



Wilson Foundations® Program Alignment to the Tennessee Standards for English Language Arts with a focus Foundational Skills for Grades K–3

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 standards, particularly vocabulary, comprehension, and writing goals in an integrated approach. 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 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 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle.

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

- Each Level of Foundations has a teacher’s manual for its year-long curriculum, with a detailed scope and sequence for all Units.
- Each day has a lesson plan roadmap with a comprehensive two-page presentation, including a quick-glance for the day’s activities as well as teacher and student material needs.
- A companion website provides teachers with additional resources and support, including printable material; animations and 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 appear in learning activities sections and unit introductions in the Teacher’s Manuals, and on

the web-based Learning Community.

- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small-group Tier 2 Foundations are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.

**Foundational Literacy Standards:
Print Concepts Standard 1
FL.PC.1**

Cornerstone: Demonstrate understanding of the organization and basic features of print.

Grade Span	Standards	Citation
1	a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	<p>Students systematically learn features of a sentence. Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation.</p> <p>During Teach Trick Words-Reading, students must recognize the features of the sentence and many conventions of print including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14.</p> <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: p. 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 including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations® students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14.</p> <p>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>

Foundational Literacy Standards: Print Concepts Standard 1 FL.PC.1		
Cornerstone: Demonstrate understanding of the organization and basic features of print.		
		<p>Additional practice in print awareness activities is provided with the stories in the Fluency Kit 1 and the Foundations® Stories Set 1 books as well as the 64 titles in the Geodes® Level 1 Classroom Library, which aligns specifically with the scope and sequence of Foundations® Level 1.</p>
K	<p>a. Follow words from left to right, top to bottom, and page by page.</p>	<p>Storytime activities recommend books and direct teachers to discuss print and book awareness such as Storytime: (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); and (Unit 5, pp. 356, 366, 376, 386, 396, 406) and Make it Fun: (Unit 5, pp. 395 and 405).</p> <p>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>Print awareness in Foundations® is also demonstrated and reinforced during several activities that use Sentence Frames including Teach Trick Words, Trick Word Practice, Word Play–Word Awareness, Word Play–Read Sentences, and Dictation/Sentences. These activities emphasize that sentences are read left to right, words are separated by print.</p> <p>Teach Trick Words (description p. 44): (Unit 3, pp. 250, 260, 270, 280, and 290); (Unit 4, pp. 305, 315, 325, and 335); and (Unit 5, pp. 351, 361, 371, 381, 391, and 401)</p> <p>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>Word Play–Word Awareness: (Unit 1, pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p>

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		<p>Word Play–Read Sentences: (Unit 4: p 3.17, 327, and 336) and (Unit 5, pp. 352, 359, 363, 369, 373, 378, 383, 385, 389, 393, 399, and 403)</p> <p>Word Play–Sentence Dictation/Write Sentences: (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p>Dictation/Sentences (description p. 28): (Unit 5, pp. 351, 379; 383,389, 393, 395, 399, 403, and 405)</p> <p>Make it Fun-Change the Sentence: (Unit 5, pp. 355, 365, and 375)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 16 and 112). 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. The routine for the Duet Books includes print awareness. (See Inside Geodes® Level K, p. 27.)</p>
K	b. Recognize that spoken words are represented in written language by specific sequences of letters.	<p>Foundations® explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words.</p> <p>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); and (Unit 5, pp. 348, 350,</p>

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		<p>352, 358, 360, 362, 368, 370, 372, 378, 380, 382, 384, 388, 390, 392, 398, 400, and 402)</p> <p>Introduce New Concepts: (Unit 2 p. 190); (Unit 3: p. 263); (Unit 4: p. 302); and (Unit 5: p. 349)</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)</p> <p>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, 339); and (Unit 5, pp. 353, 355, 363, 365, 373; p 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Introduce New Concepts: (Unit 3, pp. 241 and 277) and (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:</p> <p>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:</p> <p>Word Play–Listen for Sounds: (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p>

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		<p>Make it Fun: (Unit 1, pp. 68, 78, 98, 128; p 148, and 158) and (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 teacher companion resource community called the Online Learning Community for Foundations.</p>
K	c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.	<p>Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness; Word Play-Read Sentences and Sentence Dictation; Dictation/Sentences; and Make it Fun-Change the Sentence:</p> <p>Teach Trick Words (description p. 44): (Unit 3, pp. 250, 260, 270, 280, and 290); (Unit 4, pp. 305, 315, 325, and 335); and (Unit 5, pp. 351, 361, 371, 381, 391, and 401)</p> <p>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>Word Play–Word Awareness: (Unit 1, pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p>Word Play–Read Sentences: (Unit 4, pp. 317, 327, and 336) and (Unit 5, pp. 352, 359, 363, 369, 373, 378, 383, 385, 389, 393, 399, and 403)</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right.</p> <p>Word Play–Sentence Dictation/Write Sentences: (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p>Dictation/Sentences (description p. 28): (Unit 5, pp. 351, 379; 383, 389, 393, 395, 399, 403, and 405)</p>

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		<p>Make it Fun—Change the Sentence: (Unit 5, pp. 355, 365, and 375)</p> <p>Recognition that words are separated by spaces in print occur during the Storytime activity and with Geodes® Level K Classroom Library Activities are also provided in the Home Support Pack K (p. 31) and the online teacher companion resource community called the Foundations® Learning Community. (See Expert Tips/Ideas section.)</p>
K	d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn its 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 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, p. 56) and (Unit 1, pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, and 174)</p> <p>Drill Sounds (description p. 30): (Orientation, p. 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); and (Unit 5, pp. 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386; p; 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</p>

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		<p>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); and (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, 283, 291, and 293); (Unit 4, pp. 309, 317, 319, 327, 329, 337, and 339); and (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); 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); and (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>Alphabetical Order (description p. 22): (Unit 2, pp. 195, 209, and 219) and (Unit 3, 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 Pack K (pp. 7–19, 21–23, 25–30, 32–37, 39–51, and 62–79) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to</p>

Foundational Literacy Standards: Print Concepts Standard 1 FL.PC.1		
Cornerstone: Demonstrate understanding of the organization and basic features of print.		
		these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)
K	e. Distinguish between pictures and words.	<p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard. Storytime (description p. 48): ((Unit 1, pp. 92, 102, 162, and 172) and (Unit 3, pp. 265, 275, and 285)</i></p> <p>Although Foundations is not a comprehensive writing program, it does recommend that each student use a My Foundations Journal that includes a picture box and writing lines using the Wilson grid. This can be used anytime during the day as it is not part of the standard lesson time. At the beginning of the year, teachers can simply have students make pictures in it, adding words as the year progresses. Students draw and/or write in their My Foundations Journal several times a week. Teachers can have students draw pictures of Echo stories. (See Reminders: pp. 93, 293, 265, 298, 341, 367, 376, 387, and 396)</p>

Foundational Literacy Standards: Phonological Awareness- Standard 2 FL.PA.2		
Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
Grade Span	Standards	Citation
1.	a. Distinguish long from short vowel sounds in spoken single-syllable words.	<p>In Foundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson® tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel- consonant-e syllable type. Words with both long and short vowel sounds are included in word resources for Units 11–14 for decoding and encoding activities. (Resources: pp. 397–398, 435–436, 473–474 and 501–502)</p> <p>Introduce New Concepts: (Unit 11, Introduction, pp. 366, 368, and 387)</p> <p>Make it Fun (description p. 60): (Unit 11, pp. 371, 381, and 391)</p> <p>Word of the Day (description p. 56): (Unit 11, pp. 370, 372, 378, 382, 388, and 393)</p> <p>Word Talk (description p. 58): (Unit 11, pp. 374, 380, 390, and 394)</p> <p>Word Play (description p. 60): (Unit 11, pp. 386 and 392)</p> <p>The vowel- consonant-e concept is reinforced in spelling activities including Echo Find Words and Dictation/Words: Echo/Find Words (description p. 42): (Unit 11, pp. 369, 371, 379, and 387)</p> <p>Dictation/Words (description p. 26): (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393)</p> <p>By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables, and long vowel sounds in vowel- consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (Unit 9, p. 313).</p>

