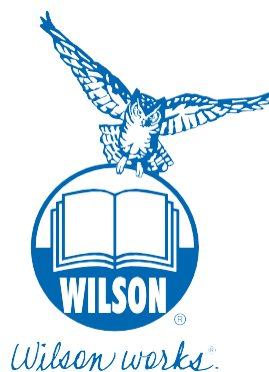


# **Utah State Office of Education**

## **Core Standards for English Language Arts**

### Correlations for Levels K–3



**SECOND EDITION**

Wilson Language Training Corporation

[www.wilsonlanguage.com](http://www.wilsonlanguage.com)

[www.foundations.com](http://www.foundations.com)



## Wilson Foundations® Program Alignment Utah State Office of Education Core Standards for English Language Arts with a focus on Reading Standards for Foundational Skills for Grades K–3

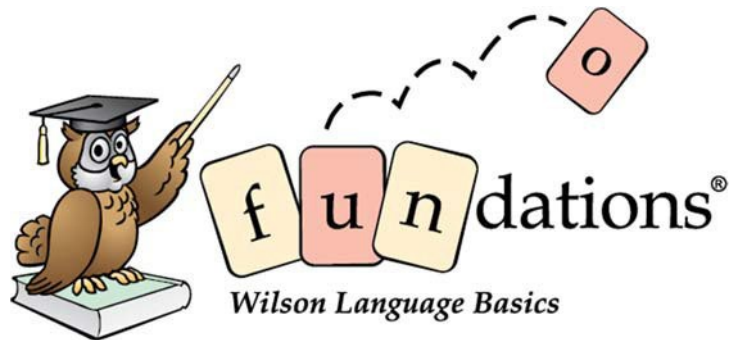
Foundations® thoroughly and systematically solidifies students' foundational skills, spelling, and handwriting using a research-based **Structured Literacy** approach. Additionally, it reinforces and supports other English language arts standards, particularly vocabulary, comprehension, and writing goals in an integrated approach. The program 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.



## Fundations® LEVEL K Program

Alignment to the Utah State Office of Education Core Standards for English Language Arts with a focus on Reading Standards for Foundational Skills

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**Foundations® Alignment to  
Utah State Office of Education Core Standards for English  
Language Arts Kindergarten**

**Reading Standards: Foundational Skills**

**PRINT CONCEPTS**

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

**Foundations® Alignment to  
Utah State Office of Education Core Standards for English  
Language Arts Kindergarten**

Std. #	Standard Language	Primary Citations
RF 1a.	<p>Demonstrate understanding of the organization and basic features of print.</p> <p><b><i>Follow words from left to right, top to bottom, and page by page.</i></b></p>	<p><b>Storytime</b> activities recommend books and direct teachers to discuss print and book awareness such as <b>Storytime</b>: (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 <b>Make it Fun</b>: (Unit 5, pp. 395 and 405).</p> <p>Additional <b>Storytime</b> activities have students read text from top to bottom and left to right with a return sweep: <b>Storytime</b>: (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 <b>Teach Trick Words, Trick Word Practice, Word Play–Word Awareness, Word Play–Read Sentences, and Dictation/Sentences</b>. These activities emphasize that sentences are read left to right, words are separated by print.</p> <p><b>Teach Trick Words (description p. 44)</b>: (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><b>Trick Word Practice (description p. 46)</b>: (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><b>Word Play–Word Awareness</b>: (Unit 1, pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p><b>Word Play–Read Sentences</b>: (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><b>Word Play–Sentence Dictation/Write Sentences</b> (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p><b>Dictation/Sentences (description p. 28)</b>: (Unit 5, pp. 351, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p><b>Make it Fun-Change the Sentence</b>: (Unit 5, pp. 355, 365, and 375)</p> <p>Additional activities are provided in the <b>Home Support Pack K</b> (pp. 16 and 112).</p> <p>The <b>Geodes® Level K Classroom Library</b>, 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 <b>Inside Geodes® Level K</b>, p. 27.)</p>

**Foundations® Alignment to  
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Std. #	Standard Language	Primary Citations
RF 1b.	Demonstrate understanding of the organization and basic features of print. <b><i>Recognize that spoken words are represented in written language by specific sequences of letters.</i></b>	<p>Foundations® explicitly <b>demonstrates</b> that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words.</p> <p><b>Word Play–Make Words for Decoding (description p. 48):</b> (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><b>Introduce New Concepts:</b> (Unit 2 p. 190); (Unit 3: p. 263); (Unit 4: p. 302); and (Unit 5: p. 349)</p> <p><b>Echo/Find Words (description p. 34):</b> (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><b>Dictation/Words (description p. 26):</b> (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><b>Introduce New Concepts:</b> (Unit 3, pp. 241 and 277) and (Unit 4, pp. 307, 322, and 332)</p> <p>Additional <b>Make it Fun</b> activities support the skill of students blending spoken phonemes to form one-syllable words:</p> <p><b>Make it Fun:</b> (Unit 2, pp. 197 and 216); (Unit 3, pp. 253 and 283); and (Unit 4, pp. 327 and 337)</p> <p>Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes:</p> <p><b>Word Play–Listen for Sounds:</b> (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p> <p><b>Make it Fun:</b> (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 <b>Home Support Packet</b> (pp. 38, 57, 89, and 95) and online teacher companion resource community called the Online Learning Community for Foundations.</p>

**Foundations® Alignment to  
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Std. #	Standard Language	Primary Citations
RF 1c.	Demonstrate understanding of the organization and basic features of print. <i>Understand that words are separated by spaces in print.</i>	<p>Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include <b>Teach Trick Words</b>; <b>Trick Word Practice</b>; <b>Word-Play-Word Awareness</b>; <b>Word Play-Read Sentences and Sentence Dictation</b>; <b>Dictation/Sentences</b>; and <b>Make it Fun-Change the Sentence</b>:</p> <p><b>Teach Trick Words (description p. 44):</b> (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><b>Trick Word Practice (description p. 46):</b> (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><b>Word Play–Word Awareness:</b> (Unit 1, pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p><b>Word Play–Read Sentences:</b> (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 <b>Sentence Dictation</b> activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right.</p> <p><b>Word Play–Sentence Dictation/Write Sentences:</b> (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p><b>Dictation/Sentences (description p. 28):</b> (Unit 5, pp. 351, 379; 383, 389, 393, 395, 399, 403, and 405)</p> <p><b>Make it Fun–Change the Sentence:</b> (Unit 5, pp. 355, 365, and 375)</p> <p>Recognition that words are separated by spaces in print occur during the <b>Storytime</b> activity and with <b>Geodes® Level K Classroom Library Activities</b> are also provided in the <b>Home Support Pack K</b> (p. 31) and the online teacher companion resource community called the Foundations® Learning Community. (See the <b>Expert Tips/Ideas</b> section.)</p>
RF 1d.	Demonstrate understanding of the organization and basic features of print. <i>Recognize and name all upper- and lowercase letters of the alphabet.</i>	<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: <b>Letter-Keyword-Sound</b>, <b>Drill Sounds</b>, <b>Echo/Find Letters</b>, <b>Dictation/ Sounds</b>, <b>Echo/Letter Formation</b>, <b>Skywrite/Letter Formation</b>, <b>Student Notebook</b>, <b>Alphabetical Order</b>, and <b>Make it Fun</b>.</p> <p><b>Letter-Keyword-Sound (description p. 38):</b> (Orientation, p. 56) and (Unit 1, pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, and 174)</p> <p><b>Drill Sounds (description p. 30):</b> (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,</p>

**Foundations® Alignment to  
Utah State Office of Education Core Standards for English  
Language Arts Kindergarten**

Std. #	Standard Language	Primary Citations
		<p>404, and 406)</p> <p><b>Echo/Find Letters (description p. 32):</b> (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><b>Dictation/Sounds (description p. 24): Dictation (Dry Erase)–Unit Sounds</b> (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><b>Echo/Letter Formation (description p. 36):</b> (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>
RF 1d.	<p>Demonstrate understanding of the organization and basic features of print. <b><i>Recognize and name all upper- and lowercase letters of the alphabet.</i></b></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: <b>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/ Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, and Make it Fun.</b></p> <p><b>Letter-Keyword-Sound (description p. 38):</b> (Orientation, p. 56) and (Unit 1, pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, and 174)</p> <p><b>Drill Sounds (description p. 30):</b> (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><b>Echo/Find Letters (description p. 32):</b> (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><b>Dictation/Sounds (description p. 24): Dictation (Dry Erase)–Unit Sounds</b> (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><b>Echo/Letter Formation (description p. 36):</b> (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><b>Skywrite/Letter Formation (description p. 40):</b> (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>



**Foundations® Alignment to  
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Std. #	Standard Language	Primary Citations
		<p><b>Student Notebook (description p. 42):</b> (Orientation p. 57); (Unit 1, pp. 65, 67, 69, 75, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2, pp. 193, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227); and (Unit 4, pp. 303 and 350)</p> <p><b>Alphabetical Order (description p. 22):</b> (Unit 2, pp. 195, 209, and 219) and (Unit 3, pp. 239, 247, 257, 267, and 287)</p> <p><b>Make it Fun (description p. 48):</b> (Unit 1, pp. 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, and 178)</p> <p>Additional activities are provided in the <b>Home Support Pack K</b> (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 the <b>Expert Tips/Ideas</b> section.)</p>

# Foundations® Alignment to Utah State Office of Education Core Standards for English Language Arts Kindergarten

## PHONOLOGICAL AWARENESS

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

Std. #	Standard Language	Primary Citations
RF 2a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Recognize and produce rhyming words.</b>	Instruction emphasizing phonological activities such as rhyming is included in Foundations® Levels K during the <b>Make It Fun</b> and <b>Storytime</b> activities. <b>Make it Fun (description p. 48):</b> (Unit 1, pp. 108, 118, and 128) and (Unit 2: p. 206) <b>Storytime (description p. 48):</b> (Unit 1, pp. 112, 122, and 182)  Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, that is available to teachers with the purchase of the Level K Manual. (See the <b>Expert Tips/Ideas</b> section.)
RF 2b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Count, pronounce, blend, and segment syllables in spoken words.</b>	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 <b>Word Play</b> activity in Unit 1. <b>Word Play (description p. 48):</b> (Unit 1, pp. 100, 111, and 120)  Teachers have access to additional resources provided in a companion learning community, the Foundations® Learning Community, that is available to teachers with the purchase of the Level K Manual. (See the <b>Expert Tips/Ideas</b> section.)
RF 2c.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Blend and segment onsets and rimes of single-syllable spoken words.</b>	Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. <b>Make It Fun (description p. 48):</b> (Unit 1: p. 108) and (Unit 2: p. 206) <b>Storytime (description p. 48):</b> (Unit 1, pp. 112, 122, and 182)  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 the <b>Expert Tips/Ideas</b> section.)  Additional activities are provided in the Home Support Pack K (pp. 20 and 57).

