (Bonus Unit: pp. 275; 277; 281; and 285), (Unit 7: pp. 301; 303; 305; 311; and 313), (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351), (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391), (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431), (Unit 11: pp. 449, 451, 453, 459, and 461), (Unit 12: pp. 477, 479, 481, and 489), (Unit 13: pp. 507, 509, 511, 517, 519), (Unit 14: pp. 535, 537, 539, 541, 545; 547, and 549)</p> <p>Dictation/Sentences (description p. 42): (Unit 1: pp. 95, 97, 99, and 107), (Unit 2: pp. 125, 127, 135, 137, 143, and 145), (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191), (Unit 5: pp. 205, 207; 209, 211, and 219), (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257), (Bonus Unit: pp. 275, 277, 281, and 285), (Unit 7: pp. 301, 303, 305, 311, and 313), (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351), (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391), (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431), (Unit 11: pp. 449, 451, 453, 459, and 461), (Unit 12: pp. 477, 479, 481, and 489), (Unit 13: pp. 507, 509, 511, 517, and 519), (Unit 14: pp. 535, 537, 539, 541, 545; 547; and 549)</p> <p>Echo/Find Words (description pp. 48, 50, and 52): (Orientation p. 79), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: pp. 268 and 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: pp. 449 and 459), (Unit 12: p. 475), (Unit 13: p. 505)</p> <p>Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: pp. 95 and 101), (Unit 2: pp. 123, 133, and 141), (Unit 3: p. 161), (Unit 4: pp. 177 and 187), (Unit 5: pp. 205 and 213), (Unit 6: pp. 233, 243, and 251), (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387), (Unit 9: pp. 367, 377, and 387), (Unit 10: pp. 407, 417, and 427), (Unit 11: pp. 447 and 457), (Unit 12: pp. 475 and 485), (Unit 13: pp. 503 and 513), (Unit 14: pp. 533 and 543)</p> <p>Introduce New Concepts (description p. 70): (Unit 1: p. 105) (Unit 3: pp. 157, 158–159, and 162) (Unit 4: pp. 175, 178–179, and 184–185) (Unit 5: pp. 204–205 and 212–213) (Unit 6: pp. 234–235, 242, and 252) (Bonus Unit: pp. 271, 273, and 283) (Unit 7: pp. 296–297, 298–299, and 308) (Unit 8: pp. 326, 328–329, and 346–347) (Unit 9: pp. 366–367, 375, 376–377, 386, and 388–389) (Unit 10: pp. 406, 408–409, 414–415, 416, and 426–427) (Unit 11: pp. 444–445, 446–447, and 457) (Unit 12: pp. 473, 485, and 486–487) (Unit 13: pp. 504 and 515) (Unit 14: pp. 534–535 and 544–545)</p> <p>Make It Fun (description p. 70): (Unit 2: pp. 127 and 144) (Unit 4: pp. 181 and 189), (Unit 5: p. 209), (Bonus Unit: pp. 274, 276, 283, 285, and 286), (Unit 7: p. 311), (Unit 8: pp. 333 and 343), (Unit 8: pp. 333, 343, and 351), (Unit 9: pp. 373, 383, and 392), (Unit 10: pp. 412, 423, and 431), (Unit 11: pp. 453 and 463), (Unit 12: pp. 481,</p>

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		<p>487, and 491), (Unit 13: p. 517), (Unit 14: p. 549).</p> <p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called <i>Trick Words</i> in Foundations) are taught as words to be automatically recognized in Foundations Levels K, 1, and 2. By the end of Level 2, Foundations students are prepared them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities. There is an option for supplemental support with the Trick Words activity (description pp. 64–65).</p> <p>Dictations/Sound Alike & Trick Words (description p. 40): (Unit 1: pp. 95, 97, 99, and 107), (Unit 2: pp. 125, 127, 133, 135, 137, 143, and 145), (Unit 3: p. 163), (Unit 4: pp. 179, 181, 183, 187, 189, and 191), (Unit 5: pp. 205, 207; 209, 211, and 219), (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257), (Bonus Unit: pp. 275 and 277), (Unit 7: pp. 301, 303, 305, 311, and 313), (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351), (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391), (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431), (Unit 11: pp. 449, 451, 453, 459, and 461), (Unit 12: pp. 477, 479, 481, and 489), (Unit 13: pp. 507, 509, 511, 517, and 519), (Unit 14: pp. 535, 537, 539, 541, 545; 547, and 549) Dictation/Sentences (description p. 42): (Unit 1: pp. 95, 97, 99, and 107), (Unit 2: pp. 125, 127, 135, 137, 143, and 145), (Unit 3: p. 163; (Unit 4: pp. 179, 181, 183, 187, 189, and 191), (Unit 5: pp. 205, 207; 209, 211, and 219), (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257), (Bonus Unit: pp. 275, 277, 281, and 285), (Unit 7: pp. 301, 303, 305, 311, and 313), (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351), (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391), (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431), (Unit 11: pp. 449, 451, 453, 459, and 461), (Unit 12: pp. 477, 479, 481, and 489), (Unit 13: pp. 507, 509, 511, 517, and 519), (Unit 14: pp. 535, 537, 539, 541, 545; 547, and 549).</p>
ELAGSE 3L 2f.	<i>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</i>	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant- e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations activities for encoding words with these syllable types include Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts, and Make It Fun. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p>