**Foundational Literacy Standards:
Phonological Awareness- Standard 2
FL.PA.2**

Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1	b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.	<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 (refer to Unit 8, Introduction: p. 270). The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends) segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which 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); and (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393)</p> <p>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); and (Unit 14, p. 491)</p>
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Foundational Literacy Standards: Phonological Awareness- Standard 2 FL.PA.2		
Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
		<p>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); and (Unit 11, pp. 368 and 387)</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); and (Unit 8, p. 287); and (Unit 14, pp. 487, 493, and 495)</p>
1	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<p>The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted orally before students identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which 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)</p> <p>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)</p> <p>Introduce New Concepts: (Unit 3, pp. 241 and 277) and (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:</p> <p>Word Play – Listen for Sounds: (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p>

Foundational Literacy Standards: Phonological Awareness- Standard 2 FL.PA.2		
Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
		Make it Fun: (Unit 1, pp. 68, 78, 98, 128, 148, and 158) and (Unit 3, pp. 243, 263, 273, and 293)
1	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<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, and 401)</p> <p>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)</p> <p>Introduce New Concepts: (Unit 3, pp. 241 and 277) and (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:</p> <p>Word Play – Listen for Sounds: (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p> <p>Make it Fun: (Unit 1, pp. 68, 78, 98, 128, 148, and 158) and (Unit 3, pp. 243, 263, 273, and 293)</p>
K	a. Recognize and begin to produce rhyming words.	<p>Instruction emphasizing phonological activities such as rhyming is included in Foundations® Levels K during the Make It Fun and Storytime activities.</p> <p>Make it Fun (description p. 48): (Unit 1, pp. 108, 118, and 128) and (Unit 2: p. 206)</p> <p>Storytime (description p. 48): (Unit 1, pp. 112, 122, and 182)</p> <p>Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, which is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
K	b. Count, pronounce, blend, and segment syllables in spoken words.	<p>Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1.</p> <p>Word Play (description p. 48): (Unit 1, pp. 100, 111, and 120)</p>

Foundational Literacy Standards: Phonological Awareness- Standard 2 FL.PA.2		
Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
		Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, which is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)
K	c. Blend and segment onsets and rimes of single-syllable spoken words.	<p>Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences.</p> <p>Make It Fun (description p. 48): (Unit 1: p. 108) and (Unit 2: p. 206)</p> <p>Storytime (description p. 48): (Unit 1, pp. 112, 122, and 182)</p> <p>Teachers have access to additional phonemic awareness resources provided in the companion Foundations® Learning Community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 20 and 57).</p>
K	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	<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 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); and (Unit 5, pp. 349, 359, 361, 369, 391, and 401)</p> <p>Dictation/Words (description p. 26): (Unit 3, pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, 293) (Unit 4, pp. 309, 317, p. 319, 327, 329, 337, 339) (Unit 5: p 353, 355, 363, 365, 373; p 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Introduce New Concepts: (Unit 3, pp. 241 and 277) and (Unit 4, pp. 307, 322, and 332).</p>

Foundational Literacy Standards: Phonological Awareness- Standard 2 FL.PA.2		
Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
		<p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes:</p> <p>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> <p>The Foundations® Progress Monitoring Tool Level K assesses student’s ability to isolate and pronounce sounds in CVC words. Additional activities are provided in the Home Support Pack K (pp. 38, 57, 89, and 95).</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community Foundations® Learning Community that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>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® Level K, pp. 25, 26, 45, 46, and 56.)</p>
K	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p>During each Echo Find Words, teachers dictate several words which help students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Echo/Find Words (description p. 34): (Unit 3, 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) 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)</p>

Foundational Literacy Standards: Phonological Awareness- Standard 2 FL.PA.2		
Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
		Introduce New Concepts: (Unit 2: p. 190) and (Unit 3: p. 236) Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, which is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)

Foundational Literacy Standards: Phonics and Word Recognition – Standard 3 FL.PWR.3		
Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
Grade Span	Standards	Citation
3	a. Identify and define the meaning of the most common prefixes and derivational suffixes.	<p>Fundations® 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.</p> <p>Introduce New Concepts (description p. 70): (Bonus Unit, pp. 269, 273, 280, 282, and 284–285)</p> <p>Make It Fun (description p.70): (Bonus Unit, pp. 274, 276, and 283)</p>
3	b. Decode words with common Latin suffixes, such as <i>-ly</i> , <i>-less</i> , and <i>-ful</i> .	<p>Fundations® explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or beginning in Unit 2 (see Unit 2, pp. 114–151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Fundations® Level 3 (see Unit 2, 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>

**Foundational Literacy Standards:
Phonics and Word Recognition – Standard 3
FL.PWR.3**

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

		<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); and (Unit 14, pp. 542–543)</p> <p>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:p. 506, 508, 516, and 518); and (Unit 14, pp. 536, 538, 546, and 548)</p> <p>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); and (Unit 14, pp. 540 and 550)</p> <p>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); and (Unit 14, p. 549).</p>
3	c. Decode multi-syllable words.	<p>In Foundations®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160–161 as an example). Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (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</p>

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decoding words with these syllable types include **Guess Which One**, **Introduce New Concepts**, **Word of the Day**, **Word Talk**, **Word Play**, and **Make It Fun** activities.

Guess Which One (description p. 56): (Unit 3, p. 161); (Unit 4, 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); and (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); and (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, 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); and (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); and (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

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		392); (Unit 10, pp. 412, 423, and 431); (Unit 12, p. 481); (Unit 13, pp. 511 and 517); and (Unit 14, pp. 541 and 549) Word Play (description p. 70): (Unit 5, p. 208) and (Bonus Unit, p. 278).
3	d. Read grade-appropriate irregularly spelled words.	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called Trick Words in Foundations) are taught as words to be automatically recognized in Foundations® Levels K, 1 and 2. By the end of Level 2, Foundations® students are prepared to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the Trick Words activity.
2	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	In Foundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (Resources, 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

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Introduction (multisyllabic words); (p. 172); Unit 6 Introduction (p. 202); Unit 7 Introduction (p. 230); Unit 10 Introduction (p. 314); Unit 11 Introduction (p. 342); Unit 13 Introduction (p. 388); Unit 14 Introduction (p. 416); and Unit 15 Introduction (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: **Dictation Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up); Introduce New Concepts, Echo/Find Words, Word of the Day, Word Talk, and Make It Fun.**

Dictation/Words (description 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); and (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, 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)

Introduce New Concepts: (Unit 4, p. 151); (Unit 10, p. 321); (Unit 13, p. 395); and (Unit 15, p. 451)

Echo/Find Words (description p. 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); and (Unit 17, p. 509)

Word of the Day (description p. 56–57): (Unit 3, pp. 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,

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		<p>and 220); (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); and (Unit 15, p. 459)</p> <p>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); and (Unit 17, pp. 503 and 512)</p> <p>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); 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 that explicitly correspond to the scope and sequence of Foundations for grade 2.</p>
2	b. Know spelling-sound correspondences for additional common vowel teams.	<p>In Foundations®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception); vowel-consonant-e (and vowel-consonant-e exception); open, vowel team (digraphs and diphthongs); r-controlled and final stable syllables in both single-syllable and multisyllabic words.</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, and aw). Foundations® is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, and double vowel exception).</p>

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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); and Unit 16 Introduction (p. 472).