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Language Arts Kindergarten**

Std. #	Standard Language	Primary Citations
RF 2d.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words<sup>(1)</sup>. (This does not include CVCs ending with /l/, /r/, or /x/.)</b>	<p>Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes <b>orally first</b> in a spoken word is emphasized in the procedure of <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. 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 <b>then</b> identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds.</p> <p><b>Echo/Find Words (description p. 34):</b> (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><b>Dictation/Words (description p. 26):</b> (Unit 3, pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, 293) (Unit 4, pp. 309, 317, 319, 327, 329, 337, 339) (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p><b>Introduce New Concepts:</b> (Unit 3, pp. 241 and 277) and (Unit 4, pp. 307, 322, and 332).</p> <p>Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes:</p> <p><b>Word Play–Listen for Sounds</b> (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p> <p><b>Make it Fun</b> (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 <b>Home Support Pack K</b> (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 the <b>Expert Tips/Ideas</b> section.)</p> <p><b>Geodes® Level K Library:</b> 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 <b>Inside Geodes® Level K</b>, pp. 25, 26, 45, 46, and 56.)</p>
RF 2e.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b>	<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><b>Echo/Find Words (description p. 34):</b> (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><b>Word Play (description p. 48):</b> (Unit 2, pp. 192, 194, 196, 198, 200, 202, 204, and 210)</p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3, pp. 237 and 239)</p> <p><b>Make It Fun (description p. 48):</b> (Unit 2: p. 206)</p> <p><b>Introduce New Concepts:</b> (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, that is available to teachers with the purchase of the Level K Manual. (See the <b>Expert Tips/Ideas</b> section.)</p>

**Fundations® Alignment to  
Utah State Office of Education Core Standards for English  
Language Arts Kindergarten**

**PHONICS AND WORD RECOGNITION**

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

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

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

With Fundations, automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are called Trick Words in Fundations. 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.

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

**Foundations® Alignment to  
Utah State Office of Education Core Standards for English  
Language Arts Kindergarten**

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

**Foundations® Alignment to  
Utah State Office of Education Core Standards for English  
Language Arts Kindergarten**

Std. #	Standard Language	Primary Citations
RF 3b.	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>Associate the long <sup>(2)</sup> and short sounds with the common spellings (graphemes) for the five major vowels.</b></p>	<p>In Foundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables.</p> <p>This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations® Level K is the closed syllable type and the short vowel sounds.</p> <p><b>Drill Sounds (description p. 30):</b> (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, 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)</p> <p><b>Echo/Find Letters (description p. 32):</b> (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)</p> <p><b>Letter-Keyword-Sound (description p. 38):</b> (Unit 1, pp. 84, 94, 105, and 124)</p> <p><b>Echo/Letter Formation (description p. 36):</b> (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)</p> <p><b>Student Notebook (description p. 42):</b> (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><b>Word Play (description p. 48):</b> (Unit 3: 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p> <p><b>Word Play–Listen for Sounds</b> introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds. Refer to (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325).</p>

**Foundations® Alignment to  
Utah State Office of Education Core Standards for English  
Language Arts Kindergarten**

Std. #	Standard Language	Primary Citations
RF 3c.	<p>Know and apply grade-level phonics and word analysis skills for decoding words.</p> <p><b>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</b></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 <b>Teach Trick Words</b> and <b>Trick Word Practice</b> activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary.</p> <p><b>Teach Trick Words (description p. 44):</b> (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><b>Trick Word Practice (description p. 46):</b> (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: <b>the, a, and, are, to, is, his, as, has, was, we, she, he, be, me, I, you, they, or, for, of, have, from, by, my, do, and one.</b> 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: <b>in, that, it, on, with, at, this, had, but, not, when, if, up, then, them, him, sit, did, and get.</b></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, that is available to teachers with the purchase of the Level K Manual. (See the <b>Expert Tips/Ideas</b> section.)</p> <p><b>Geodes® Level K Library</b> 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 <b>Inside Geodes® Level K</b>, pp. 5, 22, 23, 27, and 43–47.)</p>
RF 3d.	<p>Know and apply grade-level phonics and word analysis skills for decoding words.</p> <p><b>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</b></p>	<p>With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added, or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises, such as word chaining.</p> <p><b>Introduce New Concepts:</b> (Unit 2, p. 190); (Unit 3, p. 263); (Unit 4, p. 302); and (Unit 5, p. 349)</p> <p><b>Word Play–Make Words for Decoding (description p. 48):</b> (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><b>Make it Fun:</b> (Unit 2, p. 206) and (Unit 4, pp. 307, 317, 355, 365, and 375)</p>



# Foundations® Alignment to Utah State Office of Education Core Standards for English Language Arts Kindergarten

## FLUENCY

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

Std. #	Standard Language	Primary Citations
RF 4.	Read emergent-reader texts with purpose and understanding.	<p><b>Storytime (description p. 48):</b> (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> <p><b>Trick Word Practice (description p. 46):</b> (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><b>Sentence Reading:</b> (Unit 5, pp. 348 and 350)</p> <p><b>Word Play-Read Sentences:</b> (Unit 5, pp. 353, 359, 360, 363, 369, 370, 373, 378, 380, 383, 385, 389, 393, 399, and 403)</p> <p><b>Make it Fun:</b> (Unit 5 p. 355, 365, and 375)</p> <p>Students proofread the written sentence which requires students to read connected text.</p> <p><b>Dictation/ Sentences (description p. 28):</b> (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 <b>Geodes® Level K Classroom Library</b>, 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>



# Foundations® Alignment to Utah State Office of Education Core Standards for English Language Arts Kindergarten

## Reading Standards for Literature

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

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

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RL 1.	With prompting and support, <i>ask and answer questions about key details in a text.</i>	<b>Storytime (description p. 48)</b> : (Unit 1, pp. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406)
RL 2.	With prompting and support, <i>retell familiar stories, including key details.</i>	<b>Storytime (description p. 48)</b> : (Unit 1, pp. 82, 92, 102, 112, 122, 142, 152, 162, and 182); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, and 341); and (Unit 5, pp. 356, 366, 376, 386, 396)
RL 3.	With prompting and support, <i>identify characters, settings, and major events in a story.</i>	<b>Storytime (description p. 48)</b> : (Unit 1, pp. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406)
	<b>Craft and Structure</b>	
RL 4.	Ask and answer questions about unknown words in a text.	<b>Storytime (description p. 48)</b> : (Unit 1, pp. 102, 112, 122, 132, 172, and 182); (Unit 2, pp. 199, 208, and 218); and (Unit 3: p. 275)
RL 5.	Recognize common types of texts (e.g., storybooks, poems)	<b>Storytime (description p. 48)</b> : (Unit 3, pp. 285 and 295); (Unit 4, pp. 311 and 321); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406)
RL 6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>Storytime (description p. 48)</b> : (Unit 1, pp. 112, 122, 132, 162); (Unit 2, pp. 199, 208, 218); (Unit 3: p. 285); (Unit 4, pp. 311, 321); and (Unit 5, pp. 356, 366, 376, 386, and 396)

**Foundations® Alignment to  
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Std. #	Standard Language	Primary Citations
	<b>Integration of Knowledge and Ideas</b>	
RL 7.	With prompting and support, <i>describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</i>	<b>Storytime (description p. 48):</b> (Unit 1, pp. 92, 102, 162, and 172); (Unit 3, pp. 265, 275, and 285); and (Unit 4: p. 311)
RL 8.	(Not applicable to literature)	
RL 9.	With prompting and support, <i>compare and contrast the adventures and experiences of characters in familiar stories.</i>	<b>Storytime (description p. 48):</b> (Unit 1, pp. 162 and 172); (Unit 3, pp. 245, 255, 265, 285, and 295); (Unit 4, pp. 311 and 321); and (Unit 5, pp. 366 and 386)
	<b>Range of Reading and Level of Text Complexity</b>	
RL 10.	Actively engage in group reading activities with purpose and understanding.	<b>Storytime (description p. 48):</b> (Unit 1, pp. 52, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 244, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, and 341); and (Unit 5: 356, 366, 376, 386, 396, and 406)

# Foundations® Alignment to Utah State Office of Education Core Standards for English Language Arts Kindergarten

## Reading Standards for Informational Text

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

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

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RI 1.	With prompting and support, <i>ask and answer questions about key details in a text.</i>	<b>Storytime (description p. 48)</b> : (Unit 1, pp. 102, 122, 132, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 275, 285, and 295); (Unit 4, pp. 311, 321, and 331); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406)
RI 2.	With prompting and support, <i>identify the main topic and retell key details of a text.</i>	<b>Storytime (description p. 48)</b> : (Unit 2, pp. 285 and 295); (Unit 4: p. 311); and (Unit 5, pp. 356, 366, 376, 386, and 396)
RI 3.	With prompting and support, <i>describe the connection between two individuals, events, ideas, or pieces of information in a text.</i>	<b>Storytime (description p. 48)</b> : (Unit 1: p. 142); (Unit 3: p. 245); and (Unit 5, pp. 356, 366, 376, 386, and 396)
	<b>Craft and Structure</b>	
RI 4.	With prompting and support, <i>ask and answer questions about unknown words in a text.</i>	<b>Storytime (description p. 48)</b> : (Unit 5, pp. 356, 376, and 396)
RI 5.	Identify the front cover, back cover, and title page of a book.	<b>Storytime (description p. 48)</b> : (Unit 1, pp. 112, 122, 132, 162); (Unit 2, pp. 199, 208, 218); (Unit 3: p. 285); (Unit 4, pp. 311 and 321); and (Unit 5, pp. 356, 366, 376, 386, and 396)
RI 6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>Storytime (description p. 48)</b> : (Unit 1, pp. 112, 122, 132, 162); (Unit 2, pp. 199, 208, 218); (Unit 3: p. 285); (Unit 4, pp. 311 and 321); and (Unit 5, pp. 356, 366, 376, 386, and 396)

**Foundations® Alignment to  
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Std. #	Standard Language	Primary Citations
	<b>Integration of Knowledge and Ideas</b>	
RI 7.	With prompting and support, <i>describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</i>	<b>Storytime (description p. 48):</b> (Unit 4, pp. 295 and 321) and (Unit 5, pp. 376 and 396)
RI 8.	With prompting and support, <i>identify the reasons an author gives to support points in a text.</i>	<b>Storytime (description p. 48):</b> (Unit 1: p. 143); (Unit 3: p. 245); and (Unit 5, pp. 356, 366, 376, 386, and 396)
RI 9.	With prompting and support, <i>identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i>	<b>Storytime (description p. 48):</b> (Unit 5, pp. 356, 366, 376, 386, 396, and 406)
	<b>Range of Reading and Level of Text Complexity</b>	
RI 10.	Actively engage in group reading activities with purpose and understanding.	<b>Storytime (description p. 48):</b> (Unit 1, pp. 112, 122, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 285 and 295); (Unit 4, pp. 311 and 321); and (Unit 5, pp. 356, 366, 376, 386, and 396)

**Foundations® Alignment to  
Utah State Office of Education Core Standards for English  
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**Speaking and Listening Standards**

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

Std. #	Standard Language	Primary Citations
	<b>Comprehension and Collaboration</b>	
SL 1a.	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <b>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>	<b>Storytime (description p. 48):</b> (Unit 1, pp. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406)
SL 1b.	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <b>Continue a conversation through multiple exchanges.</b>	<b>Storytime (description p. 48):</b> (Unit 1, pp. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406)
SL 2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<b>Storytime (description p. 48):</b> (Unit 1, pp. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406)

