



## **Foundations® LEVELS K-3 Programs**

Alignment to the Georgia Standards for  
English Language Arts

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## **Foundations<sup>®</sup> LEVEL K Program**

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English Language Arts

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## Kindergarten

<b>I. BIG IDEA: Phonological Awareness (PA)</b> Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.		
<b>STANDARD K.F.PA.1: Rhyme</b> <b>Identify and produce rhyme in spoken language and oral texts.</b>		
<b>K.F.PA.1.a</b>	Identify and pair words that rhyme in spoken language, distinguishing them from those that do not.	Instruction that emphasizes 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: pp. 206) <b>Storytime (description p. 48):</b> (Unit 1: pp. 112, 122, and 182) Teachers have access to additional phonemic awareness resources provided in companion learning community that is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)
<b>K.F.PA.1.b</b>	Orally produce words that rhyme.	Instruction that emphasizes 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: pp. 206) <b>Storytime (description p. 48):</b> (Unit 1: pp. 112, 122, and 182) Teachers have access to additional phonemic awareness resources provided in companion learning community that is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)
<b>STANDARD K.F.PA.2: Words &amp; Sentences</b> Recognize the basic relationships that exist between words and sentences.		
<b>K.F.PA.2.a</b>	Know words are put together to make sentences, and sentences communicate complete thoughts.	The Sentence Frames are used to help explicitly teach word awareness. These frames allow students to discern separate words in a sentence. The sentence, as a whole, is read while teacher tracks from left to right, is discussed for meaning, adjusted, and

		<p>reexamined. This skill is emphasized throughout Unit 1 in the <b>Word Play</b> activity.</p> <p><b>Word Play</b> (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p>Other Activities use the blue Sentence Frames to teach concepts requiring students to identify the individual words in a spoken sentence. The activities include <b>Teach Trick Words</b>, <b>Trick Word Practice</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 – 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 Home Support Packet (p. 31) and the online teacher companion resource community called the Foundations Learning Community.</p>
<b>K.F.PA.2.b</b>	Segment phrases and sentences into words.	<p>The Sentence Frames are used to help explicitly teach word awareness. These frames allow students to discern separate words in a sentence. This skill is emphasized throughout Unit 1 in the <b>Word Play</b> activity.</p>

		<p><b>Word Play</b> (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p>Other activities use the blue Sentence Frames to teach concepts requiring students to identify the individual words in a spoken sentence. The activities include <b>Teach Trick Words, Trick Word Practice, Word Play-Read Sentences and Sentence Dictation, 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 – 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 Home Support Packet (p. 31) and the online teacher companion resource community called the Foundations Learning Community.</p>
<b>K.F.PA.2.c</b>	Know that sounds are put together to make words and that words have distinct meanings.	<p>During each <b>Echo Find Words</b> activity, the teacher dictates several words which help students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</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>Foundations explicitly <i>demonstrates</i> that written and spoken words are made of up letters. The use of manipulatives (e.g., Standard Sound Cards and Letter Tiles) demonstrate the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all of the following activities, 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, 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>
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		<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, 148, and 158) and (Unit 3: pp. 243, 263, 273, and 293)</p> <p>Additional activities are provided in the Home Support Packet (pp. 38, 57, 89, and 95) and the online teacher companion resource community called the Foundations Learning Community.</p>
<b>STANDARD K.F.PA.3: Compound Words</b> Identify and manipulate separate words in compound words.		
<b>K.F.PA.3.a</b>	Blend and segment separate words in spoken compound words.	N/A - Compound words are covered in Level 1
<b>K.F.PA.3.b</b>	Add, delete, and substitute single words in spoken compound words.	<p><b>Word Play (description p. 48):</b> (Unit 1: pp. 100, 111, and 120)</p> <p>Additional activities are provided on the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
<b>STANDARD K-1.F.PA.4: Syllables</b> Identify and manipulate syllables in spoken words.		
<b>K.F.PA.4.a</b>	Know that syllables are word parts with one vowel sound.	<p>Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1. Refer to the <b>Word Play</b> description on page 48; examples are found on pages 100, 111, and 120. Additional activities are provided on the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>

<b>K.F.PA.4.b</b>	Count and pronounce syllables in single and multisyllabic spoken words.	<p>Students are actively engaged when learning to count syllables and performing the tapping routine in order to segment and blend syllables. In Unit 1, students segment words into syllables in activities called <b>Syllable Count</b> and <b>Syllable Play</b>. Students put their hands under their chins to feel the syllables as they say example words. Students are also taught to clap to hear the syllables in example words. White, magnetic syllable frames are counted and used as a visual representation of syllable segmentation.</p> <p>This skill is practiced in the Word Play activity in Unit 1. Refer to the <b>Word Play</b> description on page 48; examples are found on pages 100, 111, and 120. Additional activities are provided on the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
<b>K.F.PA.4.c</b>	Blend and segment syllables in spoken words.	<p>Instruction in Level K ensures mastery of letter-sound correspondences that 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 isolating phonemes in a spoken word is emphasized in the procedure of the <b>Dictation Words, Echo/Find Words</b>, 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 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 that 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,</p>



		<p>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> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, and 95) and the online teacher companion resource community called the Foundations Learning Community.</p>
<b>K.F.PA.4.d</b>	Delete syllables in spoken words.	<p>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. <b>Introduce New Concepts:</b> (Unit 2: p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Word Play-Make Words for Decoding (description p. 48):</b> (Unit 2: pp. 192, 194, 196, 198, 200, 202, 204, 210, 212, 214, 220, 222, 224, and 228), (Unit 3: pp. 238, 240, 242, 244, 246, 248, 252, 254, 256, 258, 262, 264, 266, 268, 272, 274, 276, 278, 282, 284, 286, 288, 292; and 294), (Unit 4: pp. 304, 306, 308, 310, 312, 314, 316, 318, 320, 324, 326, 328, 330, 334, 336, 338 and 340), (Unit 5: pp. 348, 350, 352, 358, 360, 362, 368, 370, 372, 378, 380, 382, 384, 388, 390, 392, 398, 400 and 402), <b>Make it Fun:</b> (Unit 2: pp. 206) (Unit 4: pp. 307, 317, 355, 365 and 375)</p>
<b>STANDARD K-1.F.PA.5: Onsets &amp; Rimes</b> Blend and segment onsets and rimes in spoken words.		
<b>K.F.PA.5.a</b>	Blend onsets and rimes of spoken one-syllable words.	<p>Foundations efficiently focuses on the phonemic awareness skill of phoneme blending and segmentation that research has</p>

		<p>identified as key for functional value in decoding/reading. “[A]ll of these various phonological awareness skills — the ability to separate syllables within words, the ability to segment onsets from rimes (b/ig), the ability to rhyme, and the ability to segment or blend phonemes are all correlated with each other. But it is the segmenting and blending of phonemes that has functional value in reading” (Shanahan, 2015). Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. Refer to the <b>Storytime</b> activity described on page 48; see examples on pages 113, 123, and 183. Activities including alliteration or groups of words with the same initial sound are included on pages 98, 128, and 132.</p> <p>Additional activities are provided in the Home Support Packet (pp. 20 and 57) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
<b>K.F.PA.5.b</b>	Segment onsets and rimes of spoken one-syllable words.	<p>Fundations efficiently focuses on the phonemic awareness skill of phoneme blending and segmentation that research has identified as key for functional value in decoding/reading. “[A]ll of these various phonological awareness skills — the ability to separate syllables within words, the ability to segment onsets from rimes (b/ig), the ability to rhyme, and the ability to segment or blend phonemes are all correlated with each other. But it is the segmenting and blending of phonemes that has functional value in reading” (Shanahan, 2015). Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. Refer to the <b>Storytime</b> activity described on page 48; see examples on pages 113, 123, and 183. Activities including alliteration or groups of words with the same initial sound are included on pages 98, 128, and 132.</p> <p>Additional activities are provided in the Home Support Packet (pp. 20 and 57) and the online teacher companion resource community</p>

		called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)
<b>STANDARD K-1.F.PA.6: Phonemic Awareness</b> Identify and manipulate the individual sounds in spoken words.		
<b>K.F.PA.6.a</b>	Isolate and pronounce initial, final, and then medial sounds in spoken words with three phonemes	<p>The skill of isolating phonemes in a spoken word is emphasized in the procedure of the <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted <i>orally</i> before students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation.</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, 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, 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>

		Additional activities are provided in the Home Support Packet (pp. 38, 57, 89, and 95) and the online teacher companion resource community called the Foundations Learning Community.
<b>K.F.PA.6.b</b>	Identify short and long vowel sounds in spoken one-syllable words.	<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: pp. 325.)</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 that helps students develop their phonemic awareness skills and practice the alphabetic principle so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words. It also helps students distinguish the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level K is the closed syllable type and the short vowel sounds.</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,</p>

		<p>282, 284, 286, 288, 290, 292, and 294); (Unit 4: pp. 302, 304, 306, 308, 310, 312, 314, 315, 318, 320, 322, 322, 324, 326, 328, 330, 332, 334, 336, 338, and 340); and (Unit 5: pp. 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384; p386, 388, 390, 392, 394, 396, 400, 402, 404, and 406)</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, and 289); (Unit 4: pp. 313, 315, 323, 325, 333, and 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: 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> (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: pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: pp. 325)</p>
<b>K.F.PA.6.c</b>	Blend, count, and segment up to three phonemes in spoken one-syllable words.	<p><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><b>Additional 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>