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); and (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, 437); (Unit 15, pp. 453, 455, 457, 463, and 465); and (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); and (Unit 16, pp. 481 and 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,

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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); and (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); and (Unit 15, p.461)

Echo/Find Words (description pp. 44-49): (Unit 10, pp.331); (Unit 13, pp.405); (Unit 14, p. 431); and (Unit 15, pp.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. 392, 395, 397, and 405); (Unit 14, pp. 420 and 423); (Unit 15, pp. 448 and 451); and (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); and (Unit 16, pp. 478 and 480)

Word Talk (description pp. 58-59): (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); and (Unit 16, p.484)

Make It Fun (description p. 60): (Unit 10, pp. 323 and 332); (Unit 11, p. 361); (Unit 12, p. 379); (Unit 13, pp. 401 and 407); (Unit 14, p. 424); and (Unit 15, p. 463)

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

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		Kit). Also available is the Geodes® Level 2 Classroom Library* , which provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 2.
2	c. Decode regularly spelled two-syllable words with long vowels.	<p>In Foundations®, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts pp. 176–178 as an example).</p> <p>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:</p> <p>Units 5, 6, and 7 Introductions: (pp. 172, 202, and 230, respectively)</p> <p>Introduce New Concepts: (Unit 5, pp.176-177); (Unit 6, p. 217); (Unit 7: p. 240); and (Unit 8, p. 273)</p> <p>Word of the Day (description pp. 56-57): (Unit 5, pp.180, 184); (Unit 6, pp. 218 and 220); (Unit 7, pp. 242, 246, and 248); (Unit 8, p. 278); (Unit 9, p. 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); and (Unit 17, pp. 496, 498; 506, and 510)</p> <p>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, p. 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, pp.484); and (Unit 17, pp. 503 and 512)</p> <p>Make It Fun (description p. 60): (Unit 5, p. 187); (Unit 6, p. 221); and (Unit 15, p. 463)</p>

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		<p>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 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).</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 that explicitly correspond to the scope and sequence of Foundations for grade 2.</p>
2	d. Decode words with common prefixes and suffixes.	<p>Foundations® explicitly teaches about the base word and prefixes/ suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see 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, pp. 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). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities.</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 2 and Books to Remember Set 2 (included in the Teacher’s Kit). Also available is the Geodes® Level 2 Classroom Library*, which provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 2.</p>

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2	e. Identify words with inconsistent but common spelling-sound correspondences.	<p>Students learn to identify words with inconsistent but common letter- sound correspondences when they learn both closed and vowel- consonant-e syllable exceptions. Refer to Unit 3, Introduction (p. 126) and Unit 6, Introduction (p. 202). Once introduced, these exceptions are included in word resources for all units following, and students must distinguish between regular and inconsistent letter-sound correspondences in both single and multisyllabic words in the following activities: Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up); Introduce New Concepts, Echo/Find, Words, Word of the Day, Word Talk, and Make It Fun.</p> <p>Dictation/Words (description 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); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511)</p> <p>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, 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>Introduce New Concepts: (Unit 4, p. 151); (Unit 10, p. 321); (Unit 13, p. 395); and (Unit 15, p. 451)</p>
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		<p>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); and (Unit 17, p. 509)</p> <p>Word of the Day (description pp. 56-57): (Unit 3, pp. 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); (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); and (Unit 15, p. 459)</p> <p>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); and (Unit 17, pp. 503 and 512)</p> <p>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); 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 that explicitly correspond to the scope and sequence of Foundations for grade 2.</p>
2	f. Recognize and read grade-appropriate irregularly spelled words.	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be automatically recognized.</p> <p>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®</p>

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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).

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, pp. 151 and 159); (Unit 5, pp. 178, 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, pp. 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); and (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); and (Unit 17, pp. 497, 502, and 511)

Dictation/Trick Words (description pp. 36-37): (Unit 1, pp. 87 and 89); (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); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511).

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		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 that explicitly correspond to the scope and sequence of Foundations for grade 2.
2	g. Decode grade-level texts with purpose and understanding.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards.</p> <p>Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing.</p> <p>The Storytime activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</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); (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>

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		<p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p> <p>Word of the Day (description p. 56): (Unit 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, 434); (Unit 15, pp. 450, 454, 459, and 462); (Unit 16, pp. 478 and 480); and (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> <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 Geodes® Level 2 Classroom Library* 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>
1	a. Know the sound-spelling correspondence for common consonant digraphs.	<p>The concept of digraphs was taught in Level K Foundations® and is again explicitly taught in Unit 3 (see Unit 3, pp. 130–153). Digraphs are included in word resources for all Units following for all decoding and encoding activities. (See Unit Resources,</p>

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pp. 179, 195, 231, 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474, and 501–502.)

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, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, and 228); (Unit 7, 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 pages 480, 482, 484, 486, 488, 490, 492, 494, 496, 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, 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)

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		<p>Make It Fun (description p. 60): (Unit 8, p. 287)</p> <p>Additional decoding practice is provided in the Foundations® Home Support Pack 1, Fluency Kit 1, 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>
1	b. Decode regularly spelled one-syllable words.	<p>In Foundations®, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed.</p> <p>Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations® activities that include decoding words with these syllable types include:</p> <p>Introduce New Concepts: (Unit 2, 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, p. 341 and 348); (Unit 11, pp. 366, 367, and 387); (Unit 12, pp. 404, 406, 414, 417, and 424); and (Unit 13, pp. 442, 452, and 462)</p> <p>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); and (Unit 14, pp. 485, 492, and 494)</p>

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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); and (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); and (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, pp. 338 and 344); (Unit 11, pp. 386 and 392); (Unit 13, p. 448); and (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); and (Unit 14, p. 488)
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Also, the r-controlled vowels and vowel teams are introduced in the **Quick Drill/Warm-Up** activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open but will move on to an in-depth word study of open syllables in Level 2 r-controlled vowels and vowel teams (vowel digraph/ diphthong) are introduced in the drill.

Sounds/Warm Up activity beginning in Unit 8. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit

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		<p>more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p>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); and (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>
1	c. Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.	<p>In Foundations® letter/sound correspondences are taught in relation to the syllable type being studied. The v-c-e syllable type is taught in Unit 11, Introduce New Concepts (p. 366).</p> <p>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); (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.</p> <p>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)</p> <p>Dictation/Sounds (description p. 28): (Unit 11, pp. 369, 377, 379, 381, 383, 389, 391, and 393)</p>

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		<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, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p>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); and (Unit 14, pp. 480, 488, 492, 496, and 498)</p>
1	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<p>Fundations® presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, 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 Fundations® Level 1, students first learn to decode closed, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards. (In Level 2, students progress to learn all 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); and (Unit 13, pp. 442, 452, and 462)</p> <p>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); and (Unit 14, pp. 485, 492, and 494)</p> <p>Word Talk (description p. 58): (Unit 12, pp. 410, 412, 420, 422, 430, and 432); (Unit 13, pp. 446, 449, 450, 458, and 468); and (Unit 14, pp. 486, 496, and 498)</p>

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		<p>Make it Fun (description p. 60): (Unit 12, pp. 409, 419, 429) and (Unit 13, pp. 447, 457, and 467)</p> <p>Word Play (description p. 60): (Unit 11, pp. 386 and 392); (Unit 13, p. 448); and (Unit 14, pp. 480, 484, 490)</p> <p>Storytime (description p. 60): (Unit 12, pp. 413, 423, 433); (Unit 13, pp. 460); and (Unit 14, p. 488)</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations® Fluency Kit 1 and Foundations® Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library*, which provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 1.</p>
1	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<p>Foundations® presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, 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, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards.</p> <p>Introduce New Concepts: (Unit 12, pp. 404, 406, 414, 417, and 424) and (Unit 13, pp. 442, 452, and 462)</p> <p>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); and (Unit 14, pp. 485, 492, and 494)</p> <p>Word Talk (description p. 58): (Unit 12, pp. 410, 412, 420, 422, 430, and 432); (Unit 13, pp. 446, 449, 450, 458, and 468); and (Unit 14, pp. 486, 496, and 498)</p> <p>Make it Fun (description p. 60): (Unit 12, pp. 409, 419, and 429) and (Unit 13, pp. 447, 457, and 467)</p>