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

# Foundations® Alignment to Utah State Office of Education Core Standards for English Language Arts Kindergarten

## Language Standards

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

Std. #	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
	Foundations teaches <b>both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach</b> which explicitly teaches total word structure, not just phonics. <b>Encoding (spelling) skills</b> are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). In addition to the foundational skills, Foundations also strongly supports several language standards as described below.	
L 1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Print many upper- and lowercase letters.</b>	<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 <b>all 26 letters, upper- and lowercase</b>, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following your verbalization.</p> <p>This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. The following activities directly teach handwriting: <b>Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook</b></p> <p><b>Echo/Letter Formation (description p. 36):</b> (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><b>Skywrite/Letter Formation (description p. 40):</b> (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><b>Student Notebook (description p. 42):</b> (Orientation p. 57); (Unit 1, pp. 65, 67, 69, 75, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2, pp. 193, 201, 203, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227); and (Unit 4, pp. 303 and 350)</p> <p>Additional activities are provided in the Home Support 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 the <b>Expert Tips/Ideas</b> section.)</p>

**Foundations® Alignment to  
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Std. #	Standard Language	Primary Citations
L 1b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use frequently occurring nouns and verbs.</b>	<b>Dictation/Sentences (description p. 28):</b> (Unit 5, pp. 383, 360, 389, 395, and 403)
L 1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</b>	<b>Word Play (description p. 48):</b> (Unit 1, pp. 70, 80, 90, 110, 150, 160, and 180)
L 1e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b>	<b>Teach Trick Words (description p. 44):</b> (Unit 3, pp. 260, 270, 280, and 290); (Unit 4, pp. 305, 315, 325, and 335); and (Unit 5, pp. 351, 361, 371, 381, 391, and 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: 265, 275, 285, and 295); (Unit 4, pp. 309, 319, 329, and 339); and (Unit 5, pp. 354, 364, 375, 385, 394, and 404)
L 1f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Produce and expand complete sentences in shared language activities.</b>	<b>Storytime (description p. 48):</b> (Unit 1, pp. 72, 82, 92, 102, 112, 132, 142, 152, 162, 172, and 182); (Unit 2, pp. 199, 208, and 218); (Unit 3, pp. 245, 255, 265, 275, 285, and 295); (Unit 4, pp. 311, 321, 331, 341); and (Unit 5, pp. 356, 366, 376, 386, 396, and 406)



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Std. #	Standard Language	Primary Citations
L 2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Capitalize the first word in a sentence and the pronoun I.</i></b>	<p>The following dictation activities have students writing sentences with attention to capitalization and punctuation.</p> <p><b>Introduce New Concepts:</b> (Unit 5, pp. 351 and 379)</p> <p><b>Dictation/Sentences (description p. 28):</b> (Unit 5, pp. 383, 389, 393, 395, 399, 403, and 405)</p> <p><b>Word Play–Sentence Dictation/Write Sentences</b> (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p><b>Make it Fun:</b> (Unit 5, pp. 355, 365, and 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation.</p> <p><b>Word Play (description p. 48):</b> (Unit 1, pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p><b>Teach Trick Words (description p. 44):</b> (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><b>Trick Word Practice (description p. 46):</b> (Unit 3, pp. 255, 265, 275, 285, and 295); (Unit 4, pp. 309, 319, 329, and 339); (Unit 5, pp. 354, 364, 374, 384, 394, and 404)</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 the <b>Expert Tips/Ideas</b> section.)</p>
L 2b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Recognize and name end punctuation.</i></b>	<p>The following dictation activities have students writing sentences with attention to capitalization and punctuation.</p> <p><b>Introduce New Concepts:</b> (Unit 5, pp. 351 and 379)</p> <p><b>Dictation/Sentences (description p. 28):</b> (Unit 5, pp. 383, 389, 393, 395, 399, 403, and 405)</p> <p><b>Word Play–Sentence Dictation/Write Sentences</b> (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p><b>Make it Fun:</b> (Unit 5, pp. 355, 365, and 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation.</p> <p><b>Word Play (description p. 48):</b> (Unit 1, pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p><b>Teach Trick Words (description p. 44):</b> (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><b>Trick Word Practice (description p. 46):</b> (Unit 3, pp. 255, 265, 275, 285, and 295); (Unit 4, pp. 309, 319, 329, and 339); (Unit 5, pp. 354, 364, 374, 384, 394, and 404)</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 the <b>Expert Tips/Ideas</b> section.)</p>

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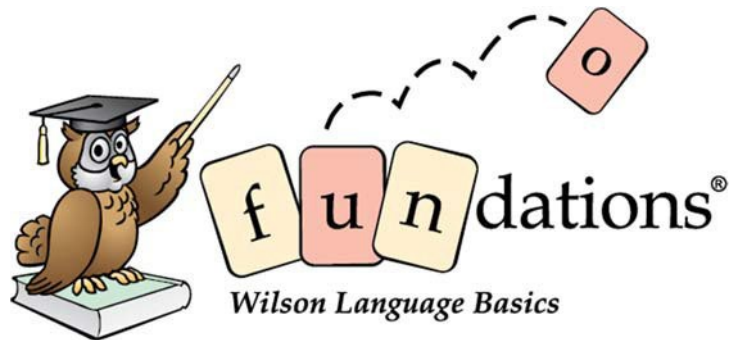
Std. #	Standard Language	Primary Citations
L 2c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>	<p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3, 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> <p><b>Dictation/Words (description p. 26):</b> (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><b>Introduce New Concepts:</b> (Unit 5, pp. 351 and 379)</p> <p><b>Dictation/ Sentences (description p. 28):</b> (Unit 5, pp. 383, 389, 393, 395, 399, 403, and 405)</p> <p><b>Word Play–Sentence Dictation/Write Sentences</b> (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p><b>Make it Fun:</b> (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 the <b>Expert Tips/Ideas</b> section.)</p>
L 2d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b>	<p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3, 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> <p><b>Dictation/Words (description p. 26):</b> (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><b>Introduce New Concepts:</b> (Unit 5, pp. 351 and 379)</p> <p><b>Dictation/ Sentences (description p. 28):</b> (Unit 5, pp. 383, 389, 393, 395, 399, 403, and 405)</p> <p><b>Word Play–Sentence Dictation/Write Sentences</b> (Unit 5, pp. 359, 361, 369, 371, 373, and 381)</p> <p><b>Make it Fun:</b> (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 the <b>Expert Tips/Ideas</b> section.)</p>
	<b>Knowledge of Language</b>	
L 3.	(Begins in grade 2)	
	<b>Vocabulary Acquisition and Use</b>	

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Std. #	Standard Language	Primary Citations
L 4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <b>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</b>	Supported throughout Foundations activities – see Introduction
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <b>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</b>	Supported throughout Foundations activities – see Introduction
L 5b.	With guidance and support from adults, explore word relationships and nuances in word meanings. <b>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b>	Supported throughout Foundations activities – see Introduction
L 5c.	With guidance and support from adults, explore word relationships and nuances in word meanings. <b>Identify real- life connections between words and their use (e.g., note places at school that are colorful).</b>	Supported throughout Foundations activities – see Introduction

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Std. #	Standard Language	Primary Citations
L 5d.	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b><i>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</i></b></p>	Supported throughout Foundations activities – see Introduction



## Fundations® LEVEL 1 Program

Alignment to the Utah State Office of Education Core Standards for English Language Arts with a focus on Reading Standards for Foundational Skills

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**Foundations® Alignment to  
Utah State Office of Education Core Standards for English Language Arts  
Grade 1**

**Reading Standards: Foundational Skills**

PRINT CONCEPTS		
<p>Foundations Level 1 continues to build upon the print awareness skills introduced in kindergarten. During the <b>Storytime</b> activity, students demonstrate an understanding of the organization of basic features of print. During the <b>Teach Trick Words</b> activity concepts of sentence structure is explicitly taught using manipulatives (Sentence Frames) to assist with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. During <b>Sentence Dictation</b> activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Additional practice in print awareness activities is provided with the stories in the Fluency Kit and the Foundations Stories Set 1 books as well as the 64 titles in the <b>Geodes® Level 1 Classroom Library</b> which aligns specifically with the scope and sequence of Foundations Level 1.</p>		
Std. #.	Standard Language	Primary Citations
RF 1a.	Demonstrate understanding of the organization and basic features of print. <b><i>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</i></b>	<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 <b>Teach Trick Words-Reading</b>, students must recognize the features of the sentence and many conventions of print including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14.</p> <p><b>Teach Trick Words-Reading (description p. 52):</b> (Unit 2, 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 <b>Sentence Dictation</b> activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations® students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14.</p> <p><b>Dictation/Sentences:(description p. 36):</b> (Unit 2, 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>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 <b>Geodes® Level 1 Classroom Library*</b>, which aligns specifically with the scope and sequence of Foundations® Level 1.</p>

# Foundations® Alignment to Utah State Office of Education Core Standards for English Language Arts Grade 1

## PHONOLOGICAL AWARENESS

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

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RF 2a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b><i>Distinguish long from short vowel sounds in spoken single-syllable words.</i></b>	<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. (<b>Resources</b>, pp. 397–398, 435–436, 473–474 and 501–502)</p> <p><b>Introduce New Concepts:</b> (Unit 11, Introduction, pp. 366, 368, and 387)</p> <p><b>Make it Fun (description p. 60):</b> (Unit 11, pp. 371, 381, and 391)</p> <p><b>Word of the Day (description p. 56):</b> (Unit 11, pp. 370, 372, 378, 382, 388, and 393)</p> <p><b>Word Talk (description p. 58):</b> (Unit 11, pp. 374, 380, 390, and 394)</p> <p><b>Word Play (description p. 60):</b> (Unit 11, pp. 386 and 392)</p> <p>The vowel- consonant-e concept is reinforced in spelling activities including <b>Echo Find Words</b> and <b>Dictation/Words:</b></p> <p><b>Echo/Find Words (description p. 42):</b> (Unit 11, pp. 369, 371, 379, and 387)</p> <p><b>Dictation/Words (description p. 26):</b> (Unit 11, pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393)</p>

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		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).
RF 2b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b>	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the <b>Dictation Words</b> and <b>Echo/ Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. Blends are introduced in Level 1 (refer to Unit 8, Introduction: p. 270).</p> <p>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><b>Dictation/Words (description p. 26):</b> (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><b>Echo/Find Words (description pp. 42 and 44):</b> (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><b>Introduce New Concepts:</b> (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. 331and 341); and (Unit 11, pp. 368 and 387)</p> <p><b>Make it Fun (description p. 60)</b> (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>
RF 2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words.</b>	<p>The skill of isolating phonemes in a spoken word is emphasized in the procedure of the <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted 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>



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		<p><b>Echo/Find Words (description p. 34):</b> (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><b>Dictation/Words (description p. 26):</b> (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><b>Introduce New Concepts:</b> (Unit 3, pp. 241 and 277) and (Unit 4, pp. 307, 322, and 332)</p> <p>Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes:</p> <p><b>Word Play – Listen for Sounds:</b> (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p> <p><b>Make it Fun:</b> (Unit 1, pp. 68, 78, 98, 128, 148, and 158) and (Unit 3, pp. 243, 263, 273, and 293)</p>
RF 2d.	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i><b>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</b></i></p>	<p>See above <b>Echo/Find Words (description p. 34):</b> (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: p. 349, 359, 361, 369, 391, and 401)</p> <p><b>Dictation/Words (description p. 26):</b> (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><b>Introduce New Concepts:</b> (Unit 3, pp. 241 and 277) and (Unit 4, pp. 307, 322, and 332)</p> <p>Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes:</p> <p><b>Word Play – Listen for Sounds:</b> (Unit 3, pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p> <p><b>Make it Fun:</b> (Unit 1, pp. 68, 78, 98, 128, 148, and 158) and (Unit 3, pp. 243, 263, 273, and 293).</p>