<b>K.F.PA.6.d</b>	Add, delete, and substitute phonemes in spoken one-syllable words with up to three phonemes.	<p>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, 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>Make it Fun:</b> (Unit 2: p. 206) and (Unit 4: pp. 307, 317, 355, 365, and 375)</p>
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<b>II. BIG IDEA: Concepts of Print (CP)</b> Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.		
<b>STANDARD K.F.CP.1: Conceptualizing Text</b> Understand that texts communicate messages.		
<b>K.F.CP.1.a</b>	Recognize that texts and images represent objects and ideas, have meaning, and convey messages.	<p><b>Storytime</b> activities recommend books and direct teachers to discuss print and book awareness.</p> <p><b>Storytime (description p. 48):</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, and 406)</p> <p><b>Make it Fun</b> (Unit 5: pp. 395 and 405)</p> <p>Additional Storytime activities have students read text from top to bottom and left to right with a return sweep. Refer to Unit 1, pp. 102 and 162; Unit 3, p. 275; and Unit 4, pp. 331 and 341.</p> <p><b>The Geodes® Level K Classroom Library</b>, which specifically aligns</p>

		with the scope and sequence of Foundations, provides additional practice with concepts of print.
<b>K.F.CP.1.b</b>	Recognize and interpret print messages in the environment, such as labels and signs.	<b>Important Note for Consideration:</b> This standard should be addressed in a core ELA program. Foundations is a supplemental program focusing on foundational skills, spelling, and handwriting. It was designed with the expectation that it will be implemented alongside a core ELA program.
<b>K.F.CP.1.c</b>	Distinguish between letters, words, digits, and graphics.	<p>Standard Sound Cards and Letter Tiles demonstrate the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all <b>Word Play-Make Words for Decoding and Echo/Find Words</b>, students visually emphasize that individual letters make up a word.</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, 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>Make it Fun:</b> (Unit 2: p. 206) and (Unit 4: pp. 307, 317, 355, 365, and 375)</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>During <b>Storytime</b> activities, teachers model sketching illustrations to retell a story that is read to the students. Students are then encouraged to retell the story using the pictures. Teachers are prompted to use both the pictures and the phrased story together</p>

		<p>to support the differentiation between pictures and writing.</p> <p><b>Storytime (description p. 48):</b> (Unit 1: pp. 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)</p> <p>Fundations does not address this standard in its entirety because it is expected that the core ELA program would include instruction that encompasses digits and other graphics in texts.</p>
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<b>STANDARD K.F.CP.2: Book Orientation &amp; Directionality of Print Texts</b> Understand the conventional layout of books and how to maneuver them.		
<b>K.F.CP.2.a</b>	Hold books upright and begin reading at the front.	<p><b>Storytime (description p. 48):</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, and 406)</p> <p><b>Make it Fun:</b> (Unit 5: pp. 395 and 405)</p> <p>Additional activities are provided in the Home Support Packet (pp. 16 and 112).</p>
<b>K.F.CP.2.b</b>	Follow text from top to bottom, left to right, and turn pages from right to left.	<p><b>Storytime</b> activities recommend books and direct teachers to discuss print and book awareness.</p> <p><b>Storytime (description p. 48):</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, and 406)</p> <p><b>Make it Fun:</b> (Unit 5: pp. 395 and 405)</p> <p>Additional Storytime activities have students read text from top to bottom and left to right with a return sweep. Refer to Unit 1, pp. 102 and 162; Unit 3, p. 275; and Unit 4, pp. 331 and 341.</p> <p><b>The 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.</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 and words are separated by spaces.</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: p 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 Home Support Pack K (p. 16 and 112).</p> <p><b>Geodes® Level K Classroom Library*</b> aligns with the scope and sequence of Foundations Level K. The routine for The Duet Books includes print awareness. (See Inside Geodes® Level K, p. 27.)</p>
<b>K.F.CP.2.c</b>	Identify the front and back covers of books and their basic elements: titles, author names, illustrator names, and graphics.	<p><b>Storytime (description p. 48):</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, and 406)</p> <p><b>Make it Fun</b> (Unit 5: pp. 395 and 405)</p> <p>Additional activities are provided in the Home Support Packet (pp. 16 and 112).</p>
<b>STANDARD K.F.CP.3: Mechanics of Print Texts</b> Build a knowledge base of print conventions.		
<b>K.F.CP.3.a</b>	Recognize that written words are made up of individual letters.	<p>Standard Sound Cards and Letter Tiles demonstrate the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all <b>Word Play-Make Words for Decoding</b> and <b>Echo/Find Words</b>, students visually emphasize that individual letters make up a word.</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, 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>Make it Fun:</b> (Unit 2: p. 206) and (Unit 4: pp. 307, 317, 355, 365, and 375)</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>
<b>K.F.CP.3.b</b>	Recognize that words are separated by spaces.	<p>Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include <b>Teach Trick Words, Trick Word Practice, Word Play– Word Awareness, Word Play–Read Sentences and Sentence Dictation; Dictation/Sentences, and 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, 78, 383, 385, 389, 393, 399,</p>

		<p>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 Storytime Activity and with <b>Geodes® Level K Classroom Library*</b> Activities are also provided in the Home Support Pack K (p. 31) and the online teacher companion resource community called the Foundations Learning Community (See the Expert Tips/Ideas section.)</p>
<b>K.F.CP.3.c</b>	Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence.	<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); and (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 Expert Tips/Ideas section.)</p>
<b>STANDARD K.F.CP.4: Alphabet Knowledge</b> Demonstrate knowledge of the alphabet.		
<b>K.F.CP.4.a</b>	Recite the letters of the alphabet in order.	<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>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>Alphabetical Order (description p. 22):</b> (Unit 2: pp. 195, 209, and 219) and (Unit 2: pp. 239, 247, 257, 267, and 287)</p>
<b>K.F.CP.4.b</b>	Name and identify each uppercase and lowercase letter in random order.	<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>

		<b>Dictation/Sounds (description p. 24)–Dictation (Dry Erase) – Unit</b> <b>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)
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### III. BIG IDEA: Phonics (P)

Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

#### STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences

Identify and produce phoneme-grapheme correspondences.

##### K.F.P.1.a

Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant.

Kindergarten students not only learn to recognize and name letters, but they simultaneously learn letter formation and the letter-sound correspondence. This creates important linkages to the visual, motor, and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials.

**Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, and Make it Fun.**

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

**Drill Sounds (description p. 30):** (Orientation: p. 58); (Unit 1: pp. 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)

**Echo/Find Letters (description p. 32):** (Unit 1: pp. 69, 73, 79, 83, 89, 93, 99, 103, 109, 113, 119, 123, 133, 139, 143, 149, 153, 159, 163, 169, 173, and 179); (Unit 2: pp. 195, 209, and 219); (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and

		<p>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; p.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, 178) and (Unit 4: pp. 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 companion learning community Foundations Learning Community that is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
<b>K.F.P.1.b</b>	Identify and produce both long and short vowel sounds for A, E, I, O, U.	<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</p>



		<p>who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level K is the closed syllable type and the short vowel sounds.</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, 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, 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, and 289); (Unit 4: pp. 313, 315, 323, 325, 333, and 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: 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> (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,</p>
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		<p>and 289) and (Unit 4: p. 325)</p> <p>The <b>Word Play – Listen for Sounds</b> activity introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds. Refer to Unit 3, pages 239, 249, 259, 269, 279 and 289 and Unit 4, page 325.</p>
<b>STANDARD K-2.F.P.2: Decoding with Phonics</b> Use grade-level phonics skills to decode words in context and in isolation.		
<b>K.F.P.2.a</b>	Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC).	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the sound-spelling patterns taught for decoding. In Kindergarten, this includes VC and CVC spelling patterns. Students learn to segment and associate letters with sounds rather than memorize words. Encoding instruction is conducted using manipulatives (e.g., cards and tiles) with letters during the <b>Echo/Find Words</b> activity and the Dry Erase Tablet during the Dictation Activity.</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, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Students independently write a sentence from dictation in the following activities.</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>Make it Fun-Change the Sentence:</b> (Unit 5: pp. 355, 365, and 375)</p>

		<p><b>Word Play – Sentence Dictation/Write Sentences:</b> (Unit 5: pp. 359, 361, 369, 371, 373, and 381)</p> <p>A key part of learning to spell is the automatic recognition of the letters that correspond to a dictated sound. This is practiced in the <b>Echo/Find Letters</b> (see description on p. 32) and <b>Dictation/Sounds</b> activities (see description on p. 25).</p> <p>Digraphs are included Level K, Units 4–5. However, blends are taught in Foundations Level 1 curriculum. Additional activities are provided in the Home Support Packet (pp. 89, 95, and 106–110) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
<b>K.F.P.2.b</b>	Identify and decode parts of irregularly spelled high-frequency words.	<p>Automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called <i>Trick Words</i> 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 and 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 include: “the”, “a”, “and”, “are”, “to”, “is”, “his”, “as”, “has”, “was”, “we”, “she”, “he”, “be”,</p>

		<p>“me”, “I”, “you”, “they”, “or”, “for”, “of”, “have”, “from”, “by”, “my”, “do”, and “one.” Level K students will be able to <b>read</b> high-frequency words that have regular VC and CVC sound spelling patterns, including the following words from Fry’s first 100 list: “in”, “that”, “it”, “on”, “with”, “at”, “this”, “had”, “but”, “not”, “when”, “if”, “up”, “then”, “them”, “him”, “sit”, “did”, and “get.”</p> <p>Additional activities are provided in the Home Support Packet (81-82, 91, and 100–101) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
<b>K.F.P.2.c</b>	This progression begins in 1 <sup>st</sup> grade.	<b>N/A</b>
<b>K.F.P.2.d</b>	This progression begins in 1 <sup>st</sup> grade.	<b>N/A</b>
<b>K.F.P.2.e</b>	Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ.	<p>With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added, or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises such as word chaining.</p> <p><b>Introduce New Concepts:</b> (Unit 2 p. 190); (Unit 3: p. 263); (Unit 4: p. 302); 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, 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>Make it Fun:</b> (Unit 2: p. 206) and (Unit 4: pp. 307, 317, 355, 365, and 375)</p>