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		<p>Word Play (description p. 60): (Unit 11, pp. 386 and 392); (Unit 13, p. 448); and (Unit 14, pp. 480, 484, and 490)</p> <p>Storytime (description p. 60): (Unit 12, pp. 413, 423, and 433); (Unit 13: p. 460); and (Unit 14: p. 488)</p> <p>Also, the Foundations® Fluency Kit 1 and Foundations® Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library*, which aligns specifically with the scope and sequence of Foundations® Level 1.</p> <p>Foundations® teaches word structure cumulatively and thoroughly across the K–3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on. Foundations® first teaches a new syllable type in isolation, and then combines it with only other syllable types that have already been studied. In grade 1, Foundations® establishes multisyllabic word work with closed-closed and closed-VCe syllable types only.</p> <p>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>
1	f. Read words with inflectional endings.	<p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (See Unit 6, pp. 196–231) and are included in word resources for all units following for all decoding activities. (See</p>

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		<p>Unit Resources, pp. 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474, and 501–502.)</p> <p>Suffix -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.). The suffix -es is explicitly taught in Unit 13 (See Unit 12, pp. 438–474 and Unit Resources, pp. 501–502.) The activities that include decoding words include Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime activities.</p> <p>Also, students can apply taught skills when using the Fundations® Home Support Pack 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 aligns specifically with the scope and sequence of Fundations® Level 1</p>
1	g. Recognize and read grade-appropriate irregularly spelled words.	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum are taught as words to be 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, focusing students’ attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with flash cards during the Trick Words Drill (Drill Sounds/Warm Up) and by entering each Trick Word into the Student Notebook.</p> <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</p>

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		<p>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>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); and (Unit 14, pp. 480, 484, 486, 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 explicitly corresponding to Foundations’ scope and sequence for grade 1 including Trick Words.</p>
1	h. Read grade-level decodable text with purpose and understanding.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards.</p> <p>Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of</p>

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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, pp. 209); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337, 346, and 356); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, p. 460); and (Unit 14, p. 488)

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); and (Unit 14, pp. 485, 492, and 494)

Additionally, phrasing is modeled and practiced during the **Teach Trick Words–Reading** activity, with sentences written on sentence frames.

Teach Trick Words–Reading (description p. 52): (Unit 2, 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

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11, pp. 373 and 376); (Unit 12, pp. 411, 417, 421, 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497)

Fundations® provides **Fluency Kits** that include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice.

For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. The **Progress Monitoring Tool** also includes oral reading fluency measures.

Fundations® Stories Set 1 (included in Teacher’s Kit), the **Books to Remember Set 1**, and **Geodes® Classroom Library 1** (distributed by Wilson Language Training®) provide additional decoding and fluency practice.

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*** that provides 64 titles that explicitly correspond to the scope and sequence of Fundations for grade 1. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Fundations® scope and sequence along with Fundations® Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.

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K	<p>a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.</p>	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn its 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 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, p. 56) and (Unit 1, pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, and 174)</p> <p>Drill Sounds (description p. 30): (Orientation, p. 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); and (Unit 5, pp. 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386; p; 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); and (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, 283, 291, and 293); (Unit 4, pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5, pp. 355, 363, 365, 375, 379, 389, 395, 399, and 405)</p>
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		<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); and (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>Alphabetical Order (description p. 22): (Unit 2, pp. 195, 209, and 219) and (Unit 3, 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 Pack K (pp. 7–19, 21–23, 25–30, 32–37, 39–51, and 62–79) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
K	b. Associate the long and short phonemes with common spellings for the five major vowels.	In Foundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger

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tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables.

This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations® Level K is the closed syllable type and the short vowel sounds.

Drill Sounds (description p. 30): (Unit 1, 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); and (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, 289); and (Unit 4, pp. 313, 315, 323, 325, 333, 335); and (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: p. 309, 319, 329, and 339); and (Unit 5, pp. 353, 363, 373, 383, 393, and 403)

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		<p>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); and (Unit 2: p. 193)</p> <p>Word Play (description p. 48): (Unit 3: 239, 249, 259, 269, 279, and 289) and (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. Refer to (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325).</p>
K	c. Read common high-frequency words by sight.	<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 Trick Words in Foundations. Starting in Unit 3, several trick words are introduced and practiced in the Teach Trick Words and Trick Word Practice activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary.</p> <p>Teach Trick Words (description p. 44): (Unit 3, pp. 250, 260, 270, 280, and 290); (Unit 4, pp. 305, 315, 325, and 335); and (Unit 5, pp. 351, 361, 371, 381, 391, and 401)</p> <p>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>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,</p>

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		<p>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 Pack K (pp. 81–82, 91, and 100–101). Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, which is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>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, as aligned with the scope and sequence of Foundations® Units. Students practice taught phonetic elements and Foundations® Trick Words in connected text. (See Inside Geodes® Level K, pp. 5, 22, 23, 27, and 43–47.)</p>
K	d. Decode regularly spelled CVC words.	<p>In Level K, students identify and fluently produce sounds of consonants (primary), short vowels, and basic digraphs. Students learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants f, m, n, l, r and s. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with the Word Play-Make Words for Decoding and Make it Fun activities.</p> <p>Introduce New Concepts: (Unit 2 p. 190); (Unit 3: p. 263); (Unit 4: p. 302); and (Unit 5: p. 349)</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); and (Unit 5, pp. 348, 350, 352, 358, 360, 362, 368, 370, 372, 378, 380, 382, 384, 388, 390, 392, 398, 400, and 402)</p> <p>Make it Fun: (Unit 2, p. 206) and (Unit 4, pp. 307, 317, 355, 365, and 375)</p> <p>Emphasize the fluent reading of sentences using phrasing.</p>

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		<p>Word Play–Read Sentences: (Unit 4, pp. 317, 327, and 336) and (Unit 5, pp. 352, 359, 363, 369, 373, 378, 383, 385, 389, 393, 399, and 403)</p> <p>Make it Fun–Change the Sentence: (Unit 5, pp. 355, 365, and 375)</p> <p>Storytime (Unit 4, pp. 331 and 341)</p> <p>(Note: words up to three sounds, including digraphs, are included in the Level K curriculum, see Unit 2-5. Words with four sounds will be explicitly taught in the Foundations Level 1 curriculum.)</p> <p>Additional activities are provided in the Home Support Packet (pp. 58–61, 85–88, 93, 94, 96–98, and 102–104) and the online teacher companion resource community called the Foundations Online Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
K	e. Distinguish between similarly spelled words by identifying the letters that differ.	<p>With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added, or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises, such as word chaining.</p> <p>Introduce New Concepts: (Unit 2, p. 190); (Unit 3, p. 263); (Unit 4, p. 302); and (Unit 5, p. 349)</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, 340); and (Unit 5, pp. 348, 350, 352, 358, 360, 362, 368, 370, 372, 378, 380, 382, 384, 388, 390, 392, 398, 400, and 402)</p> <p>Make it Fun: (Unit 2, p. 206) and (Unit 4, pp. 307, 317, 355, 365, and 375)</p>

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Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
Grade Span	Standards	Citation
3	a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.	<p>In Foundations®, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs); r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations® activities for encoding words with these syllable types include Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up); Echo/Find Words, Guess Which One, Introduce New Concepts and Make It Fun. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound.</p> <p>The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Also, Foundations® systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.</p> <p>Dictation/Words (description 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,</p>

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		<p>pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, 351); (Unit 9, pp. 369;p. 429, 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>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); and (Unit 14: p. 535, 537, 539, 541, 545; 547, and 549)</p> <p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be automatically recognized in Foundations® Levels K, 1 and 2. By the end of Level 2, Foundations® students are prepared to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and there is an option for supplemental support with the Trick Words activity (description 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. p. 301, 303, 305, 311, and 313); (Unit 8, pp. 327, 329, 331, 333,</p>

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		<p>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); and (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); and (Unit 14: p. 535, 537, 539, 541, 545; 547, and 549)</p>
3	b. Use conventional spelling for high-frequency words, including irregular words.	<p>In Foundations®, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs); r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations® activities for encoding words with these syllable types include Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up); Echo/Find Words, Guess Which One, Introduce New Concepts and Make It Fun. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound.</p> <p>The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are</p>

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used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, **Introduce New Concepts** p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Also, Foundations® systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.