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**PHONICS AND WORD RECOGNITION**

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

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

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

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

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

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RF 3a.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</b>	<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 <b>all</b> Units following for all decoding and encoding activities. (See <b>Unit Resources</b>, pp. 179, 195, 231, 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474, and 501–502.)</p> <p><b>Drill Sounds/Warm Up (description p. 38):</b> (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)</p> <p><b>Introduce New Concepts:</b> (Unit 3, pp. 132, 135, and 145) and (Unit 8 pp. 274 and 284)</p> <p><b>Echo/Find Letters (description p. 40):</b> (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)</p> <p><b>Dictation/Sounds (description p. 28):</b> (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)</p> <p><b>Word Play (description p. 60):</b> (Unit 3, p. 134)</p> <p><b>Make It Fun (description p. 60):</b> (Unit 8, p. 287)</p> <p>Additional decoding practice is provided in the <b>Foundations® Home Support Pack 1, Fluency Kit 1, Foundations® Stories Set 1</b>, and with the 64 books in the <b>Geodes® Level 1 Classroom Library*</b>, which aligns specifically with the scope and sequence of Foundations® Level 1.</p>
RF 3b.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Decode regularly spelled one-syllable words.</b>	<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><b>Introduce New Concepts:</b> (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><b>Word of the Day (description p. 56):</b> (Unit 2, pp. 118 and 122); (Unit 3, pp. 136, 138, 144, and 150); (Unit 4, pp. 162, 170, and 172);</p>

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		<p>(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> <p><b>Word Talk (description p. 58):</b> (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)</p> <p><b>Make it Fun (description p. 60):</b> (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)</p> <p><b>Word Play (description p. 60):</b> (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)</p> <p><b>Storytime (description p. 60):</b> (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)</p> <p><b>Foundations® Fluency Kit 1</b> (included in Teacher’s Kit)</p> <p>Also, the r-controlled vowels and vowel teams are introduced in the <b>Quick Drill/Warm-Up</b> activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open but will move on to an in-depth word study of open syllables in Level 2 r-controlled vowels and vowel teams (vowel digraph/ diphthong) are introduced in the drill.</p> <p><b>Sounds/Warm Up</b> activity beginning in Unit 8. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p><b>Drill Sounds/Warm Up:</b> (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>

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RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Know final -e and common vowel team conventions for representing long vowel sounds.</b>	<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, <b>Introduce New Concepts</b> (p. 366).</p> <p>The letter sound correspondence is then practiced in daily in the <b>Drill Sounds activity (description p. 38)</b>: (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.</p> <p>The <b>Echo/Find Letters</b> activity helps to solidify sound-to-symbol correspondence. Students will add the long-vowel sound in Vce syllable beginning in Unit 11 and onward.</p> <p><b>Echo/Find Letters (description p. 40)</b>: (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><b>Dictation/Sounds (description p. 28)</b>: (Unit 11, pp. 369, 377, 379, 381, 383, 389, 391, and 393)</p> <p>Vowel teams (vowel digraph/diphthong) are introduced in the <b>Drill Sounds/Warm Up</b> activity beginning in Unit 9. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p><b>Drill Sounds/Warm Up</b>: (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>
RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b>	<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 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. (In Level 2, students progress to learn all six syllable types within multisyllabic words.)</p> <p><b>Introduce New Concepts</b>: (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><b>Word of the Day (description p. 56)</b>: (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><b>Word Talk (description p. 58)</b>: (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><b>Make it Fun (description p. 60)</b>: (Unit 12, pp. 409, 419, and 429) and (Unit 13, pp. 447, 457, and 467)</p> <p><b>Word Play (description p. 60)</b>: (Unit 11, pp. 386 and 392); (Unit 13, p. 448); and (Unit 14, pp. 480, 484, and 490)</p>

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		<p><b>Storytime (description p. 60):</b> (Unit 12, pp. 413, 423, and 433); (Unit 13, p. 460); and (Unit 14, p. 488)</p> <p>Also, students have the opportunity to apply taught skills when using the <b>Fundations® Fluency Kit 1</b> and <b>Fundations® Stories Set 1</b> (included in Teacher’s Kit). Also available is the <b>Geodes® Level 1 Classroom Library*</b>, which provides 64 titles that explicitly correspond to the scope and sequence of Fundations for grade 1.</p>
RF 3e.	<p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>Decode two- syllable words following basic patterns by breaking the words into syllables.</b></p>	<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.</p> <p><b>Introduce New Concepts:</b> (Unit 12, pp. 404, 406, 414, 417, and 424) and (Unit 13, pp. 442, 452, and 462)</p> <p><b>Word of the Day (description p. 56):</b> (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><b>Word Talk (description p. 58):</b> (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><b>Make it Fun (description p. 60):</b> (Unit 12, pp. 409, 419, and 429) and (Unit 13, pp. 447, 457, and 467)</p> <p><b>Word Play (description p. 60):</b> (Unit 11, pp. 386 and 392); (Unit 13, p. 448); and (Unit 14, pp. 480, 484, and 490)</p> <p><b>Storytime (description p. 60):</b> (Unit 12, pp. 413, 423, and 433); (Unit 13: p. 460); and (Unit 14: p. 488)</p> <p>Also, the <b>Fundations® Fluency Kit 1</b> and <b>Fundations® Stories Set 1</b> (included in Teacher’s Kit). Also available is the <b>Geodes® Level 1 Classroom Library*</b>, which aligns specifically with the scope and sequence of Fundations® Level 1.</p> <p>Fundations® 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. Fundations® 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, Fundations® 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 Fundations® teaches <b>both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach</b> which explicitly teaches total word structure, not just phonics. <b>Encoding (spelling) skills</b> are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options.</p>

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Std. #.	Standard Language	Primary Citations
RF 3e.	Know and apply grade-level phonics and word analysis skills in decoding words. <b><i>Decode two-syllable words following basic patterns by breaking the words into syllables.</i></b>	<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><b>Introduce New Concepts:</b> (Unit 12, pp. 404, 406, 414, 417, and 424) and (Unit 13, pp. 442, 452, and 462)  <b>Word of the Day (description p. 56):</b> (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)  <b>Word Talk (description p. 58):</b> (Unit 12, pp. 410, 412, 420, 422, 430, 432); (Unit 13, pp. 446, 449, 450, 458, and 468); and (Unit 14, pp. 486, 496, and 498)  <b>Make it Fun (description p. 60):</b> (Unit 12, pp. 409, 419, and 429) and (Unit 13, pp. 447, 457, and 467)  <b>Word Play (description p. 60):</b> (Unit 11, pp. 386 and 392); (Unit 13, p. 448); and (Unit 14, pp. 480, 484, and 490)  <b>Storytime (description p. 60):</b> (Unit 12, pp. 413, 423, and 433); (Unit 13: p. 460); and (Unit 14: p. 488)</p> <p>Also, the <b>Foundations® Fluency Kit 1</b> and <b>Foundations® Stories Set 1</b> (included in Teacher’s Kit). Also available is the <b>Geodes® Level 1 Classroom Library</b>, which aligns specifically with the scope and sequence of Foundations® Level 1. 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 <b>both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach</b> which explicitly teaches total word structure, not just phonics. <b>Encoding (spelling) skills</b> are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options.</p>



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RF 3f.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Read words with inflectional endings.</b>	<p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in <b>Unit 6</b> (See Unit 6, pp. 196–231) and are included in word resources for all units following for all decoding activities. (See <b>Unit Resources</b>, 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 <b>Unit 10</b> (See Unit 10, pp. 324–360) and are included in word resources for all units following for all decoding activities. (See <b>Unit Resources</b>, pp. 397–398, 435–436, 473–474, and 501–502.) The suffix -es is explicitly taught in <b>Unit 13</b> (See Unit 12, pp. 438–474 and Unit Resources, pp. 501–502.) The activities that include decoding words include <b>Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime</b> activities.</p> <p>Also, students can apply taught skills when using the <b>Foundations® Home Support Pack 1, Fluency Kit 1, and Foundations® Stories Set 1</b> (all included in Teacher’s Kit). Also available is the <b>Geodes® Level 1 Classroom Library*</b>, which aligns specifically with the scope and sequence of Foundations® Level 1.</p>
RF 3g.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Recognize and read grade-appropriate irregularly spelled words.</b>	<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 Foundations) are taught separately from phonetically regular words. In Level 1 of Foundations®, students learn 107 Trick Words for both quick and automatic recognition and for spelling.</p> <p>During the <b>Teach Trick Words–Reading</b> activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students’ attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with <b>flash cards</b> during the <b>Trick Words Drill (Drill Sounds/Warm Up)</b> and by entering each Trick Word into the <b>Student Notebook</b>.</p> <p><b>Teach Trick Words–Reading (description p. 52):</b> (Unit 2, pp. 117 and 120); (Unit 3, pp. 133, 137, and 149); (Unit 4, pp. 161, 165, 171, and 175); (Unit 5, pp. 187 and 191); (Unit 6, pp. 205, 214, and 223); (Unit 7, pp. 240, 249, 258, and 263); (Unit 8, pp. 278 and 288); (Unit 9, pp. 307 and 317); (Unit 10, pp. 335, 339, and 353); (Unit 11, pp. 373 and 376); (Unit 12, pp. 411, 417, 421, and 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497)</p> <p>Students also practice trick words for automaticity by reading flashcards as a <b>Trick Word Drill</b> during the <b>Drill Sounds/Warm Up</b> activity: (Unit 3, 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 <b>Geodes® Level 1 Classroom Library*</b>, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1 including Trick Words.</p>



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

Std. #.	Standard Language	Primary Citations
RF 4a.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Read grade-level text with purpose and understanding.</i></b>	The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons 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.
RF 4b.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Read grade-level text orally with accuracy, appropriate rate, and expression.</i></b>	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 <b>Trick Word Reading</b> , <b>Word of the Day</b> , and <b>Storytime</b> . To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing.  The <b>Storytime Activity</b> is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; And retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.
RF 4c.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></b>	<b>Storytime (description p. 60):</b> (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)  <b>Prosody:</b> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <b>Word of the Day</b> activity.  <b>Word of the Day (description p. 56)</b> (Unit 6, 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)

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		<p>Additionally, phrasing is modeled and practiced during the <b>Teach Trick Words–Reading</b> activity, with sentences written on sentence frames.</p> <p><b>Teach Trick Words–Reading (description p. 52):</b> (Unit 2, 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>Foundations® provides <b>Fluency Kits</b> 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.</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 <b>Progress Monitoring Tool</b> also includes oral reading fluency measures.</p> <p><b>Foundations® Stories Set 1</b> (included in Teacher’s Kit), the <b>Books to Remember Set 1</b>, and <b>Geodes® Classroom Library 1</b> (distributed by Wilson Language Training®) provide additional decoding and fluency practice.</p> <p><b>Important Note for Consideration:</b> 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 <b>Geodes® Level 1 Classroom Library*</b> 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 the scope and sequence of Foundations along with Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p>

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## Reading Standards for Literature

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

**\*About Geodes® Level 1 Classroom Library:** Great Minds® and Wilson Language Training® have collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. Geodes Level 1 Library aligns with specifically with the scope and sequence of Foundations Level 1. The Geodes Library is part of the Mississippi package and is therefore referenced in this alignment.