<b>STANDARD K-2.F.P.3: Encoding with Phonics</b> Use grade-level phonics skills to encode words in context and in isolation.		
<b>K.F.P.3.a</b>	Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words (VC, CV, CVC).	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the sound-spelling patterns taught for decoding. In Kindergarten, this includes VC and CVC spelling patterns. Students learn to segment and associate letters with sounds rather than memorize words. Encoding instruction is conducted using manipulatives (e.g., cards and tiles) with letters during the <b>Echo/Find Words</b> activity and the Dry Erase Tablet during the Dictation Activity.</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, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Students independently write a sentence from dictation in the following activities.</p> <p><b>Introduce New Concepts:</b> (Unit 5: pp. 351 and 379)  <b>Dictation/Sentences (description p. 28):</b> (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405)  <b>Make it Fun-Change the Sentence:</b> (Unit 5: pp. 355, 365, and 375)  <b>Word Play – Sentence Dictation/Write Sentences:</b> (Unit 5: pp. 359, 361, 369, 371, 373, and 381)</p> <p>A key part of learning to spell is the automatic recognition of the letters that correspond to a dictated sound. This is practiced in the <b>Echo/Find Letters</b> (see description on p. 32) and <b>Dictation/Sounds</b> activities (see description on p. 25).</p>

		<p>Digraphs are included Level K, Units 4–5. However, blends are taught in Foundations Level 1 curriculum. Additional activities are provided in the Home Support Packet (pp. 89, 95, and 106–110) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
<b>K.F.P.3.b</b>	Identify and encode irregularly spelled high-frequency words.	<p>Automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called <i>Trick Words</i> 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 and 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 include: “the”, “a”, “and”, “are”, “to”, “is”, “his”, “as”, “has”, “was”, “we”, “she”, “he”, “be”, “me”, “I”, “you”, “they”, “or”, “for”, “of”, “have”, “from”, “by”, “my”, “do”, and “one.” Level K students will be able to <b>read</b> high-frequency words that have regular VC and CVC sound spelling patterns, including the following words from Fry’s first 100 list: “in”, “that”, “it”, “on”, “with”, “at”, “this”, “had”, “but”, “not”, “when”, “if”, “up”, “then”, “them”, “him”, “sit”, “did”, and “get.”</p> <p>Additional activities are provided in the Home Support Packet (81–82, 91, and 100–101) and the online teacher companion resource</p>

		community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)  Encoding high-frequency words begins in Level 1.
<b>K.F.P.3.c</b>	This progression begins in 1 <sup>st</sup> grade.	<b>N/A</b>
<b>K.F.P.3.d</b>	This progression begins in 1 <sup>st</sup> grade.	<b>N/A</b>

<b>IV. BIG IDEA: Fluency (F)</b> Students read text aloud or silently with speed, accuracy, and expression.		
<b>STANDARD K-2.F.F.1: Oral &amp; Silent Reading Fluency</b> Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
<b>K.F.F.1.a</b>	Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words in isolation and context with increasing automaticity, including first and last names of students and others	<p>Automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called <i>Trick Words</i> 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 and 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 include: "the", "a", "and", "are", "to", "is", "his", "as", "has", "was", "we", "she", "he", "be", "me", "I", "you", "they", "or", "for", "of", "have", "from", "by", "my", "do", and "one." Level K students will be able to <b>read</b> high-frequency words that have regular VC and CVC sound spelling patterns, including the following words from Fry's first 100 list: "in", "that", "it", "on", "with", "at", "this", "had", "but", "not", "when", "if", "up", "then", "them", "him", "sit", "did", and "get."</p> <p>Additional activities are provided in the Home Support Packet (81-</p>



		<p>82, 91, and 100–101) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p> <p>The <b><i>Geodes Level K Library</i></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 Inside Geodes® Level K, pp. 5, 22, 23, 27, and 43–47.)</p>
<b>K.F.F.1.b</b>	Read familiar texts chorally with appropriate volume and rate.	<p><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)</p>
<b>K.F.F.1.c</b>	Read grade-level 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 the following activities.</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><b>Important Note for Consideration:</b> Foundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading grade-</p>

		level text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the <b>Geodes® Level K Classroom Library</b> , which provides 32 Duet Books explicitly corresponding to Foundations' scope and sequence for grade K. These Duet Books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.
<b>K.F.F.1.d</b>	This progression begins in 1 <sup>st</sup> grade.	<b>N/A</b>

<b>V. BIG IDEA: Handwriting (H)</b> Students develop print handwriting skills.		
<b>STANDARD K-2.F.H.1: Motor Skills &amp; Letter/Word Formation</b> Use fine motor skills to form legible letters and words in print.		
<b>K.F.H.1.a</b>	Form all uppercase and lowercase letters.	<p>Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of <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. 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, and Student Notebook.</b></p> <p><b>Echo/Letter Formation (description p. 36):</b> (Orientation: pp. 58) (Unit 1: 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, 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.</p>

		7–19, 21–23, 25–30, 32–37, 39–51, and 62–79) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)
<b>K.F.H.1.b</b>	Form words, including first and last names.	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the sound-spelling patterns taught for decoding. In Kindergarten, this includes VC and CVC spelling patterns. Students learn to segment and associate letters with sounds rather than memorize words. Encoding instruction is conducted using manipulatives (e.g., cards and tiles) with letters during the <b>Echo/Find Words</b> activity and the Dry Erase Tablet during the Dictation Activity.</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, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Students independently write a sentence from dictation in the following activities.</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>Make it Fun-Change the Sentence:</b> (Unit 5: pp. 355, 365, and 375)</p> <p><b>Word Play – Sentence Dictation/Write Sentences:</b> (Unit 5: pp. 359, 361, 369, 371, 373, and 381)</p> <p>A key part of learning to spell is the automatic recognition of the</p>

		<p>letters that correspond to a dictated sound. This is practiced in the <b>Echo/Find Letters</b> (see description on p. 32) and <b>Dictation/Sounds</b> activities (see description on p. 25).</p> <p>Digraphs are included Level K, Units 4–5. However, blends are taught in Foundations Level 1 curriculum. Additional activities are provided in the Home Support Packet (pp. 89, 95, and 106–110) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p> <p>During <b>Word Play-Word Awareness</b>, teachers are directed to use students’ names in the sentences. As they change the sentences, teachers use a different student’s name. See examples of the <b>Word Play-Word Awareness</b> activity in Unit 1 (pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180).</p>
<b>K.F.H.1.c</b>	Use appropriate spacing between letters, words, and sentences.	<p>Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include <b>Teach Trick Words, Trick Word Practice, Word Play– Word Awareness, Word Play–Read Sentences</b> and <b>Sentence Dictation; 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, 78, 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 Storytime Activity and with <b>Geodes® Level K Classroom Library*</b> Activities are also provided in the Home Support Pack K (p. 31) and the online teacher companion resource community called the Foundations Learning Community (See the Expert Tips/Ideas section.)</p>
<p><b>STANDARD K-2.F.H.2: Transcription &amp; Handwriting Fluency</b></p> <p>Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.</p>		
<b>K.F.H.2.a</b>	Practice basic transcription skills.	<p>Kindergarten students not only learn to recognize and name letters, but they simultaneously learn letter formation and the letter-sound correspondence. This creates important linkages to the visual, motor, and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials.</p> <p><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: pp. 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,</p>

		<p>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; p.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, 178) and (Unit 4: pp. 307)</p> <p>Additional activities are provided in the Home Support Pack K (pp.</p>
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		38, 52, 54–56, and 84). Teachers have access to additional resources provided in companion learning community Foundations Learning Community that is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)
<b>K.F.H.2.b</b>	Begin building handwriting fluency by forming accurate letters, including those in first and last names.	<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. 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, and Student Notebook.</b></p> <p><b>Echo/Letter Formation (description p. 36):</b> (Orientation: pp. 58) (Unit 1: 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, 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>



		Additional activities are provided in the Home Support Pack K (pp. 7–19, 21–23, 25–30, 32–37, 39–51, and 62–79) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)
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## **Foundations<sup>®</sup> LEVEL 1 Program**

Alignment to the Georgia Standards for  
English Language Arts

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## First Grade

<b>I. BIG IDEA: Phonological Awareness (PA)</b> Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.		
<b>STANDARD K-1.F.PA.4: Syllables</b> Identify and manipulate syllables in spoken words.		
<b>1.F.PA.4.a</b>	Know that syllables are word parts with one vowel sound. (Reinforce as appropriate in grade 1.)	<p>Beginning in Level K, students engage in activities called <b>Syllable Count</b> and <b>Syllable Play</b>; syllable awareness and counting is taught through these activities. White, magnetic Syllable Frames are counted and used as a visual representation of syllable segmentation.</p> <p>In Level 1, explicit syllable instruction begins in Unit 9 when students learn about closed versus open syllables. In Unit 12, students learn how to segment two-syllable words. Part of this instruction involves students breaking apart the two syllables and saying them separately. Additionally, teachers write the words on white, magnetic Syllable Frames; students are tasked with breaking apart the syllables, reading them individually, and then combining them to form the two-syllable word. In another exercise, students practice reading two-syllable words built by the instructor using Standard Sound Cards. After splitting the word, students orally read each of the two syllables separately.</p> <p><b>Dictation/Words (Multisyllabic Words):</b> (Unit 9: pp. 302, 407, 415, 419, 421, 425, 431, 447, 449, 455, 457, 459, 465, 467, 469, 483, 491, 493, and 495)</p> <p><b>Word of the Day:</b> (Unit 12: pp. 404, 405, 408, 416, 418, 426, 428, 444, 456, 464, 485, and 492)</p> <p><b>Introduce New Concepts:</b> (Unit 12: pp. 406, 407, 442, and 445)</p> <p><b>Echo/Find Letters &amp; Words:</b> (Unit 12: pp. 409, 425, 429, 469, and 491)</p>