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		<p>Also, Foundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2, and 3.</p> <p>Dictation/Words (description pp. 34, 36, 38): (Orientation: pp. 81 and 83), (Unit 1: pp. 95, 97, 99, and 107), (Unit 2: pp. 125, 127, 133, 135, 137, 143, and 145), (Unit 3: p. 163), (Unit 4: pp. 179, 181, 183, 187, 189, and 191), (Unit 5: pp. 205, 207; 209, 211, and 219), (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257), (Bonus Unit: pp. 275, 277, 281, and 285), (Unit 7: pp. 301, 303, 305, 311, and 313), (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351), (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391), (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431), (Unit 11: pp. 449, 451, 453, 459, and 461), (Unit 12: pp. 477, 479, 481, and 489), (Unit 13: p. 507, 509, 511, 517, and 519), (Unit 14: pp. 535, 537, 539, 541, 545, 547, and 549) Dictation/Sentences (description p. 42): (Unit 1: pp. 95, 97, 99, and 107), (Unit 2: pp. 125, 127, 135, 137, 143, and 145), (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191), (Unit 5: pp. 205, 207; 209, 211, and 219), (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257), (Bonus Unit: pp. 275, 277, 281, and 285), (Unit 7: pp. 301, 303, 305, 311, and 313), (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351), (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391), (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431), (Unit 11: pp. 449, 451, 453, 459, and 461), (Unit 12: pp. 477, 479, 481, and 489), (Unit 13: pp. 507, 509, 511, 517, and 519), (Unit 14: pp. 535, 537, 539, 541, 545, 547, and 549) Echo/Find Words (description pp. 48, 50, and 52): (Orientation p. 79), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268 and 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: pp. 449 and 459), (Unit 12: p. 475), (Unit 13: p. 505) Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: pp. 95 and 101), (Unit 2: pp. 123, 133, and 141), (Unit 3: p. 161), (Unit 4: pp. 177 and 187), (Unit 5: pp. 205 and 213), (Unit 6: pp. 233, 243, and 251), (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387), (Unit 9: pp. 367, 377, and 387), (Unit 10: pp. 407, 417, and 427), (Unit 11: pp. 447 and 457), (Unit 12: pp. 475 and 485), (Unit 13: pp. 503 and 513), (Unit 14: pp. 533 and 543) Introduce New Concepts (description p. 70): (Unit 1: p. 105) (Unit 3: pp. 157, 158–159, and 162) (Unit 4: pp. 175, 178–179, and 184–185) (Unit 5: pp. 204–205 and 212–213) (Unit 6: pp. 234–235, 242, and 252) (Bonus Unit: pp. 271, 273, and 283) (Unit 7: pp. 296–297, 298–299, and 308) (Unit 8: pp. 326, 328–329, and 346–347) (Unit 9: pp. 366–367, 375, 376–377, 386, and 388–389) (Unit 10: pp. 406, 408–409, 414–415, 416, and 426–427) (Unit 11: pp. 444–445, 446–447, and 457) (Unit 12: pp. 473, 485, and 486–487) (Unit 13: pp. 504 and 515) (Unit 14: pp. 534–535 and 544–545) Make It Fun (description p. 70): (Unit 2: pp. 127 and 144) (Unit 4: pp. 181 and 189), (Unit 5: p. 209), (Bonus Unit: pp. 274, 276, 283, 285, and 286), (Unit 7: p. 311), (Unit 8: pp. 333 and 343), (Unit 8: pp. 333, 343, and 351), (Unit 9: pp. 373, 383, and 392), (Unit 10: pp. 412, 423, and 431), (Unit 11: pp. 453 and 463), (Unit 12: pp. 481, 487, and 491), (Unit 13: p. 517), (Unit 14: p. 549).</p>
ELAGSE 3L 2g.	<i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i>	Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimmiller’s list (Beimmiller, 2010), so that they not only learn word structure, but they also learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student

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		<p>Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the Guess Which One activity in all Units.</p> <p>Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. (See Introduce New Concepts: Unit 5: pp. 214–215 and 217; Make It Fun: Unit 5: p. 218, Unit 10: pp. 412 and 423, Unit 13: p. 517, and Unit 14: p. 549.) Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials (e.g., Foundations classroom posters, Cursive Writing Desk Strips, etc.). (Foundations Introduction – Skills Taught in Foundations: pp. 4, 5, and 8) (Foundations Introduction – Student Success: p. 11)</p> <p>Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: pp. 95 and 101), (Unit 2: pp. 123, 133, and 141), (Unit 3: p. 161), (Unit 4: pp. 177 and 187), (Unit 5: pp. 205 and 213), (Unit 6: pp. 233, 243, and 251), (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387), (Unit 9: pp. 367, 377, and 387), (Unit 10: pp. 407, 417, and 427), (Unit 11: pp. 447 and 457), (Unit 12: pp. 475 and 485), (Unit 13: pp. 503 and 513), (Unit 14: pp. 533 and 543) Word of the Day (description p. 66): (Unit 1: pp. 94, 96, 101, and 106), (Unit 2: pp. 122, 124, 132, 135, 140, and 142), (Unit 3: p. 162), (Unit 4: pp. 176, 180, 186, and 190), (Unit 5: pp. 206 and 216), (Unit 6: pp. 234, 236, 244, 246, 254, and 257), (Unit 7: pp. 300, 302, 310, and 312), (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350), (Unit 9: pp. 368, 370, 378, 380, and 390), (Unit 10: pp. 407, 410, 418, 420, 428, and 430), (Unit 11: pp. 448, 450, 455, and 460), (Unit 12: pp. 476, 478, 486, and 488), (Unit 13: pp. 506, 508, 516, and 518), (Unit 14: pp. 536, 538, 546, and 548)</p>
	Knowledge of Language	
ELAGSE 3L 3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
ELAGSE 3L 3a-b.	Expected to be taught in core ELA program.	