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

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RL 5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>Storytime (description p. 60):</b> (Unit 6, pp. 219 and 228); (Unit 7, p. 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); (Unit 13, p. 470); and (Unit 14, p. 499). Also see <b>Fluency Kit 1 Materials, Foundations Stories Set 1, and Books to Remember Set 1</b>
RL 6.	Identify who is telling the story at various points in a text.	<b>Foundations Stories Set 1 and Books to Remember Set 1</b>
	<b>Integration of Knowledge and Ideas</b>	
RL 7.	Use illustrations and details in a story to describe its characters, setting, or events.	<b>Storytime (description p. 60):</b> (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). Also refer to <b>Fluency Kit 1 Materials, Foundations® Stories Set 1, and Books to Remember Set 1</b>
RL 8.	(Not applicable to literature)	
RL 9.	Compare and contrast the adventures and experiences of characters in stories.	<b>Foundations Stories Set 1 and Books to Remember Set 1</b>

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## Reading Standards for Informational Text

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

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

Std. #.	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RI 1.	Ask and answer questions about key details in a text.	<b>Storytime (description p. 60):</b> (Unit 6, p. 228); (Unit 7, p. 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); and (Unit 13, p. 470). Also see <b>Foundations® Stories Set 1</b> and <b>Books to Remember Set 1</b>
RI 2.	Identify the main topic and retell key details of a text.	<b>Storytime (description p. 60):</b> (Unit 6, p. 228); (Unit 7, p. 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); and (Unit 13, p. 470). Also see <b>Foundations® Stories Set 1</b> and <b>Books to Remember Set 1</b>
RI 3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Storytime (description p. 60):</b> (Unit 6, p. 228); (Unit 7, p. 265); (Unit 10, p. 356); (Unit 11, p. 395); (Unit 12, p. 433); and (Unit 13, p. 470). Also see <b>Foundations® Stories Set 1</b> and <b>Books to Remember Set 1</b>
	<b>Craft and Structure</b>	
RI 4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>Storytime (description p. 60):</b> (Unit 13 pp. 451, 460, and 470) and (Unit 14, p. 489). Also see <b>Foundations® Stories Set 1</b> and <b>Books to Remember Set 1</b> .
	<b>Integration of Knowledge and Ideas</b>	
RI 8.	Identify the reasons an author gives to support points in a text.	<b>Storytime (description p. 60):</b> (Unit 12, p. 433) and (Unit 13, p. 470)

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	<b>Key Ideas and Details</b>	
RI 9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>Storytime (description p. 60):</b> (Unit 7, p. 265); (Unit 10, p. 356); and (Unit 11, p. 395)
	<b>Range of Reading and Level of Text Complexity</b>	
RI 10.	With prompting and support, read informational texts appropriately complex for grade 1.	<b>Storytime (description p. 60):</b> (Unit 12, p. 433) and (Unit 13, p. 470)

# Foundations® Alignment to Utah State Office of Education Core Standards for English Language Arts Grade 1

## Speaking and Listening Standards

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

Std. #.	Standard Language	Primary Citations
	<b>Comprehension and Collaboration</b>	
SL 1a.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b><i>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</i></b>	<b>Storytime (description p. 60):</b> (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). Also refer to <b>Fluency Kit 1 Materials, Foundations® Stories Set 1, and Books to Remember Set 1</b>
SL 1b.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b><i>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</i></b>	<b>Storytime (description p. 60):</b> (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). Also refer to <b>Fluency Kit 1 Materials, Foundations® Stories Set 1, and Books to Remember Set 1</b>
SL 1c.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b><i>Ask questions to clear up any confusion about the topics and texts under discussion.</i></b>	<b>Storytime (description p. 60):</b> (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). Also refer to <b>Fluency Kit 1 Materials, Foundations® Stories Set 1, and Books to Remember Set 1</b>
SL 2.	Ask and answer questions about <b><i>key details in a text read aloud or information presented orally or through other media.</i></b>	<b>Storytime (description p. 60):</b> (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). Also refer to <b>Fluency Kit 1 Materials, Foundations® Stories Set 1, and Books to Remember Set 1</b>
	<b>Presentation of Knowledge and Ideas</b>	

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SL 4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>Storytime (description p. 60):</b> (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). Also refer to <b>Fluency Kit 1 Materials, Foundations® Stories Set 1, and Books to Remember Set 1</b>
SL 5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>Storytime (description p. 60):</b> (Unit 3, 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). Also refer to <b>Fluency Kit 1 Materials, Foundations® Stories Set 1, and Books to Remember Set 1</b>
SL 6.	Produce complete sentences when appropriate to task and situation.	<p><b>Word of the Day (description p. 56):</b> (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, and 250, 257, and 260); (Unit 8, pp. 277, 285, and 290); (Unit 9, pp. 304, 309, 315, and 318); (Unit 10, pp. 329, 332, 340, 343, 349, and 353); (Unit 11, pp. 370, 372, 378, 382, 388, and 393); (Unit 13, 456, pp. 453, and 466); and (Unit 14, p. 485)</p> <p><b>Word Talk (description p. 58):</b> (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)</p> <p><b>Storytime (description p. 60):</b> (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)</p> <p><b>Foundations Stories Set 1, and Books to Remember Set 1</b></p>



# Foundations® Alignment to Utah State Office of Education Core Standards for English Language Arts Grade 1

## Language Standards

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

Std. #.	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
	Foundations teaches <b>both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach</b> which explicitly teaches total word structure, not just phonics. <b>Encoding (spelling) skills</b> are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). In addition to the foundational skills, Foundations also strongly supports several language standards as described below.	
L 1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b><i>Print all upper- and lowercase letters.</i></b>	<p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation.</p> <p><b>Sky Write/Letter Formation (description p. 50):</b> (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><b>Echo/Letter Formation (description p. 46):</b> (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> <p><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/ Words (description p. 31) Dictation/Sentences (description p. 36):</b> (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 <b>Foundations® Home Support Pack 1</b> 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</p>

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		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 ( <b>Echo/Letter Formation</b> : p. 46 and <b>Sky Write/Letter Formation</b> : p. 50); and the Level 1 Teacher’s Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see the Letter Formation Guide’s Teacher’s Kit)
L 1e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</i>	<b>Introduce New Concepts</b> : (Unit 10, p. 348); (Unit 11, p. 387); and (Unit 13, pp. 442 and 445) <b>Word of the Day (description p. 56)</b> : (Unit 10, pp. 349 and 354)
L 2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Capitalize dates and names of people.</i>	<p>Students systematically learn capitalization. Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The <b>Dictation (Composition Book)</b> activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization.</p> <p><b>Dictation/Sentences (description p. 36)</b>: (Unit 2, pp. 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 Teach Trick Words-Reading activity also reinforces the key elements of sentence structure such as capitalization and punctuation. The punctuation squares that are part of the Sentence and Syllable Frames are used to explicitly teach about end punctuation.</p> <p><b>Teach Trick Words–Reading (description p. 52)</b>: (Unit 2, pp. 117 and 120); (Unit 3, pp. 133, 137, and 149); (Unit 4, pp. 161, 165, 171, and 175); (Unit 5, pp. 187 and 191); (Unit 6, pp. 205, 214, and 223); (Unit 7, pp. 240, 249, 258, and 263); (Unit 8, pp. 278 and 288); (Unit 9, pp. 307 and 317); (Unit 10, pp. 335, 339, and 353); (Unit 11, pp. 373 and 376); (Unit 12, pp. 411, 417, 421, and 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497)</p>

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L 2b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Use end punctuation for sentences.</b>	<p>Beginning concepts of sentence structure. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The <b>Dictation (Composition Book)</b> activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization.</p> <p><b>Dictation/Sentences: (description p. 36):</b> (Unit 2, pp. 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 <b>Teach Trick Words-Reading</b> activity also reinforces the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provides a multisensory way to explicitly teach capitalization.</p> <p><b>Teach Trick Words-Reading (description p. 52):</b> (Unit 2, pp. 117 and 120); (Unit 3, pp. 133, 137, and 149); (Unit 4, pp. 161, 165, 171, and 175); (Unit 5, pp. 187 and 191); (Unit 6, pp. 205, 214, and 223); (Unit 7, pp. 240, 249, 258, and 263); (Unit 8, pp. 278 and 288); (Unit 9, pp. 307 and 317); (Unit 10, pp. 335, 339, and 353); (Unit 11, pp. 373 and 376); (Unit 12, pp. 411, 417, 421, and 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497)</p>
L 2d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>	<p>Foundations® sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/ Words (description p. 31) Dictation/Sentences (description p. 36):</b> (Unit 2, 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><b>Make it Fun (description p. 60):</b> (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><b>Teach Trick Words-Spelling (description p. 54):</b> (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><b>Echo/Find Words (description pp. 42 and 44):</b> (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.</p>

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		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)  The <b>Foundations® Home Support Pack 1</b> activities reinforce encoding skills.
L 2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i></b>	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.  <b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/ Words (description p. 31) Dictation/Sentences (description p. 36):</b> (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)  <b>Make it Fun (description p. 60):</b> (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)  <b>Teach Trick Words–Spelling (description p. 54):</b> (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)  <b>Echo/Find Words (description pp. 42 and 44):</b> (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)  The <b>Foundations® Home Support Pack 1</b> activities reinforce encoding skills.
	<b>Knowledge of Language</b>	
L 3.	(Begins in grade 2)	
	<b>Vocabulary Acquisition and Use</b>	

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L 4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>	<b>Supported throughout Foundations activities</b>
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <b>Use frequently occurring affixes as a clue to the meaning of a word.</b>	<b>Introduce New Concepts:</b> (Unit 10, pp. 341 and 348); (Unit 11, p. 387); and (Unit 13, pp. 442, 445, 452, 455, 462, and 465) <b>Word of the Day (description p. 56):</b> (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) <b>Word Talk (description p. 58):</b> (Unit 13, pp. 446, 449, 450, and 458) and (Unit 14, pp. 486, 496, and 498) <b>Word Play (description p. 60):</b> (Unit 13, p. 448) and (Unit 14, pp. 482, 484, and 490) <b>Make It Fun (description p. 60):</b> (Unit 13, pp. 457 and 467) and (Unit 14, pp. 487, 493, and 495)
L 4c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <b>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</b>	<b>Supported throughout Foundations activities</b>
L 5a.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships	<b>Supported throughout Foundations activities</b>
	<b>Vocabulary Acquisition and Use</b>	