		<p><b>Word Talk:</b> (Unit 12: pp. 410, 412, 420, 422, 430, 432, 446, 449, 450, and 458)</p> <p><b>Word Play:</b> (Unit 12: pp. 490 and 494)</p> <p><b>Make It Fun:</b> (Unit 12: pp. 429.)</p>
<b>1.F.PA.4.b</b>	Count and pronounce syllables in single and multisyllabic spoken words. (Reinforce as appropriate in grade 1.)	<p>This skill is first taught in Level K and reinforced in Level 1.</p> <p><b>Dictation/Words (Multisyllabic Words):</b> (Unit 9: pp. 302, 407, 415, 419, 421, 425, 431, 447, 449, 455, 457, 459, 465, 467, 469, 483, 491, 493, and 495)</p> <p><b>Word of the Day:</b> (Unit 12: pp. 404, 405, 408, 416, 418, 426, 428, 444, 456, 464, 485, and 492)</p> <p><b>Introduce New Concepts:</b> (Unit 12: pp. 406, 407, 442, and 445)</p> <p><b>Echo/Find Letters &amp; Words:</b> (Unit 12: pp. 409, 425, 429, 469, and 491)</p> <p><b>Word Talk:</b> (Unit 12: pp. 410, 412, 420, 422, 430, 432, 446, 449, 450, and 458)</p> <p><b>Word Play:</b> (Unit 12: pp. 490 and 494)</p> <p><b>Make It Fun:</b> (Unit 12: p. 429)</p>
<b>1.F.PA.4.c</b>	Blend and segment syllables in spoken words. (Reinforce as appropriate in grade 1.)	<p>Instruction in segmenting words into syllables begins in Level K. Multisyllabic word decoding begins in Level 1 as students read and spell compound and other words with two syllables by breaking them into syllables.</p> <p>In <b>Dictation/Words (Multisyllabic Words)</b>, the instructor says a multisyllabic word and uses magnetic Syllable Frames on the board as a visual map of the word. The group breaks the word into syllables together as the instructor touches magnetic Syllable Frames on the board. Students then write the word, using the visual that was just created as a group as a guide. These tasks support students in learning to orally break words into syllables first, and then spell one syllable at a time.</p> <p><b>Dictation/Words (Multisyllabic Words):</b> (Unit 9: pp. 302, 407, 415, 419, 421, 425, 431, 447, 449, 455, 457, 459, 465, 467, 469, 483, 491, 493, and 495)</p> <p><b>Word of the Day:</b> (Unit 12: pp. 404, 405, 408, 416, 418, 426, 428, 444, 456, 464, 485, and 492)</p>

		<p><b>Introduce New Concepts:</b> (Unit 12: pp. 406, 407, 442, and 445)</p> <p><b>Echo/Find Letters &amp; Words:</b> (Unit 12: pp. 409, 425, 429, 469, and 491)</p> <p><b>Word Talk:</b> (Unit 12: pp. 410, 412, 420, 422, 430, 432, 446, 449, 450, and 458)</p> <p><b>Word Play:</b> (Unit 12: pp. 490 and 494)</p> <p><b>Make It Fun:</b> (Unit 12: p. 429)</p>
<b>1.F.PA.4.d</b>	Add, delete, and substitute syllables in spoken words.	<p>The skill of syllable segmentation is closely integrated into the teaching of how to read and spell multisyllabic words. The focus shifts from phonemic segmentation to syllabic segmentation in Unit 12. In <b>Echo/Find Words (Multisyllabic Words)</b> and <b>Dictation Words (Multisyllabic Words)</b> students <i>hear</i> a spoken multisyllabic word, and then must segment the word into syllables using a very explicit and multisensory procedure. Students say and touch a syllable frame on the Letter Board for the first syllable, and then say and touch the syllable frame for the second syllable before writing.</p> <p><b>Echo/Find Words (description p. 44):</b> (Unit 12: pp. 409, 425, and 429); (Unit 13: p. 469); and (Unit 14: p. 491)</p> <p><b>Dictation/Words (description p. 26):</b> (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>A variant of this indicator is practiced when teachers dictate a word with a suffix. Teachers say the whole word and students repeat (echo) the word. Then, students are asked to say just the base word without the suffix before spelling. (See <b>Introduce New Concepts</b> in Unit 6, p. 203.)</p> <p><b>Echo/Find Words (description p. 42):</b> (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>Dictation/Words (description p. 26):</b> (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,</p>

		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)
<b>STANDARD K-1.F.PA.5: Onsets &amp; Rimes</b>		
Blend and segment onsets and rimes in spoken words.		
<b>1.F.PA.5.a</b>	Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	Fundations efficiently focuses on the phonemic awareness skill of phoneme blending and segmentation which research has identified as key for functional value in decoding/reading. “[A]ll of these various phonological awareness skills—the ability to separate syllables within words, the ability to segment onsets from rimes (b/ig), the ability to rhyme, and the ability to segment or blend phonemes are all correlated with each other. But it is the segmenting and blending of phonemes that has functional value in reading” (Shanahan, 2015). Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. The <b>Storytime</b> activity (see description on p. 48) also incorporates a few activities which include alliteration or groups of words with the same initial sound (pp. 128 and 132).
<b>1.F.PA.5.b</b>	Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.	Fundations efficiently focuses on the phonemic awareness skill of phoneme blending and segmentation which research has identified as key for functional value in decoding/reading. “[A]ll of these various phonological awareness skills — the ability to separate syllables within words, the ability to segment onsets from rimes (b/ig), the ability to rhyme, and the ability to segment or blend phonemes are all correlated with each other. But it is the segmenting and blending of phonemes that has functional value in reading” (Shanahan, 2015). Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. <b>Storytime</b> (description p. 48) also incorporates a few activities which include alliteration or groups of words with the same initial sound (pp.128 and 132).
<b>STANDARD K-1.F.PA.6: Phonemic Awareness</b>		
Identify and manipulate the individual sounds in spoken words.		
<b>1.F.PA.6.a</b>	Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and blends.	The skill of isolating phonemes in a spoken word is emphasized in

		<p>the procedure of the <b>Dictation Words, Echo/Find Words</b>, and in some <b>Introduce New Concepts</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted <i>orally</i> before students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks).</p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3: 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) (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>
<b>1.F.PA.6.b</b>	Distinguish between short and long vowel sounds in spoken one-syllable words.	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson® tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 1,</p>

		<p>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. (Refer to resources on pp. 397–398, 435–436, 473–474, and 501–502.)</p> <p><b>Introduce New Concepts:</b> (Unit 11: pp. 366, 368, and 387)  <b>Make it Fun (description p. 60):</b> (Unit 11: pp. 371, 381, and 391)  <b>Word of the Day (description p. 56):</b> (Unit 11: pp. 370, 372, 378, 382, 388, and 393)  <b>Word Talk (description p. 58):</b> (Unit 11: pp. 374, 380, 390, and 394)  <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)  <b>Dictation/Words (description p. 26):</b> (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393)</p> <p>By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable. (See Unit 9, p. 313.)</p>
<b>1.F.PA.6.c</b>	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words.	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities.</p>



		<p>Blends are introduced in Level 1, Unit 8 (see Unit 8 Introduction, p. 270). The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends) segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>Examples of Blending Sounds:</b></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. 331 and 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); (Unit 8: p. 287); and (Unit 14: pp. 487, 493, and 495)</p> <p><b>Examples of Segmenting Sounds:</b></p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3: pp. 237, 239, 247,</p>
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		<p>249, 257, 259, 267, 269, 277, 279, 287, 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, 335); (Unit 5: pp. 349, 359, 361, 369, 391; p.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: p.309; p.317, p. 319, 327, 329; p.; 337, 339) (Unit 5: p 353, 355, 363, 365, 373; p 375, 379, 383, 389, 393, 395, 399, 403 p. 405)</p> <p><b>Introduce New Concepts:</b> (Unit 3: pp. 241, 277) (Unit 4: pp. 307, 322, 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>
<b>1.F.PA.6.d</b>	Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.	<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> and <b>Make It Fun</b> activities. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed (phoneme manipulation).</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 p. 42; 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,</p>

		<p>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. 331 and 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); (Unit 8: p. 287); and (Unit 14: pp. 487, 493, and 495)</p>
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<b>III. BIG IDEA: Phonics (P)</b> <b>Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.</b>		
<b>STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences</b> Identify and produce phoneme-grapheme correspondences.		
<b>1.F.P.1.a</b>	Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs.	<p>The concept of digraphs was taught in Level K Foundations and is again explicitly taught in Unit 3 (See Unit 3, pp. 130–153). Digraphs are taught using the Large Sound Cards that contain a Letter-Keyword-Sound visual. Students are taught the letter-keyword-sound verbalization for each digraph and learn this in tandem with the visual card. Digraphs are included in word resources for all units following for all decoding and encoding activities. (See Unit Resources, pp. 179, 195, 231, 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474 and 501–502.)</p> <p><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: pp. 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,</p>

		<p>350, 352, 354, and 356); (Unit 11: pp. 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, and 394); (Unit 12: pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, and 432); (Unit 13: pp. 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 468, and 470); and (Unit 14: pp. 480, 482, 484, 486, 488, 490, 492, 494, 496, and 498)</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, and 349); (Unit 11: pp. 369, 371, and 379); (Unit 12: 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, 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>
<b>1.F.P.1.b</b>	Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs.	<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</p>