Dictation/Words (description pp. 34, 36, and 38): (Orientation, pp. 81and 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, 351); (Unit 9, pp. 369;p. 429, 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); and (Unit 14: p. 535, 537, 539, 541, 545; 547, and 549)

Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be automatically recognized in Foundations®

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		<p>Levels K, 1 and 2. By the end of Level 2, Foundations® students are prepared to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and there is an option for supplemental support with the Trick Words activity (description 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. p. 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); and (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); and (Unit 14: p. 535, 537, 539, 541, 545; 547, and 549)</p>
3	c. Consult reference materials, including a dictionary and	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.

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thesaurus, as needed to check and correct spellings.

The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 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.

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) and **Make It Fun** activities (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 such as Foundations® classroom posters, Cursive Writing Desk Strips, etc. Refer to **Foundations® Introduction–Skills Taught in Foundations** (pp. 4, 5, and 8) and **Foundations® Introduction–Student Success** (p. 11).

Guess Which One (description p. 56): (Orientation, pp. 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); and (Unit 14, pp. 533 and 543)

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		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); and (Unit 14, pp. 536, 538, 546, and 548)
3	d. Write legibly in manuscript; write all lower and uppercase cursive letters.	<p>Cursive handwriting is explicitly taught and integrated into the Foundations Level 3 curriculum using the supplemental Wilson® Cursive Writing Kit. This comprehensive kit includes the complete set of materials needed for cursive writing instruction.</p> <p>Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Foundations handwriting activities help students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum.</p>
2	a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel- <i>r</i> combinations, contractions, homophones, plurals, and possessives.	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity; the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and the Introduce New Concepts and Make It Fun activities. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are</p>

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used to provide a multisensory approach to teaching syllable division for spelling. (See Unit 5, Introduce New Concepts, p. 181 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Words with the six syllable types are included in word resources for all units for use in all encoding activities. (**Resources:** pp. 94–96, 122–124, 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).

Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up): 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); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511)

Dictation/Sentences (description pp. 38-39): Dictation (Dry Erase/Composition Books/Check-Up) - Unit Sounds Dictation: (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)

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		<p>Echo/Find Words (description pp. 44–49): (Orientation: p. 65); (Unit 1, pp. 83 and 113); (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); and (Unit 17, p. 509);</p> <p>Introduce New Concepts: (Unit 2, pp. 105 and 131); (Unit 4, p. 151); (Unit 8, p. 275); (Unit 10, p. 321); (Unit 12, p. 377); (Unit 13, p. 395); (Unit 14, p. 423); (Unit 15: p. 451); and (Unit 16: p. 479)</p> <p>Make It Fun (description p. 60): (Unit 1, pp. 82 and 87); (Unit 2, pp. 111 and 117); (Unit 4, p. 163); (Unit 5, p. 187); (Unit 6, pp. 214 and 221); (Unit 7, pp. 239 and 259); (Unit 9, pp. 295 and 305); (Unit 10, p. 323); (Unit 11, p. 361); (Unit 13, pp. 401 and 407); (Unit 15, p. 463); and (Unit 17, p. 499)</p>
2	<p>b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.</p>	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as q followed by u, digraphs, blends, digraph blends, spelling of /k/, bonus letter (ff, ll, ss), glued sounds (including closed syllable exceptions), long and short vowel sounds, suffixes, prefixes, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, vowel-consonant-e exception, y as a vowel, and spelling options /ər/, /ā/, /ē/, /oi/, /ō/, /ou/, /ū/, /ü/, /û/, and /ò/. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity; the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and the Introduce New Concepts and Make It Fun activities. For multisyllabic words, the focus in Unit 5 shifts from phonemic segmentation to syllabic segmentation. The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Multisyllabic words are included in word resources for all units following Unit 5 for use in all encoding activities. (Resources: pp. 198–200, 226–229, 264–266, 282–284,</p>

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		<p>310–312, 338–340, 366–368, 384–386, 412–414, 440–442, 468–470, 486–488, and 514–516).</p> <p>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up): Dictation/Words (description p. 30-35): (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>Dictation/Sentences (description p. 38-39): (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); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511)</p> <p>Echo/Find Words (description p. 44-49): (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); and (Unit 17, p. 509)</p> <p>Introduce New Concepts: (Unit 8, p. 275); (Unit 10, p. 321); (Unit 12, p. 377); (Unit 13, p. 395); (Unit 14, p. 423); (Unit 15, p. 451); and (Unit 16, p. 479)</p> <p>Make It Fun (description p. 60): (Unit 1, pp. 82 and 87); (Unit 2, pp. 111 and 117); (Unit 4, p. 163); (Unit 5, p. 187); (Unit 6, pp. 214 and 221); (Unit 7, pp. 239 and 259); (Unit 9, pp. 295 and 305); (Unit 10, p. 323); (Unit 11, p. 361); (Unit 13, pp. 401 and 407); (Unit 15, p. 463); and (Unit 17, p. 499)</p>
2	c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.	<p>Students learn to decode words 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 suffixes are included in word resources for all units following Unit 4 for all decoding activities. (Resources, pp. 168–170, 198–</p>

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		<p>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). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Foundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes provide additional decoding practice. Students are taught about consonant doubling starting in Unit 2, pages 98–124.</p>
2	d. Write most common, frequently used words and most irregular words.	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be 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, pp. 151 and 159); (Unit 5, pp.178, 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, pp. 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); and (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);</p>

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		<p>(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); and (Unit 17, pp. 497, 502, and 511)</p> <p>Dictation/Trick Words (description pp. 36-37): (Unit 1, pp. 87 and 89); (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); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511)</p>
2	e. Consult reference materials, including beginning dictionaries, to check and correct spelling.	<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.</p> <p>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 four groups to support learning (a–f, g–l, m–s, and 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, 434); (Unit 15, pp.</p>

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		<p>450, 454, 459, and 462); (Unit 16, pp. 478 and 480); and (Unit 17, pp.496, 498, 504, 506, and 510)</p> <p>Look Words Up in Student Notebook Level 2 (description p. 54)</p>
2	f. Print legibly in manuscript; write many upper and lowercase letters in cursive.	<p>Cursive handwriting is explicitly taught and integrated into the Foundations Level 3 curriculum and can also be taught in Level 2 using the supplemental Wilson® Cursive Writing Kit. This comprehensive kit includes the complete set of materials needed for cursive writing instruction.</p> <p>Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Foundations handwriting activities help students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum.</p>
1	a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 1 students learn to encode closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. Words with open syllables, r-controlled syllables and syllables with vowel combinations present a bit more of a challenge for spelling including options for spelling. Because Foundations focuses on reading and spelling together at once, the in-depth word study for those syllables happens in Level 2.</p> <p>Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity allowing students to kinesthetically manipulate/practice sounds and spell words. The Dictation (Dry Erase) and Dictation (Composition Book) activities helps students develop independent spelling and reinforce their understanding of word structure by marking up the word. For single-syllable words, students must segment sounds and identify the</p>

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		<p>letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time. This simplifies the task of spelling longer words.</p> <p>Introduce New Concepts: (Unit 3, pp. 135 and 145); (Unit 4, p. 168); (Unit 5, p. 185); (Unit 6, p. 203); and (Unit 7, p. 239)</p> <p>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); and (Unit 14: p. 491)</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>
1	b. Use conventional spelling for one-syllable words with common	<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</p>

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vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.

decoding. In Level 1 students learn to encode closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. Words with open syllables, r-controlled syllables and syllables with vowel combinations present a bit more of a challenge for spelling including options for spelling. Because Foundations focuses on reading and spelling together at once, the in-depth word study for those syllables happens in Level 2.