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L 4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>	<b>Supported throughout Foundations activities</b>
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <b>Use frequently occurring affixes as a clue to the meaning of a word.</b>	<b>Introduce New Concepts:</b> (Unit 10, pp. 341 and 348); (Unit 11, p. 387); and (Unit 13, pp. 442, 445, 452, 455, 462, and 465) <b>Word of the Day (description p. 56):</b> (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) <b>Word Talk (description p. 58):</b> (Unit 13, pp. 446, 449, 450, and 458) and (Unit 14, pp. 486, 496, and 498) <b>Word Play (description p. 60):</b> (Unit 13, p. 448) and (Unit 14, pp. 482, 484, and 490) <b>Make It Fun (description p. 60):</b> (Unit 13, pp. 457 and 467) and (Unit 14, pp. 487, 493, and 495)
L 4c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <b>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</b>	<b>Supported throughout Foundations activities</b>

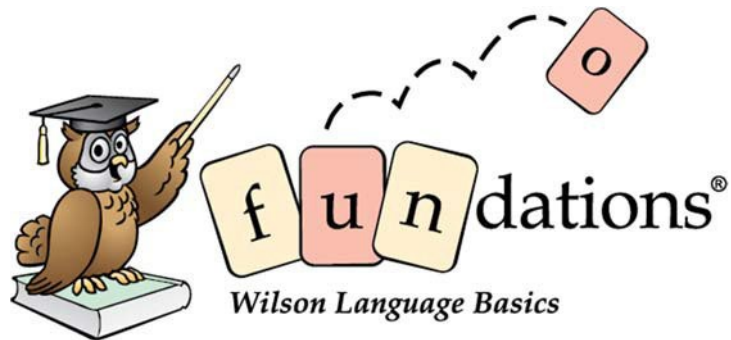
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Std. #.	Standard Language	Primary Citations
L 5a.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</b>	<b>Supported throughout Foundations activities</b>
L 5b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</b>	<i>Opportunities to teach multiple word meanings in the following activities:</i> <b>Word of the Day (description p. 56):</b> (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) <b>Word Talk (description p. 58):</b> (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)
L 5c.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b>	<b>Word of the Day (description p. 56):</b> (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) <b>Word Talk (description p. 58):</b> (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)

**Foundations® Alignment to  
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Grade 1**

Std. #.	Standard Language	Primary Citations
L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).	<b>Storytime (description p. 60):</b> (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)





## Fundations® LEVEL 2 Program

Alignment to the Utah State Office of Education Core Standards for English Language Arts with a focus on Reading Standards for Foundational Skills

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**Foundations® Alignment to  
Utah State Office of Education Core Standards for English Language Arts Grade 2**

**Reading Standards: Foundational Skills**

**PHONICS AND WORD RECOGNITION**

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

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

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

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

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

**Foundations® Alignment to  
Utah State Office of Education Core Standards for English Language Arts Grade 2**

Std. #	Standard Language	Primary Citations
RF 3a.	Know and apply grade-level phonics and word analysis skills in decoding words. <b><i>Distinguish long and short vowels when reading regularly spelled one-syllable words.</i></b>	<p>In Foundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities.</p> <p>(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)</p> <p>By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. Unit 1 Introduction (p. 70); Unit 3 Introduction (p. 126); Unit 4 Introduction (p. 142); Unit 5 Introduction (multisyllabic words); (p. 172); Unit 6 Introduction (p. 202); Unit 7 Introduction (p. 230); Unit 10 Introduction (p. 314); Unit 11 Introduction (p. 342); Unit 13 Introduction (p. 388); Unit 14 Introduction (p. 416); 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: <b>Dictation Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up); Introduce New Concepts, Echo/Find Words, Word of the Day, Word Talk, and Make It Fun.</b></p> <p><b>Dictation/Words (description pp. 30–35):</b> (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><b>Dictation/Sentences (description pp. 38–39):</b> (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><b>Introduce New Concepts:</b> (Unit 4, p. 151); (Unit 10, p. 321); (Unit 13, p. 395); and (Unit 15, p. 451)</p> <p><b>Echo/Find Words (description p. 44–49):</b> (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><b>Word of the Day (description p. 56–57):</b> (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,</p>

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Std. #	Standard Language	Primary Citations
		<p>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><b>Word Talk (description pp. 58–59):</b> (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><b>Make It Fun (description p. 60):</b> (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 <b>Foundations® Fluency Kit 2</b> and <b>Books to Remember Set 2</b> (included in the Teacher’s Kit). Also available is the <b>Geodes® Level 2 Classroom Library*</b>, which provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 2.</p>
RF 3b.	<p>Know and apply grade-level phonics and word analysis skills in decoding words. <b><i>Know spelling-sound correspondences for additional common vowel teams.</i></b></p>	<p>In Foundations®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception); vowel- consonant-e (and vowel-consonant-e exception); open, vowel team (digraphs and diphthongs); r-controlled 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> <p>Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following and are used in the following activities: <b>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk, and Make It Fun.</b> Also, see Unit 10 Introduction (p. 314); Unit 11 Introduction (p. 342); Unit 12 Introduction (p. 370); Unit 13 Introduction (p. 388); Unit 14 Introduction (p. 416); Unit 15 Introduction (p. 444); and Unit 16 Introduction (p. 472).</p> <p><b>Dictation/Sounds (description p. 28): Dictation (Dry Erase/Composition Books/Check-Up):</b> (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)</p> <p><b>Dictation/Words (description pp. 30-35): Dictation (Dry Erase/Composition Books/Check-Up):</b> (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)</p> <p><b>Dictation/Sentences (description pp. 38-39): Dictation (Dry Erase/Composition Books/Check- Up):</b> (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);</p>

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

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Std. #	Standard Language	Primary Citations
RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words. <b><i>Decode regularly spelled two-syllable words with long vowels.</i></b>	<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: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities. Syllable rules, including but not limited to two- syllable words with long vowel sounds, are directly addressed in:</p> <p><b>Units 5, 6, and 7 Introductions:</b> (pp. 172, 202, and 230, respectively)</p> <p><b>Introduce New Concepts:</b> (Unit 5, pp. 176–177); (Unit 6, p. 217); (Unit 7: p. 240); and (Unit 8, p. 273)</p> <p><b>Word of the Day (description pp. 56-57):</b> (Unit 5, pp. 180 and 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><b>Word Talk (description pp. 58-59):</b> (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, p. 484); and (Unit 17, pp. 503 and 512)</p> <p><b>Make It Fun (description p. 60):</b> (Unit 5, p. 187); (Unit 6, p. 221); and (Unit 15, p. 463)</p> <p><b>Storytime (description p. 60):</b> (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>Also, students have the opportunity to apply taught skills when using the <b>Foundations® Fluency Kit 2</b> and <b>Books to Remember Set 2</b> (included in the Teacher’s Kit). Also available is the <b>Geodes® Level 2 Classroom Library*</b>, which provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 2.</p>
RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. <b><i>Decode words with common prefixes and suffixes.</i></b>	<p>Foundations® explicitly teaches about the base word and prefixes/ suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see <b>Unit 4 Introduction</b>, p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (<b>Resources</b>, 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: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities.</p> <p>Also, students have the opportunity to apply taught skills when using the <b>Foundations® Fluency Kit 2</b> and <b>Books to Remember Set 2</b> (included in the Teacher’s Kit). Also available is the <b>Geodes® Level 2 Classroom Library*</b>, which provides 64 titles that</p>

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Std. #	Standard Language	Primary Citations
		explicitly correspond to the scope and sequence of Foundations for grade 2.
RF 3e.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Identify words with inconsistent but common spelling-sound correspondences.</b>	<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:</p> <p><b>Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up); Introduce New Concepts, Echo/Find, Words, Word of the Day, Word Talk, and Make It Fun.</b></p> <p><b>Dictation/Words (description pp. 30-35):</b> (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><b>Dictation/Sentences (description pp. 38-39):</b> (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><b>Introduce New Concepts:</b> (Unit 4, p. 151); (Unit 10, p. 321); (Unit 13, p. 395); and (Unit 15, p. 451)</p> <p><b>Echo/Find Words (description pp. 44-49):</b> (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><b>Word of the Day (description pp. 56-57):</b> (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><b>Word Talk (description pp. 58-59):</b> (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><b>Make It Fun (description p. 60):</b> (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 <b>Foundations® Fluency Kit 2</b> and <b>Books to Remember Set 2</b> (included in the Teacher’s Kit). Also available is the <b>Geodes® Level 2 Classroom Library*</b>, which provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 2.</p>



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Std. #	Standard Language	Primary Citations
RF 3f.	Know and apply grade-level phonics and word analysis skills in decoding words. <b><i>Recognize and read grade-appropriate irregularly spelled words.</i></b>	<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 &amp; Kress, 2006).</p> <p><b>Review Trick Words:</b> (Unit 1, pp. 86 and 88)</p> <p><b>Teach Trick Words (description pp. 54-55):</b> (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)</p> <p><b>Trick Word Practice (description pp. 54-55):</b> (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)</p> <p><b>Dictation/Trick Words (description pp. 36-37):</b> (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> <p>Also, students have the opportunity to apply taught skills when using the <b>Foundations® Fluency Kit 2</b> and <b>Books to Remember Set 2</b> (included in the Teacher’s Kit). Also available is the <b>Geodes® Level 2 Classroom Library*</b>, which provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 2.</p>



# Foundations® Alignment to Utah State Office of Education Core Standards for English Language Arts Grade 2

## FLUENCY

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

Std. #	Standard Language	Primary Citations
RF 4a.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Read grade-level text with purpose and understanding.</i></b>	The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as <b>Trick Word Reading</b> , <b>Word of the Day</b> , and <b>Storytime</b> . 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.
RF 4b.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Read grade-level text orally with accuracy, appropriate rate, and expression.</i></b>	The <b>Storytime</b> 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.
RF 4c.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></b>	<b>Storytime (description p. 60):</b> (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)  <b>Prosody:</b> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <b>Word of the Day</b> activity.