		<p>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. (See resources on pages 397–398, 435–436, 473–474, and 501–502.)</p> <p><b>Introduce New Concepts:</b> (Unit 11: pp. 366, 368, and 387)  <b>Make it Fun (description p. 60):</b> (Unit 11: pp. 371, 381, and 391)  <b>Word of the Day (description p. 56):</b> (Unit 11: pp. 370, 372, 378, 382, 388, and 393)  <b>Word Talk (description p. 58):</b> (Unit 11: pp. 374, 380, 390, and 394)  <b>Word Play (description p. 60):</b> (Unit 11: pp. 386 and 392)  The vowel-consonant-e concept is reinforced in spelling activities, including <b>Echo Find Words</b> and <b>Dictation/Words</b>.  <b>Echo/Find Words (description p. 42):</b> (Unit 11: pp. 369, 371, 379, and 387)  <b>Dictation/Words (description p. 26):</b> (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393)</p> <p>By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable. (See Unit 9, p. 313.)</p>
<b>STANDARD K-2.F.P.2: Decoding with Phonics</b> Use grade-level phonics skills to decode words in context and in isolation.		
<b>1.F.P.2.a</b>	Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.	<p>In Foundations, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations activities that include decoding words with these syllable types include <b>Introduce New Concepts</b>, <b>Word of the Day</b>, <b>Word Talk</b>, <b>Make it Fun</b>, <b>Word Play</b>, and <b>Storytime</b>.</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: pp. 341 and 348); (Unit 11: pp. 366, 367, and 387); (Unit 12: pp. 404, 406, 414, p. 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); (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. p. 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</p>
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		<p>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>R-controlled vowels and vowel teams (vowel digraph/diphthong) are introduced in the <b>Drill Sounds/Warm Up</b> activity beginning in Unit 8. Learning those sounds in Level 1 helps with students' reading. However, 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, p. 340, 342, 344, 346, 348, 350, and 354); (Unit 11: pp. 386, 388, 390, and 392); (Unit 12: pp. 404, 406, 408, 410; p. 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> <p>Also, the <b>Fundations Fluency Kit 1</b>, and <b>Fundations Stories Set 1</b> (included in Teacher's Kit), and the <b>Geodes® Level 1 Library</b> (see above for description) provide additional decoding practice.</p>
<b>1.F.P.2.b</b>	Identify and decode parts of irregularly spelled words, including high-frequency words.	<p>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 words to be quickly recognized, called Trick Words in Fundations. There are 93 words taught as Trick</p>

		<p>Words in Level 1. (See Unit 14 Resources, p. 501 for a list of all Trick Words.) Level 1 students will be able to <i>read</i> high-frequency words that have regular sound spelling patterns taught in the Level I curriculum, including the following high frequency words from Fry’s first 100 list: “and”, “in”, “that”, “it”, “on”, “with”, “at”, “this”, “had”, “but”, “not”, “all”, “when”, “can”, “use”, “an”, “if”, “will”, “these”, “up”, “then”, “them”, “make”, “like”, “him”, “time”, “sit”, “find”, “long”, “did”, “get”, and “made.”</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</b> (Drill sounds/Warm up) and by entering each Trick Word into the <b>Student Notebook</b>.</p> <p><b>Teach Trick Words–Reading (description p. 52):</b> (Unit 2: 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.</p> <p><b>Drill Sounds/ Warm Up:</b> (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</p>
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		<p>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, p. 490, 492, 494, 496, and 498)</p> <p>Learned Trick Words are also included in the short passages read during the <b>Storytime</b> activities.</p>
<b>1.F.P.2.c</b>	Decode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).	<p>Nonsense words used for a variety of learning activities can be found in the Unit Resources in Units 2–14: (pp. 127, 153, 179, 195, 231, 267, 296, 323, 357, 397, 436, 474, and 501).</p> <p><b>Word Play:</b> (Unit 3: p. 142); (Unit 5: p. 190); (Unit 6: p. 200); (Unit 9: p. 316); (Unit 10: p. 344); (Unit 11: p. 392); and (Unit 14: pp. 481 and 483).</p> <p><b>Word of the Day (description p. 56):</b> (Unit 11: pp. 370, 372, 378, 382, 388, and 393)</p>
<b>1.F.P.2.d</b>	Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.	<p>Fundations presents an explicit and systematic study of the English language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Fundations Level 1, students first learn to decode closed syllables; they then learn the vowel-consonant-e syllable type and then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards.</p> <p><b>Introduce New Concepts:</b> (Unit 12: pp. 404, 406, 414, 417, and</p>

		<p>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: pp. 460), and (Unit 14: pp. 488)</p> <p>Also, the Foundations Fluency Kit 1 and Foundations Stories Set 1 (included in Teacher’s Kit). Also available is the <b>Geodes® Level 1 Classroom Library</b>, which provides 64 titles that explicitly correspond to Foundations’ scope and sequence for grade 1. Foundations teaches word structure cumulatively and thoroughly across grades K–3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. Students must demonstrate proficiency before moving on. Foundations first teaches a new syllable type in isolation and then only combines it with other syllable types that students have already studied.</p> <p>In grade 1, Foundations establishes multisyllabic word work with only closed-closed and closed-VCe syllable types. Furthermore, the teaching of the syllable types is more thorough and intentional because Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). R-controlled and vowel teams (vowel digraphs/diphthongs)</p>
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		involve spelling options.
<b>STANDARD K-2.F.P.3: Encoding with Phonics</b> Use grade-level phonics skills to encode words in context and in isolation.		
<b>1.F.P.3.a</b>	Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.	<p>Foundations sets the foundation for writing by directly teaching the study of English orthography for the spelling of words, high frequency words, and proofreading skills. The goal is for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p><b>Dictation (Dry Erase) and Dictation (Composition Book):</b>  <b>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: p. 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 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><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,</p>

		<p>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: pp. 469); and (Unit 14: pp. 491).</p> <p>The Home Support Packet activities reinforce encoding skills.</p>
<b>1.F.P.3.b</b>	Identify and encode irregularly spelled words, including high-frequency words.	<p>Students learn high frequency words for spelling. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. The <b>Teach Trick Words–Spelling</b> activity helps students learn to spell high frequency words using gross-motor memory. Students practice spelling learned Trick Words in the <b>Dictation (Composition)</b> Activity in isolation and in sentence dictation.</p> <p><b>Teach Trick Words–Spelling (description p. 54)</b> (Unit 2: pp. 117, 121); (Unit 3: pp. 133, 137, p. 143, 149); (Unit 4: pp. 161, 165, 171, 175); (Unit 5: pp. 187, 191); (Unit 6: pp. 205, 215, 223); (Unit 7: pp. 241, 249, 259; p263); (Unit 8: pp. 279, 289), (Unit 9: pp. 307, 317); (Unit 10: pp. 335, 339, 353); (Unit 11: pp. 373; 377); (Unit 12: pp. 411, 417, 421, 427); (Unit 13: pp. 443, 453, 459, 463); (Unit 14: pp. 481, 497)</p> <p><b>Dictation (Composition Book) (Dictation/Trick Words description p.34, Dictation/Sentences description p. 36):</b> (Unit 2: pp. 123); (Unit 3: pp. 135, 139, 147); (Unit 4: pp. 163, 167; 169; 175); (Unit 5: pp. 185, 189); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, 227); (Unit 7: pp. 241, 251, 253, 255, 261); (Unit 8: pp. 281, 283, 287, 291;); (Unit 9: pp. 305, 309, 311, 315, 313, 317, 319, 331); (Unit 10: pp. 331, 335, 343, 345, 347, 351, 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, 431); (Unit 13: pp. 445, 447, 449, 457, 461; p. 465, 467, 469); (Unit 14: pp. 483; p.487, 489, 491, 493, 495)</p> <p>Level 1 students will be also be able to spell high-frequency words that have regular sound spelling patterns taught in the Level I</p>

		<p>curriculum that includes closed syllable and vowel-consonant-e syllable. including the following high frequency words from Fry’s first 100 list: “and”, “in”, “that”, “it”, “on”, “with”, “at”, “this”, “had”, “but”, “not”, “all”, “when”, “can”, “use”, “an”, “if”, “will”, “these”, “up”, “then”, “them”, “make”, “like”, “him”, “time”, “sit”, “find”, “long”, “did”, “get”, and “made.”</p>
<b>1.F.P.3.c</b>	<p>Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).</p>	<p>Fundations sets the foundation for writing by directly teaching the study of English orthography for the spelling of words, high frequency words, and proofreading skills. The goal is for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p><b>Dictation (Dry Erase) and Dictation (Composition Book):</b>  <b>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: p. 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 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><b>Echo/Find Words (description pp. 42 and 44):</b> (Unit 2: pp. 109</p>

		<p>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: pp. 469); and (Unit 14: p. 491).</p> <p>The Home Support Packet activities reinforce encoding skills.</p>
<b>1.F.P.3.d</b>	Encode two-syllable words with basic patterns by applying knowledge of basic syllable types.	<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 I students learn to encode closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as q followed by u, digraphs, blends, digraph blends, bonus letter (ff, ll, ss), glued sounds, ways to spell /k/, spelling of ck at the end of words, long and short vowel sounds, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, and spelling words with a suffix with unchanging base words. Level 1 excludes spelling of sound options and advanced spelling rules in order to establish a solid foundation more complex rules of the language are provided in Foundations Levels 2 and 3. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity; as well with the Dictation (Dry Erase) and Dictation (Composition Book) Activities. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time. This simplifies the task of spelling longer words.</p> <p><b>Introduce New Concepts:</b> (Unit 3: pp. 135 and 145), (Unit 4: p. 168), (Unit 5: p. 185); (Unit 6: p. 203); (Unit 7: p. 239)</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,</p>

		<p>253, and 257), (Unit 8: pp. 281, 285, and 291), (Unit 9: pp. 303, 313, and 319), (Unit 10: pp. 333, 341, 345, and 349), (Unit 11: pp. 369, 371, 379, and 387), (Unit 12: pp. 409, 425, and 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p><b>Dictation (Dry Erase) and Dictation (Composition Book):</b>  <b>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), (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: p. 287), (Unit 14: pp. 487, 493, and 495)</p>
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<b>IV. BIG IDEA: Fluency (F)</b> Students read text aloud or silently with speed, accuracy, and expression.		
<b>STANDARD K-2.F.F.1: Oral &amp; Silent Reading Fluency</b> Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
<b>1.F.F.1.a</b>	<p>Increase sight word vocabulary using decoding skills by reading grade- appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.</p>	<p>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 words to be quickly recognized, called Trick Words in Foundations. There are 93 words taught as Trick Words in Level 1. (See Unit 14 Resources, p. 501 for a list of all Trick Words.) Level 1 students will be able to read high-frequency words that have regular sound spelling patterns taught in the Level I curriculum, including the following high frequency words from Fry’s first 100 list: “and”, “in”, “that”, “it”, “on”, “with”, “at”, “this”, “had”, “but”, “not”, “all”, “when”, “can”, “use”, “an”, “if”, “will”, “these”, “up”, “then”, “them”, “make”, “like”, “him”, “time”, “sit”, “find”, “long”, “did”, “get”, and “made.”</p> <p>During the <b>Teach Trick Words – Reading</b> activity, Trick Words are explicitly taught within the context of a sentence using blue Sentence Frames, focusing students’ attention on the Trick Words by circling them. Meaning is discussed as needed. Recognition is reinforced with <b>flash cards</b> during the Trick Words Drill (<b>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</p>