Encoding instruction is conducted using manipulatives (e.g., cards and tiles) with letters during the **Echo/Find Words** activity allowing students to kinesthetically manipulate/practice sounds and spell words. The **Dictation (Dry Erase)** and **Dictation (Composition Book)** activities helps students develop independent spelling and reinforce their understanding of word structure by marking up the word. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time. This simplifies the task of spelling longer words.

Introduce New Concepts: (Unit 3, pp. 135 and 145); (Unit 4, p. 168); (Unit 5, p. 185); (Unit 6, p. 203); and (Unit 7, p. 239)

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); and (Unit 14: p. 491)

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;

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		<p>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>
1	c. Spell words with inflectional endings.	<p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (See Unit 6, pp. 196–231) and are 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.)</p> <p>Suffix -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.) The suffix -es is explicitly taught in Unit 13 (See Unit 12, pp. 438–474 and Unit Resources, pp. 501–502.) The activities that include decoding words include Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime activities.</p> <p>Also, students can apply taught skills when using the Foundations® Home Support Pack 1, Fluency Kit 1, and Foundations® Stories Set 1 (all included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library*, which aligns specifically with the scope and sequence of Foundations® Level 1.</p>

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1	d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.	<p>Word analysis strategies are taught explicitly and systematically. In Unit 12, the focus changes from sounds to syllables and students learn to look at words in larger orthographic parts (syllables, rather than individual sounds). Students learn how to read two-syllable words with closed syllables including compound words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division. See Unit 12 (pp. 400–439). Once taught, compound words are practiced in decoding activities going forward in Units 13 and 14: Introduce New Concepts, word of the Day, Word Talk, Make it Fun, Word Play and Storytime Activities. Contractions are taught in Foundations Level 3.</p> <p>Introduce New Concepts: (Unit 12, pp. 404, 406, 414, 417, and 424) and (Unit 13, pp. 442, 452, and 462)</p> <p>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); and (Unit 14, pp. 485, 492, and 494)</p> <p>Word Talk (description p. 58): (Unit 12, pp. 410, 412, 420, 422, 430, and 432); (Unit 13, pp. 446, 449, 450, 458, and 468), and (Unit 14, pp. 486, 496, and 498)</p> <p>Make it Fun (description p. 60): (Unit 12, pp. 409, 419, and 429) and (Unit 13, pp. 447, 457, and 467)</p> <p>Word Play (description p. 60): (Unit 13, p. 448) and (Unit 14, pp. 480, 484, and 490)</p> <p>Storytime (description p. 60): (Unit 12, pp. 413 and 423), (Unit 13, p. 460), and (Unit 14, p. 488)</p>
1	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<p>Foundations® sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/ Words (description p. 31) Dictation/Sentences (description p. 36): (Unit 2, 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,</p>

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		<p>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, pp. 287); and (Unit 14, pp. 487, 493, and 495)</p> <p>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); and (Unit 14, p. 491)</p> <p>The Home Support Packet activities reinforce encoding skills.</p>
1	f. Write many common, frequently used words and some irregular words.	<p>Students learn high frequency words for spelling. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. The Teach Trick Words-Spelling activity helps students learn to spell high frequency words using gross-motor memory. Students practice spelling learned Trick Words in the Dictation (Composition) Activity in isolation and in sentence dictation.</p> <p>Teach Trick Words - Spelling (description p. 54) (Unit 2, pp. 117 and 121); (Unit 3, pp. 133, 137, 143, and 149); (Unit 4, pp. 161, 165, 171, and 175); (Unit 5, pp. 187 and 191); (Unit 6, pp. 205, 215, and 223); (Unit 7, pp. 241, 249, 259, and 263); (Unit 8, pp. 279 and 289); (Unit 9, pp. 307 and 317); (Unit 10, pp. 335, 339, and 353); (Unit 11, pp. 373 and 377); (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>Dictation (Composition Book) (Dictation/Trick Words description p.34, Dictation/Sentences description p. 36): (Unit 2, p. 123); (Unit 3, pp. 135, 139, and</p>

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		<p>147); (Unit 4, pp. 163, 167, 169, and 175); (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, 255, and 261); (Unit 8, pp. 281, 283, 287, and 291); (Unit 9, pp. 305, 309, 311, 315, 313, 317, 319, and 331); (Unit 10, pp. 331, 335, 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, 457, 461, 465, 467, and 469); and (Unit 14, pp. 483, 487, 489, 491, 493, and 495)</p> <p>Level 1 students will also be able to spell high-frequency words that have regular sound spelling patterns taught in the Level I curriculum that includes closed syllable and vowel-consonant-e syllable. including the following high frequency words from Fry’s first 100 list: and, in; that; it; on; with; at; this; had; but; not; all; when; can; use, an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made</p>
1	g. Print all upper and lowercase letters.	<p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation.</p> <p>Sky Write/Letter Formation (description p. 50): (Unit 1, pp. 70, 72, 75, 76, 81, 82, 85, 86, 90, 92, 94, and 96)</p> <p>Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence.</p> <p>Echo/Letter Formation (description p. 46): (Unit 1, pp. 71, 73, 75, 77, 81, 83, 85, 87, 91, 93, 95, and 97) and (Unit 2, pp. 113 and 115).</p> <p>Students are held accountable for legible handwriting in all dictation activities and on the Unit Tests.</p>

Foundational Literacy Standards: Word Composition – Standard 4 FL.WC.4		
Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
		<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>The Foundations® Home Support Pack 1 also reinforces letter formation. (See pp. 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; the uppercase letters are not retaught unless it is needed. The Level 1 Teacher’s Manual (p. 7) includes an explicit note about the potential need to review or teach uppercase letters in Level 1, depending on the background of the students. The Level 1 Manual includes explicit instructions to teach letter formation (Echo/Letter Formation: p. 46 and Sky Write/Letter 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)</p>
K	a. Write uppercase and lowercase manuscript letters from memory.	Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence. This creates important linkages to the visual, motor, and phonological image of the letter.

**Foundational Literacy Standards:
Word Composition – Standard 4
FL.WC.4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

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.**

Letter-Keyword-Sound (description p. 38): (Orientation, p. 56) and (Unit 1, pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, and 174)

Drill Sounds (description p. 30): (Orientation, p. 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); and (Unit 5, pp. 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386; p; 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, 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); and (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); and (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, 211, 213, 215,

Foundational Literacy Standards: Word Composition – Standard 4 FL.WC.4		
Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
		<p>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>
K	<p>b. Write a letter/letters for most consonant and short vowel sounds (phonemes).</p>	<p>Automatic, fluent handwriting instruction is an integral part of Foundations®, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. 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. The following activities directly teach handwriting: Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook</p> <p>Echo/Letter Formation (description p. 36): (Orientation, p. 58); (Unit 1, 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); and (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>