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Std. #	Standard Language	Primary Citations
		<p><b>Word of the Day (description p. 56):</b> (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 <b>Foundations Fluency Kit 2</b> and <b>Books to Remember Set 2</b> (included in the Teacher’s Kit), as well as the <b>Geodes® Level 2 Classroom Library*</b>, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2, provide additional decoding practice.</p> <p><b>Important Note for Consideration:</b> 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 <b>Geodes® Level 2 Classroom Library*</b> 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 the scope and sequence of Foundations along with 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>

### Additional Standards Supported by Foundations

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

- RL 1, RL 3, and RL 5 Reading Literature
- RI 1 and RI 2 Reading Informational Text
- W 1, W 3, and W8 Writing
- SL 1, SL 2, SL 3, SL 4, SL 5, and SL 6 Speaking and Listening
- L 2, L 3, L 4, L5 and L 6 Language

# Foundations® Alignment to Utah State Office of Education Core Standards for English Language Arts Grade 2

## Reading Standards for Literature

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

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RL 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the <b>Storytime</b> activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p><b>Storytime (description p. 60):</b> (Unit 2, 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>
RL 3.	Describe how characters in a story respond to major events and challenges.	<p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the <b>Storytime</b> activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p><b>Storytime (description p. 60):</b> (Unit 2, 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>
	<b>Craft and Structure</b>	
RL .5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the <b>Storytime</b> activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p><b>Storytime (description p. 60):</b> (Unit 2, 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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**Reading Standards for Informational Text**

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

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

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## Writing Standards

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

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

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## Speaking and Listening Standards

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

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

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Std. #	Standard Language	Primary Citations
SL 2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See <b>Learning Activity Overview</b> section (pp. 27–60) and Introduction (pp. 1–26). The <b>Storytime</b> activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Storytime (description p. 60):</b> (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><b>Also see Fluency Kit 2 Materials and Books to Remember Set 2.</b></p>
SL 3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<p>All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See <b>Learning Activity Overview</b> section (pp. 27–60) and Introduction (pp. 1–26). The <b>Storytime</b> activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Storytime (description p. 60):</b> (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><b>Also see Fluency Kit 2 Materials and Books to Remember Set 2.</b></p>

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Std. #	Standard Language	Primary Citations
	<b>Presentation of Knowledge and Ideas</b>	
SL 4.a	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>Although Foundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the <b>Storytime Activity</b>, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p><b>Storytime (description p. 60):</b> (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>
SL 5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<p>While audio recordings are not conducted, students do create drawings/visual displays to recount the story and use those to orally retell stories.</p> <p><b>Storytime (description p. 60):</b> (Unit 2, p. 108); (Unit 4, p. 155); (Unit 5: p. 183); (Unit 6, p. 211); (Unit 9, p. 296); (Unit 10, p. 327); (Unit 11: p. 351); (Unit 13, p. 398); (Unit 14, p. 427); (Unit 15, p. 457); and (Unit 17, pp. 500 and 505)</p>
SL 6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Although Foundations is not a comprehensive core/basal program, this standard is addressed in an incidental way throughout all lesson components, as procedures and routines require students to share oral information in complete sentences and clearly.</p>



**Foundations® Alignment to  
Utah State Office of Education Core Standards for English Language Arts Grade 2**

## Language Standards

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

Std. #	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
L 2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Capitalize holidays, product names, and geographic names.</i></b>	<p>Although Foundations® is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization, and spelling.</p> <p><b>Unit Tests:</b> (Unit 1, p. 93); (Unit 2, p.121); (Unit 3, p.139); (Unit 4, p.167); (Unit 5, p. 197); (Unit 6, p. 225); (Unit 7, p. 263); (Unit 8, p. 281); (Unit 9: p. 3069); (Unit 10, p. 337); (Unit 11, p. 365); (Unit 12, p. 383); (Unit 13, p. 411); (Unit 14, p. 439); (Unit 15, p. 467); (Unit 16, p. 485); and (Unit 17, p. 513)</p> <p><b>Dictation/Sentences (description pp. 38–39):</b> (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); (Unit8, 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>
L 2d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i></b>	<p>Students learn to segment and spell words in correspondence to decoding patterns.</p> <p><b>Dictation/Words (description pp. 30-35):</b> (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><b>Dictation/Sentences (description pp. 38-39):</b> (Unit 1, pp. 81, 87, 89, and 91); (Unit 2, 107, 109, 111, 115, and 119); (Unit 3, pp.135 and 137); (Unit 4, pp. 153, 155, 157, 161, and 165); (Unit 5, pp. 183, 185, 187, 191, and 194); (Unit 6, pp. 211, 213, 215, 221, and 223); (Unit 7, pp. 243, 249, 251, 253, 257, and 261); (Unit 8, pp. 277 and 279); (Unit 9, pp. 291, 293, 297, 299, 305, and 307); (Unit 10, pp. 323, 325, 327, 333, and 335); (Unit 11, pp. 351, 353, 355, 361, and 363); (Unit 12, pp. 379 and 381); (Unit 13, pp. 397, 399, 401, 407, and 409); (Unit 14, pp. 425, 427, 429, 433, 435, and 437); (Unit 15, pp. 453, 455, 457, 463, and 465); (Unit 16, pp. 481 and 483); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511)</p>

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Std. #	Standard Language	Primary Citations
		<b>Echo/Find Words (description pp. 44-49):</b> (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)
L 2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</b>	<p>Students are encouraged to use their <b>Student Notebook</b>. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks.</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><b>Word of the Day (description p. 56):</b> (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><b>Look Words Up in Student Notebook Level 2 (description p. 54)</b></p>
	<b>Knowledge of Language</b>	
L 3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.	<p><b>Unit Tests:</b> (Unit 1, p. 93); (Unit 2, p.121); (Unit 3, p.139); (Unit 4, p.167); (Unit 5, p. 197); (Unit 6, p. 225); (Unit 7, p. 263); (Unit 8, p. 281); (Unit 9: p. 3069); (Unit 10, p. 337); (Unit 11, p. 365); (Unit 12, p. 383); (Unit 13, p. 411); (Unit 14, p. 439); (Unit 15, p. 467); (Unit 16, p. 485); and (Unit 17, p. 513)</p> <p><b>Storytime (description p. 60):</b> (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><b>Dictation:</b> (Unit 1, pp. 87, 89, and 91); (Unit 2, 107, 108, 111, 111, 115, and 119); (Unit 3, pp. 135 and 137); (Unit 4, pp. 153, 155, 161, and 165); (Unit 5, pp. 183, 185, 187, 191, and 194); (Unit 6, pp. 211, 213, 221, and 223); (Unit 7, pp. 243, 249, 251, 253, 257, and 260); (Unit 8, pp. 277 and 279); (Unit 9, pp. 291, 293, 297, 299, 305, and 307); (Unit 10, pp. 323, 325, 327, 333, and 335); (Unit 11, pp. 351, 353, 355, 361, and 363); (Unit 12, pp. 378 and 381); (Unit 13, pp. 397, 399, 404, 401, and 409); (Unit 14, pp. 425, 427, 429, 433, 435, and 437); (Unit 15, pp. 453, 455, 457, 463, and 465); (Unit 16, pp. 481 and 483); and (Unit 17, pp. 499, 501, 503, 505, 507, and 511);</p> <p><b>Student Notebook Level 2</b></p>

**Foundations® Alignment to  
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Std. #	Standard Language	Primary Citations
	<b>Vocabulary Acquisition and Use</b>	
L 4a.	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. <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>	<b>Storytime (description p. 60):</b> (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), <b>Fluency Kit 2 Materials</b> , and <b>Books to Remember Set 2</b>
L 4b.	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. <i>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i>	Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in <b>Unit 4</b> (pp. 142–170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in <b>Unit 5</b> (pp. 172–200) and are included in word resources for all units following for all decoding activities. Affixes -ive is explicitly taught in <b>Unit 6</b> (pp. 202–229) and are included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in <b>Unit 7</b> (See Unit 7, pp. 230–266) and are included in word resources for all units following for all decoding activities. During <b>Word of the Day</b> and <b>Word Talk</b> activities in these units, teachers discuss meaning of words with affixes.  <b>Word of the Day (description pp. 56-57):</b> (Unit 4, pp. 150, 152, 159, and 160); (Unit 5, pp. 180, 184, 190, and 193); (Unit 6, pp. 208, 215, 218, and 220); and (Unit 7, pp. 236, 242, 246, 248, 257, and 258)  <b>Word Talk (description pp. 58-59):</b> (Unit 4, pp. 157 and 166); (Unit 5, pp. 186 and 196); (Unit 6, p. 224); and (Unit 7, pp. 250, 252, 260, and 262)
L 4c.	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. <i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</i>	Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in <b>Unit 4</b> (pp. 142–170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in <b>Unit 5</b> (pp. 172–200) and are included in word resources for all units following for all decoding activities. Affixes -ive is explicitly taught in <b>Unit 6</b> (pp. 202–229) and are included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in <b>Unit 7</b> (See Unit 7, pp. 230–266) and are included in word resources for all units following for all decoding activities. During <b>Word of the Day</b> and <b>Word Talk</b> activities in these units, teachers discuss meaning of words with affixes.  <b>Word of the Day (description pp. 56-57):</b> (Unit 4, pp. 150, 152, 159, and 160); (Unit 5, pp. 180, 184, 190, and 193); (Unit 6, pp. 208, 215, 218, and 220); and (Unit 7, pp. 236, 242, 246, 248, 257, and 258)  <b>Word Talk (description pp. 58-59):</b> (Unit 4, pp. 157 and 166); (Unit 5, pp. 186 and 196); (Unit 6, p. 224); and (Unit 7, pp. 250, 252, 260, and 262)

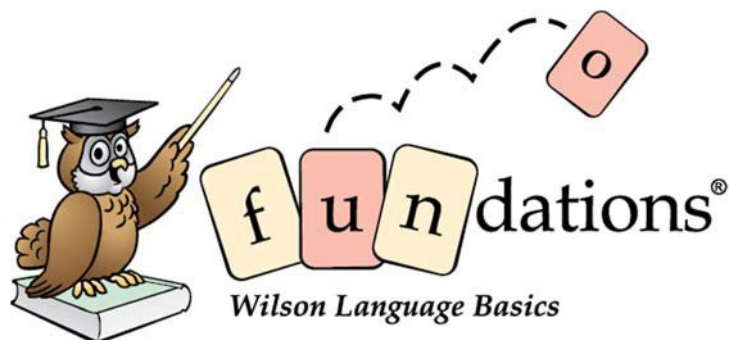
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Std. #	Standard Language	Primary Citations
L 4d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <i>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i>	<b>Introduce New Concepts:</b> (Unit 5, pp. 176–177)
L 4e.	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. <i>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</i>	Students are encouraged to use their <b>Student Notebook</b> . Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed. 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.  <b>Word of the Day (description p. 56):</b> (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)  <b>Look Words Up in Student Notebook Level 2 (description p. 54)</b>
L 5a.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</i>	<b>Storytime (description p. 60):</b> (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)  Also see <b>Fluency Kit 2 Materials</b> and <b>Books to Remember Set 2</b> .