		<p>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.</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: pp. 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: pp. 480, 482, 484, 486, 488, 490, 492, 494, 496, and 498)</p> <p>Learned Trick Words are also included in the short passages read during the <b>Storytime</b> activities. Also, the <b>Foundations Fluency Kit 1</b> (included in Teacher’s Kit), and the <b>Geodes® Level 1 Library</b> provide additional decoding practice.</p>
<b>1.F.F.1.b</b>	Read a wide range of grade-level texts aloud with increasing accuracy.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to</p>

		<p>and have practiced single-word decoding, they will begin decoding 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</b> activity is designed to help develop the students' awareness of print, understanding of story structure, cohesion of story events, visualization skill, retelling of a story or facts, and auditory and reading comprehension. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.</p> <p><b>Storytime (description p. 60):</b> (Unit 3: 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>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <b>Word of the Day</b> activity.</p> <p><b>Word of the Day (description p. 56):</b> (Unit 6: pp. 204, 210, 213, 222, and 224); (Unit 10: pp. 329, 332, 340, 343, 349, and 352); (Unit 13: pp. 444, 454, 456, 464, and 466); and (Unit 14: pp. 485, 492, and 494)</p> <p>Additionally, phrasing is modeled and practiced during the <b>Teach Trick Words – Reading</b> activity where sentences are 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</p>
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		<p>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>Fundations provides Fluency Kits that include exercises for sounds, word lists, and phrases to develop automaticity; the Fluency Kits also provide controlled text material for fluency practice. For Units 1–7, the teacher guides students as they draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated, guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form, including reading text orally with expression. The Progress Monitoring Tool also includes an oral reading fluency measure.</p>
<b>1.F.F.1.c</b>	Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.	<p>Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text. This is emphasized daily with a variety of activities. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. The <b>Storytime</b> activity provides practice applying word analysis and fluency strategies to reading controlled stories.</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 and 423); (Unit 13: p. 460); and (Unit 14: p. 488)</p> <p>The Fluency Kit also contains the stories from each Unit. For Units 1–7, the teacher guides students as they draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to</p>

		<p>take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated, guided reading. Students are encouraged to take the booklets home for additional practice.</p> <p><b>Prosody:</b> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <b>Word of the Day</b> activity.</p> <p><b>Word of the Day (description p. 56):</b> (Unit 6: pp. 204, 210, 213, 222, and 224); (Unit 10: pp. 329, 332, 340, 343, 349, and 352); (Unit 13: pp. 444, 454, 456, 464, and 466); and (Unit 14: pp. 485, 492, and 494)</p> <p>Additionally, phrasing is modeled and practiced during the <b>Teach Trick Words – Reading</b> activity where sentences are 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, and 427); (Unit 13: pp. 443, 453, 459, and 463); and (Unit 14: pp. 481 and 497)</p>
<b>1.F.F.1.d</b>	Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single-word decoding, they will begin decoding connected text with a variety of activities, such as <b>Trick Word Reading</b>, <b>Word of the Day</b>, and <b>Storytime</b>. Students learn how to read in phrases that connect meaning to develop fluency</p>

		<p>and speed of reading. Foundations uses a scooping technique to provide a graphical representation of phrasing. 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. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.</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>Prosody:</b> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <b>Word of the Day</b> activity.</p> <p><b>Word of the Day (description p. 56):</b> (Unit 6: pp. 204, 210, 213, 222, and 224); (Unit 10: pp. 329, 332, 340, 343, 349, and 352); (Unit 13: pp. 444, 454, 456, 464, and 466); and (Unit 14: pp. 485, 492, and 494)</p> <p>Additionally, phrasing is modeled and practiced during the <b>Teach Trick Words–Reading</b> activity where sentences are 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, and 427); (Unit 13: pp. 443, 453, 459, and 463); and (Unit 14: pp. 481 and 497)</p>
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		<p>Foundations provides Fluency Kits that include exercises for sounds, word lists, and phrases to develop automaticity; the Fluency Kits also provide controlled text material for fluency practice. For Units 1–7, the teacher guides students as they draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated, guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form, including reading text orally with expression. The Progress Monitoring Tool also includes an oral reading fluency measure.</p>
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<b>V. BIG IDEA: Handwriting (H)</b> Students develop print handwriting skills.		
<b>STANDARD K-2.F.H.1: Motor Skills &amp; Letter/Word Formation</b> Use fine motor skills to form legible letters and words in print.		
1.F.H.1.a	Form all uppercase and lowercase letters and words with accuracy and consistency.	<p>Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Grades 1 and 2 teachers have all materials and instructions to reteach and review these as needed. Throughout the Level 1 curriculum, legibility is highly valued.</p> <p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme (i.e., 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.</p>

		<p><b>Dictation (Dry Erase) and Dictation (Composition Book):</b>  <b>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>
<b>1.F.H.1.b</b>	Form words with accuracy and consistency.	<p>Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Grades 1 and 2 teachers have all materials and instructions to reteach and review these as needed. Throughout the Level 1 curriculum, legibility is highly valued.</p> <p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme (i.e., 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.</p> <p><b>Dictation (Dry Erase) and Dictation (Composition Book):</b>  <b>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>
<b>1.F.H.1.c</b>	Use appropriate spacing between letters, words, and sentences across lines on a page.	<p>The Sentence Frames are used to help explicitly teach both sentence structure as well as word awareness. These frames allow students to discern separate words in a dictated sentence. Students learn that each sentence starts with a capital and ends with punctuation. There are special frames used to provide students with a visual of the sentence structure. The frames represent spacing and the separation of words. Teachers model during <b>Teach Trick Word–Reading</b> activities, and then students practice during the <b>Dictation/Sentences</b> activities. Teachers once again model proper word spacing during the <b>Word of the Day</b> (see description on p. 56) activity when students generate a sentence using the Word of the Day.</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</p>

		<p>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>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><b>STANDARD K-2.F.H.2: Transcription &amp; Handwriting Fluency</b>            Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.</p>		
<b>1.F.H.2.a</b>	Perform basic transcription skills.	<p>Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Grades 1 and 2 teachers have all materials and instructions to reteach and review these as needed. Throughout the Level 1 curriculum, legibility is highly valued.</p> <p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme (i.e., 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</p>

		<p>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.</p> <p><b>Dictation (Dry Erase) and Dictation (Composition Book):</b>  <b>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>
<b>1.F.H.2.b</b>	Build handwriting fluency by forming accurate letters and words with increasing speed.	<p>Letter formation is taught and reinforced using gross motor and fine motor skills during both the <b>Sky Write/Letter Formation</b> and <b>Echo/Letter Formation</b> activities. Students are introduced to letter formation through gross-motor movements that follow teacher verbalizations during <b>Sky Write/Letter Formation</b>. This activity 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. Fine-motor movements and letter formation is practiced and reinforced during <b>Echo/Letter Formation</b>, which works students’ fine motor skills as they encode words.</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</p>

		<p>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 <b>Dictation (Dry Erase)</b> and <b>Dictation (Composition Book)</b>.</p> <p><b>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, 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261; 263); (Unit 8: pp. 279, 281, 283, 287, 289, 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, 431); (Unit 13: pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, 469); (Unit 14: pp. 483, 485, 487, 489, 491, 493, 495)</p>
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## **Foundations<sup>®</sup> LEVEL 2 Program**

Alignment to the Georgia Standards for  
English Language Arts

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## Second Grade

<b>III. BIG IDEA: Phonics (P)</b> <b>Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.</b>		
<b>STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences</b> <b>Identify and produce phoneme-grapheme correspondences.</b>		
<b>2.F.P.1.a</b>	Identify and produce all phoneme-grapheme correspondences for all consonants, including consonant blends and digraphs.	<b>Drill Sounds/Warm-Up (description pp. 40–41):</b> (Unit 1: pp. 64, 66, 74, 76, 78, 80, 82, 84, 86, 88, 90, and 92); (Unit 2: pp. 102, 104, 106, 108, 110, 112, 114, 116, 118, and 120); (Unit 3: pp. 130, 132, 134, 136, and 138); (Unit 4: pp. 146, 150, 152, 154, 156, 158, 160, 162, 164, and 166); (Unit 5: pp. 176, 180, 182, 184, 186, 188, 190, 192, 194, and 196); (Unit 6: pp. 206, 208, 210, 212, 214, 216, 218, 220, 222, and 224); (Unit 7: pp. 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, and 262); (Unit 8: pp. 272, 274, 276, 278, and 280); (Unit 9: pp. 290, p. 292, 294, 296, 298, 300, 302, 304, 306, and 308); (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)
<b>2.F.P.1.b</b>	Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e, vowel digraphs, r-controlled vowels, and diphthongs.	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all Units following for all decoding and encoding activities. (Resources: 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</p>