Foundational Literacy Standards: Word Composition – Standard 4 FL.WC.4		
Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
		<p>Additional activities are provided in the Home Support Pack K (pp. 7–19, 21–23, 25–30, 32–37, 39–51, and 62–79) and the online teacher companion resource community called the Foundations® Learning Community.</p> <p>Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
K	c. Represent phonemes first to last in simple words using letters (graphemes) such as <i>rop</i> for <i>rope</i> .	<p>During each Echo Find Words, teachers dictate several words which help students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Echo/Find Words (description p. 34): (Unit 3, 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)</p> <p>Word Play (description p. 48): (Unit 2, pp. 192, 194, 196, 198, 200, 202, 204, and 210)</p> <p>Echo/Find Words (description p. 34): (Unit 3, pp. 237 and 239)</p> <p>Make It Fun (description p. 48): (Unit 2: p. 206)</p> <p>Introduce New Concepts: (Unit 2: p. 190) and (Unit 3: p. 236)</p> <p>Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, which is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
K	d. Spell VC (<i>at, in</i>) and CVC (<i>pet, mud</i>) words with short vowels; spell V (<i>a, I</i>) and CV (<i>be, go</i>) words with long vowels.	<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, 289); (Unit 4, pp. 307, 313, 315, 322, 323, 325, 333, 335); and (Unit 5, pp. 349, 359, 361, 369, 391, 401)</p>

Foundational Literacy Standards: Word Composition – Standard 4 FL.WC.4		
Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
		<p>Dictation/Words (description p. 26): (Unit 3, pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, 293); (Unit 4, pp.309, 317, 319, 327, 329, 337, and 339); and (Unit 5: p 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Introduce New Concepts: (Unit 5, pp. 351 and 379)</p> <p>Dictation/ Sentences (description p. 28): (Unit 5, pp. 383, 389, 393, 395, 399, 403, and 405)</p> <p>Word Play–Sentence Dictation/Write Sentences (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p>Make it Fun: (Unit 5, pp. 355, 365, and 375)</p> <p>Additional activities are provided in the Home Support Pack K (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 Expert Tips/Ideas section.)</p>
K	e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.	<p>The Wilson® tapping technique adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. Activities provide ample practice for decoding practice including Introduce New Concepts, Word Play-Decoding-Word Play Read Sentences, and Storytime Activities.</p> <p>Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes <i>orally first</i> in a spoken word is emphasized in the procedure of Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds.</p>

Foundational Literacy Standards: Word Composition – Standard 4 FL.WC.4		
Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
		<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)</p> <p>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, 339); and (Unit 5, pp. 353, 355, 363, 365, 373; p 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Introduce New Concepts: (Unit 3, pp. 241 and 277) and (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:</p> <p>Word Play–Listen for Sounds: (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p> <p>Make it Fun: (Unit 1, pp. 68, 78, 98, 128; p 148, and 158) and (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 the Foundations Online Learning Community. that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>Geodes® Level K Library: 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. (See Inside Geodes, pp. 25, 26, 45, 46, and 56)</p>

**Foundational Literacy Standards:
Word Composition – Standard 4
FL.WC.4**

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

K	<p>f. Write some common, frequently used words (<i>am, and, like, the</i>).</p>	<p>Automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be automatically recognized, called Trick Words in Foundations. Starting in Unit 3, several trick words are introduced and practiced in the Teach Trick Words and Trick Word Practice activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary.</p> <p>Teach Trick Words (description p. 44): (Unit 3, pp. 250, 260, 270, 280, and 290); (Unit 4, pp. 305, 315, 325, and 335); and (Unit 5, pp. 351, 361, 371, 381, 391, and 401)</p> <p>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>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 Pack K (pp. 81–82, 91, and 100–101). Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, which is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
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Foundational Literacy Standards: Word Composition – Standard 4 FL.WC.4		
Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
		<p>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, as aligned with the scope and sequence of Foundations® Units. Students practice taught phonetic elements and Foundations® Trick Words in connected text. (See Inside Geodes® Level K, pp. 5, 22, 23, 27, and 43–47.)</p>
K	g. Print many upper and lowercase letters.	<p>Automatic, fluent handwriting instruction is an integral part of Foundations®, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a 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, 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); and (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,</p>

Foundational Literacy Standards: Word Composition – Standard 4 FL.WC.4		
Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
		<p>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 Pack K (pp. 7–19, 21–23, 25–30, 32–37, 39–51, and 62–79) and the online teacher companion resource community called the Foundations® Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>

Foundational Literacy Standards: Fluency- Standard 5 FL.F.5		
Cornerstone: Read with sufficient accuracy and fluency to support comprehension.		
Grade Span	Standards	Citation
3	a. Read grade-level text with purpose and understanding.	<p>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations® does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</p> <p>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).</p> <p>In Level K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate, non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations® Teacher’s Manual Introduction–Skills Taught in Foundations: Fluency, pp. 5-6.)</p>
3	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
3	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	
2	a. Read grade-level text with purpose and understanding.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards.</p> <p>Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of</p>
2	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
2	c. Use context to confirm or self-correct word recognition and	

Foundational Literacy Standards: Fluency- Standard 5 FL.F.5		
Cornerstone: Read with sufficient accuracy and fluency to support comprehension.		
	<p>understanding of words; reread as necessary.</p>	<p>reading, students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing.</p> <p>The Storytime activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</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); (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>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p> <p>Word of the Day (description p. 56): (Unit 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); and (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</p>

Foundational Literacy Standards: Fluency- Standard 5 FL.F.5		
Cornerstone: Read with sufficient accuracy and fluency to support comprehension.		
		<p>titles explicitly corresponding to Foundations’ scope and sequence for grade 2, provide additional decoding practice.</p> <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 Geodes® Level 2 Classroom Library* 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>
1	a. Read grade-level text with purpose and understanding.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards.</p> <p>Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing.</p> <p>The Storytime Activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; And retelling of a story or facts. Students also</p>
1	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
1	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	

Foundational Literacy Standards: Fluency- Standard 5 FL.F.5		
Cornerstone: Read with sufficient accuracy and fluency to support comprehension.		
		<p>focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.</p> <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, pp. 209); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282 and 292); (Unit 9, pp. 310 and 320); (Unit 10, pp. 337, 346, and 356); (Unit 11, pp. 375 and 384); (Unit 12, pp. 413 and 423); (Unit 13, p. 460); and (Unit 14, p. 488)</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p> <p>Word of the Day (description p. 56) (Unit 6, pp. 204, 210, 213, 222, and 224); (Unit 10, pp. 329, 332, 340, 343, 349, and 352); (Unit 13, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485, 492, and 494)</p> <p>Additionally, phrasing is modeled and practiced during the Teach Trick Words–Reading activity, with sentences written on sentence frames.</p> <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, 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497)</p> <p>Fundations® provides Fluency Kits that include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate</p>

Foundational Literacy Standards: Fluency- Standard 5 FL.F.5		
Cornerstone: Read with sufficient accuracy and fluency to support comprehension.		
		<p>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.</p> <p>For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. The Progress Monitoring Tool also includes oral reading fluency measures.</p> <p>Fundations® Stories Set 1 (included in Teacher’s Kit), the Books to Remember Set 1, and Geodes® Classroom Library 1 (distributed by Wilson Language Training®) provide additional decoding and fluency practice.</p> <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 Geodes® Level 1 Classroom Library* that provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 1. 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>
K	a. Read emergent-reader texts with purpose and understanding.	<p>Storytime (description p. 48): (Unit 2, pp. 199, 208, and 218) and (Unit 3, pp. 248, 255, 275, and 285)</p> <p>Students also read connected text with prosody and expression in sentences in:</p>

Foundational Literacy Standards: Fluency- Standard 5 FL.F.5		
Cornerstone: Read with sufficient accuracy and fluency to support comprehension.		
		<p>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>Sentence Reading: (Unit 5, pp. 348 and 350)</p> <p>Word Play–Read Sentences: (Unit 5, pp. 353, 359, 360, 363, 369, 370, 373, 378, 380, 383, 385, 389, 393, 399, and 403)</p> <p>Make it Fun: (Unit 5 p. 355, 365, and 375)</p> <p>Students proofread the written sentence which requires students to read connected text.</p> <p>Dictation/ Sentences (description p. 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 the scope and sequence of Foundations for Level K. These Duet Books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations® scope and sequence along with Foundations® Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p>