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Std. #	Standard Language	Primary Citations
L 5b.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b><i>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</i></b>	<b>Storytime (description p. 60):</b> (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)  Also see <b>Fluency Kit 2 Materials</b> and <b>Books to Remember Set 2.</b>
L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	<b>Storytime (description p. 60):</b> (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)  Also see <b>Fluency Kit 2 Materials</b> and <b>Books to Remember Set 2.</b>

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



## Fundations® LEVEL 3 Program

Alignment to the Utah State Office of Education Core Standards for English Language Arts with a focus on Reading Standards for Foundational Skills

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# Foundations® Alignment to Utah State Office of Education Core Standards for English Language Arts Grade 3

## Reading Standards: Foundational Skills

### PHONICS AND WORD RECOGNITION

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

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

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

Std. #	Standard Language	Primary Citations
RF 3a.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Identify and know the meaning of the most common prefixes and derivational suffixes.</b>	<p>Foundations® explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including <b>con-, dis-, un-, en-, em-, ex-, in-, im-, il-, ir-, mis-, non-, sub-, trans-, de-, e-, pre-, pro-, and re-</b>, beginning in the <b>Bonus Unit</b> (see <b>Bonus Unit Introduction</b>, p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (<b>Resources</b>, 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: <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities.</p> <p><b>Introduce New Concepts (description p. 70):</b> (Bonus Unit, pp. 269, 273, 280, 282, and 284–285)</p> <p><b>Make It Fun (description p.70):</b> (Bonus Unit, pp. 274, 276, and 283)</p>
RF 3b.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Decode words with common Latin suffixes.</b>	<p>Foundations® explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including <b>-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or</b> 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 Foundations® Level 3 (see Unit 2, pp. 114–151; Unit 4, pp. 170–197; Unit 7, pp. 292–319; Unit 9, pp. 360–399; Unit 10, p p. 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 (<b>Resources</b>, 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: <b>Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun</b> activities.</p> <p><b>Introduce New Concepts (description p.70):</b> (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><b>Word of the Day (description p. 66):</b> (Unit 2, pp. 122, 124, 132, 135, 140, and 142); (Unit 4, pp. 176, 180, 186, and 190); (Unit 5, pp.</p>



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Std. #	Standard Language	Primary Citations
		<p>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><b>Word Talk (description p. 68):</b> (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><b>Make It Fun (description p. 70):</b> (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>
RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words. <b><i>Decode multisyllable words.</i></b>	<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, <b>Introduce New Concepts</b>, p. 160–161 as an example.) Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (<b>Resources</b>, pp. 166–169, 194–197, 222–224, 260–263, 288–291, 316–319, 354–359, 394–398, 434–439, 464–467, 492–496, 522–526, and 552–555). Foundations® activities for decoding words with these syllable types include <b>Guess Which One</b>, <b>Introduce New Concepts</b>, <b>Word of the Day</b>, <b>Word Talk</b>, <b>Word Play</b>, and <b>Make It Fun</b> activities.</p> <p><b>Guess Which One (description p. 56):</b> (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)</p> <p><b>Introduce New Concepts (description p. 70):</b> (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)</p> <p><b>Word of the Day (description p. 66):</b> (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)</p> <p><b>Word Talk (description p. 68):</b> (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><b>Make It Fun (description p. 70):</b> (Unit 3, p. 164); (Unit 4, pp. 181 and 189); (Unit 5, pp. 209 and 218); (Unit 6, pp. 249 and 256); (Bonus Unit, pp. 274, 276, and 283); (Unit 7, pp. 305 and 311); (Unit 8, pp. 333, 343, and 351); (Unit 9, pp. 373, 383, and 392); (Unit 10, pp. 412, 423, and 431); (Unit 12, p. 481); (Unit 13, pp. 511 and 517); and (Unit 14, pp. 541 and 549)</p> <p><b>Word Play (description p. 70):</b> (Unit 5, p. 208) and (Bonus Unit, p. 278).</p>



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RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. <b><i>Read grade-appropriate irregularly spelled words.</i></b>	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called <i>Trick Words</i> in Foundations) are taught as words to be automatically recognized in Foundations® Levels K, 1, and 2. By the end of Level 2, Foundations® students are prepared to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the <b>Trick Words</b> activity.

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**FLUENCY**

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

By Grade 3, given the depth of knowledge systematically imparted in all Levels, and the fact that Foundations Level 2 is a prerequisite for Foundations Level 3, students should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text.

Std. #	Standard Language	Primary Citations
RF 4a.	Read with sufficient accuracy and fluency to support comprehension. <b>Read grade-level text with purpose and understanding.</b>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations® does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p><b>Note:</b> With the foundational skills acquired from the cumulative Foundations® curriculum, students are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency” (Rasinski, 2006, p. 4).</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 <b>Foundations® Teacher’s Manual Introduction–Skills Taught in Foundations: Fluency</b>, pp. 5–6.)</p>
RF 4b.	Read with sufficient accuracy and fluency to support comprehension. <b>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</b>	
RF 4c.	Read with sufficient accuracy and fluency to support comprehension. <b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>	

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### Additional Standards Supported by Foundations

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

In addition to the foundational skills, Foundations also strongly supports the standards below. Students learn through explicit instruction in the following areas:

- SL 1 and SL 3 Speaking and Listening
- L 1, L 2, and L 4 Language

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**Speaking and Listening Standards**

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

Std. #	Standard Language	Primary Citations
	<b>Comprehension and Collaboration</b>	
SL 1b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <b><i>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</i></b>	All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. Refer to the <b>Learning Activity Overview</b> section (pp. 31–70) and the <b>Introduction</b> (pp. 1–30).
SL 1c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <b><i>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i></b>	
SL 1d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <b><i>Explain their own ideas and understanding in light of the discussion.</i></b>	
SL 3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	

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## Language Standards

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

Std. #	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
L 1b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b><i>Form and use regular and irregular plural nouns.</i></b>	Foundations student learn to form plurals with -s and -es, as well as to form irregular plural nouns. Please see <b>Unit 2 Introduction</b> (pp. 114–115) and <b>Introduce New Concepts</b> (Unit 2, p. 118).
L 1g.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b><i>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</i></b>	Forming and using comparatives and superlatives is taught within the study of word structure for reading and spelling: <b>Introduce New Concepts:</b> (Unit 2, pp. 122, 125, 127, and 131); (Unit 4, pp.178 and 184); (Unit 7, p.308); (Unit 10, p. 426); and (Unit 14, p. 542) <b>Word of the Day:</b> (Unit 4, pp. 176, 180, 186, and 190); (Unit 7, pp. 300, 302, 310, and 312); (Unit 9, pp. 368, 370, 378, 380, and 390); (Unit 10, pp. 407, 410, 418, 420, 428, and 430); and (Unit 14, pp. 536, 538, 546, and 548) <b>Word Talk:</b> (Unit 4, pp. 182 and 192); (Unit 5, pp. 210 and 220); (Unit 6, pp. 238, 248, and 258); (Unit 7, pp. 304 and 314); (Unit 8, pp. 242 and 252); (Unit 9, pp. 373 and 382); (Unit 10, pp. 422 and 432); (Unit 11, pp. 452 and 462); (Unit 12, pp. 480 and 490); (Unit 13, pp. 510 and 520); and (Unit 14, pp. 540 and 550)
L 2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</i></b>	In Foundations®, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs); r-controlled and final stable syllables in both single-syllable and multisyllabic words.  Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations® activities for encoding words with these syllable types include: <b>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.</b> For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound.  The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling. (See Unit 3, <b>Introduce New Concepts</b> , p. 162 as an example.) The procedures used for spelling at this time help students 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.

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		<p><b>Dictation/Words (description pp. 34, 36, and 38):</b> (Orientation, pp. 81 and 83); (Unit 1, pp. 95, 97, 99, and 107); (Unit 2, pp. 125, 127, 133, 135, 137, 143, and 145); (Unit 3, p. 163); (Unit 4, pp. 179, 181, 183, 187, 189, and 191); (Unit 5, pp. 205, 207; 209, 211, and 219); (Unit 6, pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit, pp. 275, 277, 281, and 285); (Unit 7, pp. 301, 303, 305, 311, and 313); (Unit 8, pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, 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><b>Dictation/Sentences (description p. 42):</b> (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 &amp; Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the <b>Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up)</b> activities, and there is an option for supplemental support with the <b>Trick Words</b> activity (description pp. 64-65).</p> <p><b>Dictations/Sound Alike &amp; Trick Words (description p. 40):</b> (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><b>Dictation/Sentences (description p. 42):</b> (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,</p>

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		509, 511, 517, and 519); and (Unit 14: p. 535, 537, 539, 541, 545, 547, and 549)
L 2f.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</i></b>	<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: <b>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.</b> 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, <b>Introduce New Concepts</b>, p. 162 as an example.) The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Also, Foundations® systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.</p> <p><b>Dictation/Words (description pp. 34, 36, and 38):</b> (Orientation, pp. 81 and 83); (Unit 1, pp. 95, 97, 99, and 107); (Unit 2, pp. 125, 127, 133, 135, 137, 143, and 145); (Unit 3, p. 163); (Unit 4, pp. 179, 181, 183, 187, 189, and 191); (Unit 5, pp. 205, 207; 209, 211, and 219); (Unit 6, pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit, pp. 275, 277, 281, and 285); (Unit 7, pp. 301, 303, 305, 311, and 313); (Unit 8, pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, 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><b>Dictation/Sentences (description p. 42):</b> (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</p>

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		<p>and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry &amp; Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the <b>Dictation (Dry Erase); Dictation (Composition Book) and Dictation (Day 5 Check Up)</b> activities, and there is an option for supplemental support with the <b>Trick Words</b> activity (description pp. 64-65).</p> <p><b>Dictations/Sound Alike &amp; Trick Words (description p. 40):</b> (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><b>Dictation/Sentences (description p. 42):</b> (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, pp. 535, 537, 539, 541, 545, 547, and 549)</p>
L 2g.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i></b></p>	<p>Students add the <b>Word of the Day</b> and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 2010); so that they not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized)</p> <p>in the homophone dictionary section. This occurs during the <b>Guess Which One</b> activity in all Units.</p> <p>Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. See <b>Introduce New Concepts</b> (Unit 5, pp. 214–215 and 217) and <b>Make It Fun</b> 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 <b>Dictation</b> activities and whenever spelling is taught in the <b>Introduce New Concepts</b> 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 <b>Foundations® Introduction–Skills Taught in Foundations</b> (pp. 4, 5, and 8) and <b>Foundations® Introduction–Student Success</b> (p. 11).</p>



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Std. #	Standard Language	Primary Citations
		<p><b>Guess Which One (description p. 56):</b> (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)</p> <p><b>Word of the Day (description p. 66):</b> (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>
	<b>Vocabulary Acquisition and Use</b>	
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <i><b>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</b></i>	<p>Foundations® provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes <b>-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward</b> and <b>-or</b>, closed- and open-syllable prefixes <b>con-, dis-, un-, en-, em-, ex-, in-, im-, il-, ir-, mis-, non-, sub-, trans-, de-, e-, pre-, pro-,</b> and <b>re-</b>, and closed-syllable roots <b>dict, duct, fect, fract, ject, junct, lect, min, scribe, sist, spec, struct,</b> and <b>tract</b> are the focus.</p> <p>See <b>Bonus Unit</b> (pp. 264–291); <b>Unit 2</b> (pp. 114–151); <b>Unit 4</b> (pp. 170–197); <b>Unit 9</b> (pp. 360–398); and <b>Unit 14</b> (pp. 528–555). During <b>Word of the Day</b> and <b>Word Talk</b> activities in these units, teachers discuss the meaning of words with affixes.</p>
L 4c.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <i><b>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</b></i>	<p><b>Word of the Day (description p. 66):</b> (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><b>Word Talk (description p. 68):</b> (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>

**Foundations® Alignment to  
Utah State Office of Education Core Standards for English Language Arts  
Grade 3**

Std. #	Standard Language	Primary Citations
L 4d.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <i><b>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.</b></i>	<p>Students add the <b>Word of the Day</b> and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as BeMiller’s list (BeMiller, 2010); so that they not only learn word structure, but they also learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized)</p> <p>in the homophone dictionary section. This occurs during the <b>Guess Which One</b> 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 <b>Introduce New Concepts</b> (Unit 5, pp. 214–215 and 217) and <b>Make It Fun</b> 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 <b>Dictation</b> activities and whenever spelling is taught in the <b>Introduce New Concepts</b> 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 <b>Foundations® Introduction–Skills Taught in Foundations</b> (pp. 4, 5, and 8) and <b>Foundations® Introduction–Student Success</b> (p. 11).</p> <p><b>Guess Which One (description p. 56):</b> (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)</p> <p><b>Word of the Day (description p. 66):</b> (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>