		<p>in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. <b>Unit 1 Introduction</b> (p. 70), <b>Unit 3 Introduction</b> (p. 126), <b>Unit 4 Introduction</b> (p. 142), <b>Unit 5 Introduction (multisyllabic words)</b>; (p. 172), <b>Unit 6 Introduction</b> (p. 202), <b>Unit 7 Introduction</b> (p. 230), <b>Unit 10 Introduction</b> (p. 314), <b>Unit 11 Introduction</b> (p. 342), <b>Unit 13 Introduction</b> (p. 388), <b>Unit 14 Introduction</b> (p. 416) <b>Unit 15 Introduction</b> (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)</b>, <b>Dictation (Composition Book)</b>, <b>Dictation (Day 5 Check Up)</b>, <b>Introduce New Concepts</b>, <b>Echo/Find Words</b>, <b>Word of the Day</b>, <b>Word Talk</b>, and <b>Make It Fun</b>.</p> <p><b>Dictation/Words (description p. 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 p. 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, 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>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, and 334); (Unit 11: pp. 348, 352, 359, and 360); (Unit 13: pp. 396, 399, 402, and 406); and</p>
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		<p>(Unit 15: p. 459)</p> <p><b>Word Talk (description p. 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><b>STANDARD K-2.F.P.2: Decoding with Phonics</b></p> <p>Use grade-level phonics skills to decode words in context and in isolation.</p>		
<b>2.F.P.2.a</b>	<p>Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.</p>	<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 an example in Unit 5, <b>Introduce New Concepts</b>, pp. 176–178.)</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 the following activities in Unit 5: <b>Introduce New Concepts</b>, <b>Word of the Day</b>, <b>Word Talk</b>, <b>Make It Fun</b>, and <b>Storytime</b>. Syllable rules, <i>including but not limited to two-syllable words with long vowel sounds</i>, are directly addressed in the Introduction of <b>Units 5, 6, and 7</b> (pp. 172, 202, and 230).</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: 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</p>



		<p>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: 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>2.F.P.2.b</b>	Identify and decode parts of irregularly spelled words, including high-frequency words.	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called <i>Trick Words</i> in Foundations) are taught as words to be quickly recognized. High frequency irregular sight words are taught for quick recognition because they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for quick recognition to allow students access to connected text in advance of learning the phonics principles necessary for decoding them (Ehri, 2014). In Level 2, Foundations students will learn 81 Trick Words. This, along with their emerging phonetic knowledge, will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry &amp; Kress, 2006).</p> <p><b>Review Trick Words:</b> (Unit 1: 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 and 191); (Unit 6: pp. 207 and 217); (Unit 7: pp. 235, 244, and 254); (Unit 8: p. 273); (Unit 9: pp. 290 and 301); (Unit 10: 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>
<b>2.F.P.2.c</b>	Decode two-syllable nonsense words by applying rules of basic phonics skills (VVCC, VVCe, VCCC, VVCCC).	<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.</p>

		<p>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>Introduce New Concepts:</b> (Unit 1: p. 75); (Unit 7: p. 235); and (Unit 11: p. 358)</p> <p><b>Make It Fun:</b> (Unit 7: p. 239); (Unit 9: p. 305); and (Unit 17: p. 499)</p> <p>Nonsense words used for a variety of learning activities can be found in the Unit Resources in Units 1–17 (pp. 96, 123, 141, 170, 189, 228, 266, 284, 312, 340, 368, 386, 414, 442, 470, 488, and 516).</p>
<b>2.F.P.2.d</b>	Decode two-syllable words by applying knowledge of all major syllable types.	<p>In Foundations, word analysis strategies for phonetically regular words 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 both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division. (For an example, see Unit 5, <b>Introduce New Concepts</b>, pp. 176–178.) Multisyllabic words are introduced in Unit 5, and then included in word resources for all Units following for all decoding activities. (<b>Resources:</b> pp. 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). Foundations activities that include decoding words with these syllable types include <b>Introduce New Concepts</b>, <b>Word of the Day</b>, <b>Word Talk</b>, <b>Make It Fun</b>, and <b>Storytime</b> activities. Also, the <b>Foundations Fluency Kit 2</b>, <b>Books to Remember Set 2</b> (included in the Teacher’s Kit), and the <b>Geodes® Level 2 Classroom Library</b> provide additional decoding practice. The <b>Geodes® Level 2 Classroom Library</b> (64 titles), published by Great Minds in collaboration with Wilson Language Training®, provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Foundations Level 2 scope and sequence.</p> <p><b>Introduce New Concepts:</b> (Unit 5: pp. 176, 181, 183, and 188); (Unit 6: pp. 206, 209, 210, 212, 216, and 219); (Unit 7: pp. 234, 237, 240, 245, and 254); (Unit 8: pp. 272 and 275); (Unit 9: pp. 291 and 301); (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); (Unit 16: pp. 476 and 479); and (Unit 17: pp. 494, 497, and 504)</p> <p><b>Word of the Day (description pp. 56–57):</b> (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 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,</p>

		<p>and 462); (Unit 16: pp. 478 and 480); and (Unit 17: pp. 496, 498, 506, and 510)</p> <p><b>Word Talk (description p. 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: 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 5: pp. 187 and 193); (Unit 6: pp. 214 and 221); (Unit 7: pp. 239, 249, and 259); (Unit 8: p. 275); (Unit 9: pp. 295 and 305); (Unit 10: pp. 323 and 332); (Unit 11: p. 361); (Unit 12: p. 379); (Unit 13: pp. 401 and 407); (Unit 14: p. 424); (Unit 15: p. 463); and (Unit 17: pp. 499 and 508)</p> <p><b>Storytime (description p. 60):</b> (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 296, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 351, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: pp. 477 and 481); and (Unit 17: pp. 500, 505, 507, and 509)</p>
<b>STANDARD K-2.F.P.3: Encoding with Phonics</b> Use grade-level phonics skills to encode words in context and in isolation.		
<b>2.F.P.3.a</b>	Encode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high- frequency words.	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled, and final stable syllables in both single-syllable and multisyllabic words.</p> <p>Encoding instruction is conducted using manipulatives (e.g., cards; tiles) with letters during the <b>Echo/Find Words, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Introduce New Concepts</b>, and <b>Make It Fun</b> activities. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling. (For an example, see Unit 5, <b>Introduce New Concepts</b>, p. 181.) The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Words with the six syllable types are included in word</p>

		<p>resources for all Units for use in all encoding activities. (<b>Resources:</b> pp. 94–96, 122–124, 140–141, 168–170, 198–200, 226–229, 264–266, 282–284, 310–312, 338–340, 366–368, 384–386, 412–414, 440–442, 468–470, 486–488, and 514–516)</p> <p><b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Dictation/Words (description pp. 30–35):</b> (Unit 1: pp. 81, 87, 89, and 91); (Unit 2: pp. 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p><b>Dictation (Dry Erase/Composition Books/Check-Up)–Unit Sounds Dictation, 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); (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p><b>Echo/Find Words (description p. 44–49):</b> (Orientation: p. 65); (Unit 1: pp. 83 and 113); (Unit 3: p. 133); (Unit 7: pp. 241, 247, and 255); (Unit 9: p. 303); (Unit 10: p. 331); (Unit 13: p. 405); (Unit 14: p. 431); (Unit 15: p. 461); and (Unit 17: p. 509)</p> <p><b>Introduce New Concepts:</b> (Unit 2: pp. 105 and 131); (Unit 4: p. 151); (Unit 8: p. 275); (Unit 10: p. 321); (Unit 12: p. 377); (Unit 13: p. 395); (Unit 14: p. 423); (Unit 15: p. 451); and (Unit 16: p. 479)</p> <p><b>Make It Fun (description p. 60):</b> (Unit 1: pp. 82 and 87); (Unit 2: pp. 111 and 117); (Unit 4: p. 163) (Unit 5: p. 187); (Unit 6: pp. 214 and 221); (Unit 7: pp. 239 and 259); (Unit 9: pp. 295 and 305); (Unit 10: p. 323); (Unit 11: p. 361); (Unit 13: pp. 401 and 407); (Unit 15: p. 463); and (Unit 17: p. 499)</p>
<b>2.F.P.3.b</b>	Identify and encode irregularly spelled words, including high-frequency words.	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called <i>Trick Words</i> in

		<p>Foundations) are taught as words to be quickly recognized. High frequency irregular sight words are taught for quick recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for quick recognition for reading and spelling to allow students 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 and 191); (Unit 6: pp. 207 and 217); (Unit 7: pp. 235, 244, and 254); (Unit 8: p. 273); (Unit 9: pp. 290 and 301); (Unit 10: 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>Dictation/Trick Words (description pp. 36–37):</b> (Unit 1: pp. 87 and 89); (Unit 2: 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p>
<b>2.F.P.3.c</b>	Encode two-syllable nonsense words with a variety of spelling patterns (VVCC, VVCe, VCCC, and VVCCC).	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled, and final stable syllables in both single-syllable and multisyllabic words.</p> <p>Encoding instruction is conducted using manipulatives (e.g., cards; tiles) with letters during the <b>Echo/Find Words</b>, <b>Dictation (Dry Erase)</b>, <b>Dictation (Composition Book)</b>, <b>Dictation (Day 5 Check Up)</b>, <b>Introduce New Concepts</b>, and <b>Make It Fun</b> activities. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling. (For an example, see Unit 5, <b>Introduce New</b></p>