**Foundational Literacy Standards:
Sentence Composition- Standard 6
FL.SC.6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Grade Span	Standards	Citation
3	<ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs correctly. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Capitalize appropriate words in titles. k. Use commas in addresses. l. Use commas and quotation marks in dialogue. m. Form and use possessives. n. Write a cohesive paragraph with a main idea and detailed structure. 	<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>

**Foundational Literacy Standards:
Sentence Composition- Standard 6
FL.SC.6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

2	<ul style="list-style-type: none"> a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns, such as myself and ourselves. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs correctly. f. Produce, expand, and rearrange simple and compound sentences. g. Use common coordinating conjunctions. h. Capitalize holidays, product names, and geographic names. i. Use commas in the greeting and closing of a letter. j. Use an apostrophe to form contractions and frequently occurring possessives. k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic. 	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
1	<ul style="list-style-type: none"> a. Use common, proper, and possessive nouns. 	<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>

**Foundational Literacy Standards:
Sentence Composition- Standard 6
FL.SC.6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

	<ul style="list-style-type: none"> b. Use singular and plural nouns with correct verbs in basic sentences. c. Use personal, possessive, and indefinite pronouns. d. Use verbs to convey a sense of past, present, and future. e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions. g. Use articles and demonstratives. h. Use frequently occurring prepositions, such as during, beyond, and toward. i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. j. Capitalize names of people and dates. k. End sentences with correct punctuation. l. Use commas in dates and to separate single words in a series. 	
K	a. With modeling or verbal prompts, orally produce complete sentences.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly</i>

**Foundational Literacy Standards:
Sentence Composition- Standard 6
FL.SC.6**

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

- b. Follow one-to-one correspondence between voice and print when writing a sentence.
- c. Use frequently occurring nouns and verbs when speaking and in shared language activities.
- d. Form regular plural nouns when speaking and in shared language activities.
- e. Understand and use question words (interrogatives) when speaking and in shared language activities.
- f. Use the most frequently occurring prepositions when speaking and in shared language activities.
- g. Produce and expand complete sentences in shared language activities.
- h. Capitalize the first word in a sentence and the pronoun I.
- i. Recognize and name end punctuation.

because it is expected that the core ELA program would include instruction in this standard.

**Foundational Literacy Standards:
Vocabulary Acquisition- Standard 7
FL.VA.7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grade Span	Standards	Citation
3	<p>3. FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>Fundations® provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or, closed- and open-syllable prefixes con-, dis-, un-, en-, em-, ex-, in-, im-, il-, ir-, mis-, non-, sub-, trans-, de-, e-, pre-, pro-, and re-, and closed-syllable roots dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract are the focus.</p> <p>See Bonus Unit (pp. 264–291); Unit 2 (pp. 114–151); Unit 4 (pp. 170–197); Unit 9 (pp. 360–398); and 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.</p> <p>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); and (Unit 14, pp. 536, 538, 546, and 548)</p> <p>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); and (Unit 14, pp. 540 and 550)</p> <p>Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 2010), so that they not only learn word structure, 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</p>

**Foundational Literacy Standards:
Vocabulary Acquisition- Standard 7
FL.VA.7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the **Guess Which One** activity in all Units. 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) and Make It Fun activities (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 such as 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)

Guess Which One (description p. 56): (Orientation, pp. 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); and (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); and (Unit 14, pp. 536, 538, 546, and 548)

**Foundational Literacy Standards:
Vocabulary Acquisition- Standard 7
FL.VA.7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

3	<p>3. FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Distinguish the literal and nonliteral meanings of words and phrases in context. ii. Identify real-life connections between words and their use. iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. 	<p>Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 2010); so that they not only learn word structure, 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)</p> <p>in the homophone dictionary section. This occurs during the Guess Which One activity in all Units. 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) and Make It Fun activities (Unit 5, p. 218; Unit 10, pp. 412 and 423; Unit 13, p. 517; and Unit 14, p. 549)</p> <p>Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials such as Foundations® classroom posters, Cursive Writing Desk Strips, etc. Refer to Foundations® Introduction–Skills Taught in Foundations (pp. 4, 5, and 8) and Foundations® Introduction–Student Success (p. 11).</p> <p>Guess Which One (description p. 56): (Orientation, pp. 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</p>
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Foundational Literacy Standards: Vocabulary Acquisition- Standard 7 FL.VA.7		
Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
		<p>427); (Unit 11, pp. 447 and 457); (Unit 12, pp. 475 and 485); (Unit 13, pp. 503 and 513); and (Unit 14, pp. 533 and 543)</p> <p>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); and (Unit 14, pp. 536, 538, 546, and 548)</p>
3	3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.	Supported throughout Foundations activities – see Introduction
2	<p>2.FL.VA.7a 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.</p> <ul style="list-style-type: none"> i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. 	<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.</p> <p>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 four groups to support learning (a–f, g–l, m–s, and 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</p>

Foundational Literacy Standards: Vocabulary Acquisition- Standard 7 FL.VA.7		
Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	iv. Use knowledge of the meaning of individual words to predict the meaning of compound words. v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	380); (Unit 13, pp. 396, 399, 402, and 406); (Unit 14, pp.426, 430, 434); (Unit 15, pp. 450, 454, 459, and 462); (Unit 16, pp. 478 and 480); and (Unit 17, pp.496, 498, 504, 506, and 510) Look Words Up in Student Notebook Level 2 (description p. 54)
2	2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. i. Identify real-life connections between words and their use. ii. Distinguish shades of meaning among closely related words.	Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453; 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509), Fluency Kit 2 Materials, Books to Remember Set 2
2	2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Storytime (description p. 60): (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, pp. 153, 155, 163, and 165); (Unit 5, pp. 181, 183, 191, and 195); (Unit 6, pp. 211, 217, and 223); (Unit 7, pp. 239, 245, and 251); (Unit 8, p. 276); (Unit 9, pp. 295, 296, 300, and 303); (Unit 10, pp. 319, 327, 328, and 333); (Unit 11, pp. 347, 351, 357, and 359); (Unit 12, pp. 375 and 376); (Unit 13, pp. 393, 398, 403, and 409); (Unit 14, pp. 425, 427, 432, and 435); (Unit 15, pp. 453; 457, 459, and 461); (Unit 16, pp. 477 and 481); and (Unit 17, pp. 500, 505, 507, and 509), Fluency Kit 2 Materials, Books to Remember Set 2
1	1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	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, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485 and 494)

Foundational Literacy Standards: Vocabulary Acquisition- Standard 7 FL.VA.7		
Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Use frequently occurring affixes as a clue to the meaning of a word. iii. Identify frequently occurring root words and their inflectional forms.	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)
1	1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. i. Sort words into categories to gain a sense of the concepts the categories represent. ii. Define words by category and by one or more key attributes. iii. Identify real-life connections between words and their use. iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.	<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, 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); and (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); and (Unit 14, pp. 486; 496, and 498)
1	1.FL.VA.7c 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.	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); and (Unit 14, p. 489)

**Foundational Literacy Standards:
Vocabulary Acquisition- Standard 7
FL.VA.7**

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

K	<p>K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.</p> <ul style="list-style-type: none"> i. Identify new meanings for familiar words and apply them accurately. ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. 	<p>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.</p>
K	<p>K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Sort common objects into categories to gain a sense of the concepts the categories represent. ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. iii. Make real-life connections between words and their use. iv. Distinguish shades of meaning among verbs describing the same general action. 	<p>Supported throughout Foundations activities – see Introduction</p>

Foundational Literacy Standards: Vocabulary Acquisition- Standard 7 FL.VA.7		
Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
K	K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Supported throughout Foundations activities – see Introduction