	Vocabulary Acquisition and Use	
ELAGSE 3L 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.	
ELAGSE 3L 4a.	<i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>	Expected to be taught in core ELA program.
ELAGSE 3L 4b.	<i>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless,</i>	Foundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or , closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re , and closed-syllable

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	heat/preheat).	roots dict, duct, fect, fract, ject, junct, lect, min, scribe, sist, spec, struct, and tract are the focus.
ELAGSE 3L 4c.	<i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</i>	See Bonus Unit (Bonus Unit: pp. 264–291), Unit 2 (Unit 2: pp. 114–151), Unit 4 (Unit 4: pp. 170–197) Unit 9 (Unit 9: pp. 360–398) Unit 14 (Unit 14: pp. 528–555). During Word of the Day and Word Talk activities in these units, teachers discuss the meaning of words with affixes. Word of the Day (description p. 66): (Unit 2: pp. 122, 124, 132, 135, 140, and 142) (Unit 4: pp. 176, 180, 186, and 190) (Unit 9: pp. 368, 370, 378, 380, and 390) (Unit 14: pp. 536, 538, 546, and 548) Word Talk (description p. 68): (Unit 2: pp. 128, 136, 138, and 146), (Unit 4: pp. 182 and 192), (Unit 9: pp. 372 and 382) (Unit 14: pp. 540 and 550).
ELAGSE 3L 4d.	<i>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.</i>	<p>Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources, such as BeMiller’s list (BeMiller, 2010), so that they not only learn word structure, but they also learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the Guess Which One activity in all Units.</p> <p>Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. (See Introduce New Concepts: Unit 5: pp. 214–215 and 217; Make It Fun: Unit 5: p. 218; Unit 10: pp. 412 and 423; Unit 13: p. 517; and Unit 14: p. 549.) Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials (e.g., Foundations classroom posters, Cursive Writing Desk Strips, etc.). (Foundations Introduction – Skills Taught in Foundations: pp. 4, 5, and 8) (Foundations Introduction – Student Success: p. 11)</p> <p>Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: pp. 95 and 101), (Unit 2: pp. 123, 133, and 141), (Unit 3: p. 161), (Unit 4: pp. 177 and 187), (Unit 5: pp. 205 and 213), (Unit 6: pp. 233, 243, and 251), (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387), (Unit 9: pp. 367, 377, and 387), (Unit 10: pp. 407, 417, and 427), (Unit 11: pp. 447 and 457), (Unit 12: pp. 475 and 485), (Unit 13: pp. 503 and 513), (Unit 14: pp. 533 and 543) Word of the Day (description p. 66): (Unit 1: pp. 94, 96, 101, and 106), (Unit 2: pp. 122, 124, 132, 135, 140, and 142), (Unit 3: p. 162), (Unit 4: pp. 176, 180, 186, and 190), (Unit 5: pp. 206 and 216), (Unit 6: pp. 234, 236, 244, 246, 254, and 257), (Unit 7: pp. 300, 302, 310, and 312), (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350), (Unit 9: pp. 368, 370, 378, 380, and 390), (Unit 10: pp. 407, 410, 418, 420, 428, and 430), (Unit 11: pp. 448, 450, 455, and 460), (Unit 12: pp. 476, 478, 486, and 488), (Unit 13: pp. 506, 508, 516, and 518), (Unit 14: pp. 536, 538, 546, and 548).</p>
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ELAGSE 3L 5.	<i>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</i>	Expected to be taught in core ELA program.
ELAGSE 3L 6.	<i>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</i>	Expected to be taught in core ELA program.