		<p><b>Concepts, p. 181.)</b></p> <p>The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Words with the six syllable types are included in word resources for all Units for use in all encoding activities. (<b>Resources:</b> pp. 94–96, 122–124, 140–141, 168–170, 198–200, 226–229, 264–266, 282–284, 310–312, 338–340, 366–368, 384–386, 412–414, 440–442, 468–470, 486–488, and 514–516)</p> <p><b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Dictation/Words (description pp. 30–35):</b> (Unit 1: pp. 81, 87, 89, and 91); (Unit 2: pp. 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p><b>Dictation (Dry Erase/Composition Books/Check-Up)–Unit Sounds Dictation, 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); (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p><b>Echo/Find Words (description p. 44–49):</b> (Orientation: p. 65); (Unit 1: pp. 83 and 113); (Unit 3: p. 133); (Unit 7: pp. 241, 247, and 255); (Unit 9: p. 303); (Unit 10: p. 331); (Unit 13: p. 405); (Unit 14: p. 431); (Unit 15: p. 461); and (Unit 17: p. 509)</p> <p><b>Introduce New Concepts:</b> (Unit 2: pp. 105 and 131); (Unit 4: p. 151); (Unit 8: p. 275); (Unit 10: p. 321); (Unit 12: p. 377); (Unit 13: p. 395); (Unit 14: p. 423); (Unit 15: p. 451); and (Unit 16: p. 479)</p> <p><b>Make It Fun (description p. 60):</b> (Unit 1: pp. 82 and 87); (Unit 2: pp. 111 and 117); (Unit 4: p. 163) (Unit 5: p. 187); (Unit 6: pp. 214 and 221); (Unit 7: pp. 239 and 259); (Unit 9:</p>
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		pp. 295 and 305); (Unit 10: p. 323); (Unit 11: p. 361); (Unit 13: pp. 401 and 407); (Unit 15: p. 463); and (Unit 17: p. 499)
<b>2.F.P.3.d</b>	Encode two-syllable words by applying knowledge of all major syllable types.	<p>In Foundations, spelling 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 encode 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 for spelling (For an example, see Unit 5, <b>Introduce New Concepts</b>, p. 181.) Syllable division rules are taught for spelling when multisyllabic words are addressed for each of the syllable types. Students practice encoding words using knowledge of syllable division rules during all activities that include encoding once multisyllabic words are addressed in Unit 5. The following activities are applicable:</p> <p><b>Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words, and Make it Fun.</b> Multisyllabic words are included in the word resources section for all Units following Unit 5 for all encoding activities. (<b>Resources:</b> pp. 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><b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Dictation/Words (description pp. 30–35):</b> (Unit 1: pp. 81, 87, 89, and 91); (Unit 2: pp. 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p><b>Dictation/Sentences (description pp. 38–39):</b> (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>Echo/Find Words (description pp. 44–49):</b> (Unit 7: pp. 241, 247, and 255); (Unit 9: p.</p>

		<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>Introduce New Concepts:</b> (Unit 8: p. 275); (Unit 10: p. 321); (Unit 12: p. 377); (Unit 13: p. 395); (Unit 14: p. 423); (Unit 15: p. 451); and (Unit 16: p. 479)</p> <p><b>Make It Fun (description p. 60):</b> (Unit 5: p. 187); (Unit 6: pp. 214 and 221); (Unit 7: pp. 239 and 259); (Unit 9: pp. 295 and 305); (Unit 10: p. 323); (Unit 11: p. 361); (Unit 13: pp. 401 and 407); (Unit 15: p. 463); and (Unit 17: p. 499)</p>
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<b>IV. BIG IDEA: Fluency (F)</b> Students read text aloud or silently with speed, accuracy, and expression.		
<b>STANDARD K-2.F.F.1: Oral &amp; Silent Reading Fluency</b> Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
<b>2.F.F.1.a</b>	Increase sight word vocabulary using decoding skills by reading grade appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called <i>Trick Words</i> in Foundations) are taught as words to be quickly recognized. High frequency irregular sight words are taught for quick recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for quick recognition for reading and spelling to allow students 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)  <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 and 191); (Unit 6: pp. 207 and 217); (Unit 7: pp. 235, 244, and 254); (Unit 8: p. 273); (Unit 9: pp. 290 and 301); (Unit 10: 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)  <b>Dictation/Trick Words (description pp. 36–37):</b> (Unit 1: pp. 87 and 89); (Unit 2: 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p>
<b>2.F.F.1.b</b>	Read a wide range of grade-level texts aloud with increasing automaticity.	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard.</p> <p><b>Storytime (description p. 60):</b> (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137);</p>

		<p>(Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 296, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 351, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453; 457, 459, and 461); (Unit 16: pp. 477 and 481); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p>Also, the <b>Foundations Fluency Kit 2</b> (included in the Teacher’s Kit), and the <b>Geodes® Level 2 Classroom Library</b> provide additional practice.</p>
<b>2.F.F.1.c</b>	Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard.</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: 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, the <b>Foundations Fluency Kit 2</b> (included in the Teacher’s Kit), and the <b>Geodes® Level 2 Classroom Library</b> provide additional practice.</p>
<b>2.F.F.1.d</b>	Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as the teacher quickly makes 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>.</p> <p>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</b> activity is designed to help develop the students’ awareness of print, understanding of story structure,</p>

		<p>cohesion of story events, visualization skill, retelling of a story or facts, and auditory and reading comprehension. 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, 196, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: p. 477); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p><b>Prosody:</b> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <b>Word of the Day</b> activity.</p> <p><b>Word of the Day (description p. 56):</b> (Unit 4: 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 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><i>Important Note for Consideration:</i> 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 Level 2. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words. The <b>Geodes®</b> books include high frequency sight words in authentic</p>
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		texts that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.
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<b>V. BIG IDEA: Handwriting (H)</b> Students develop print handwriting skills.		
<b>STANDARD K-2.F.H.1: Motor Skills &amp; Letter/Word Formation</b> Use fine motor skills to form legible letters and words in print.		
<b>2.F.H.1.a</b>	Form all uppercase and lowercase letters and words with accuracy, consistency, and efficiency.	<p>This standard is addressed explicitly in Levels K and 1 through activities such as <b>Sky Write/Letter Formation</b> and <b>Echo/Letter Formation</b>. This standard is reinforced as needed in Level 2 through <b>Echo/Letter Formation (Supplemental)</b> and <b>Sky Write/Letter Formation (Supplemental)</b>.</p> <p>Levels K &amp; 1: Students use gross-motor memory to learn letter formation following the teacher’s verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. <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.</p> <p><b>Dictation (Dry Erase), 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>

<b>2.F.H.1.b</b>	Form words and sentences efficiently.	<p><b>Dictation:</b> (Unit 1: pp. 87, 89, and 91); (Unit 2: 107, 108, 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>
<b>2.F.H.1.c</b>	Use appropriate spacing throughout the body of a text.	<p>This standard is addressed in Level K and 1 and reinforced in Level 2 through activities such as:</p> <p><b>Dictation/Sentences (description p. 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, 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>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>STANDARD K-2.F.H.2: Transcription &amp; Handwriting Fluency</b></p> <p>Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.</p>		
<b>2.F.H.2.a</b>	Efficiently and accurately transcribe text.	<p><b>Dictation:</b> (Unit 1: pp. 87, 89, and 91); (Unit 2: 107, 108, 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</p>

		<p>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>
<b>2.F.H.2.b</b>	Track and maintain speed and efficiency while forming words and sentences.	<p>Handwriting efficiency while forming words and sentences is tracked and maintained during the <b>Dictation</b> activity and logged in the students' Student Composition Books. Handwriting is not tracked and maintained for speed in Foundations as the focus is on correct letter formation and sentence structure.</p> <p><b>Dictation:</b> (Unit 1: pp. 87, 89, and 91); (Unit 2: 107, 108, 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® LEVEL 3 Program**

Alignment to the Georgia Standards for  
English Language Arts

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## Third Grade

<b>III. BIG IDEA: Phonics (P)</b> <b>Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.</b>		
<b>STANDARD 3-5.F.P.4: Decoding &amp; Encoding with Phonics</b> Use knowledge of phonics to decode and encode grade-level words.		
<b>3.F.P.4.a</b>	Decode and encode words with graphemes that represent multiple letter-sound correspondences.	<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, r-controlled, double vowel (including digraphs and diphthongs), and final stable syllables in both single and multisyllabic words. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as glued sounds (including closed syllable exceptions), ck and tch spelling, w and qu effect on /ô/, s as /z/ between two vowels, ve at the end of a word, schwa, y as a vowel, open syllable exception, soft c, soft g, tion, sion, consonant-le exception, /ər/ for ar and or r-controlled syllables, war, wor, r-controlled exception, eigh, ei, ea, ie, igh, oo, ui, double vowel exception, dge, ch /k/, ph /f/, wr, rh, gn, kn, mn, mb, gh, ture, tu, ci, and ti. Encoding instruction is conducted using manipulatives cards; tiles) with letters. Foundations activities for encoding words with these sound-spelling patterns include <b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts, and Make It Fun.</b></p> <p>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. (For an example, please see Unit 3, <b>Introduce New Concepts</b>, p. 162.) The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Multisyllabic words with the six syllable types are included in word resources for all Units as concepts are introduced, starting in Unit 3, for use in all encoding 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)</p> <p><b>Dictation/Words (description pp. 34, 36, and 38):</b> (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,</p>

		<p>311, and 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, p.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, 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 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191); (Unit 5: pp. 205, 207, 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7: pp. 301, 303, 305, 311, and 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391); (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11: pp. 449, 451, 453, 459, and 461); (Unit 12: pp. 477, 479, 481, and 489); (Unit 13: pp. 507, 509, 511, 517, 519); and (Unit 14: pp. 535, 537, 539, 541, 545, 547, and 549)</p> <p><b>Echo/Find Words (description pp. 48, 50, and 52):</b> (Unit 4: p. 185); (Unit 5: p. 215); (Bonus Unit: pp. 268 and 279); (Unit 9: p. 379); (Unit 10: p. 419); (Unit 11: pp. 449 and 459); (Unit 12: p. 475); and (Unit 13: p. 505)</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: p. 162); (Unit 4: pp. 175, 178–179, and 184–185); (Unit 5: pp. 204–205 and 212–213); (Unit 6: pp. 234–235, 242, 252); (Bonus Unit: pp. 271, 273, and 283); (Unit 7: pp. 296–297, 298–299, 308); (Unit 8: pp. 326, 328–329, and 346–347); (Unit 9: pp. 366–367, 375, 376–377, 386, and 388–389); (Unit 10: pp. 406, 408–409, 414–415, 416, and 426–427); (Unit 12: pp. 473, 485, 486–487); (Unit 13: pp. 504 and 515); and (Unit 14: pp. 534–535 and 544–545)</p> <p><b>Make It Fun (description p. 70):</b> (Unit 4: pp. 181 and 189); (Unit 5: p. 209); (Bonus Unit: pp. 274, 276, 283, 285, and 286); (Unit 7: p. 311); (Unit 8: pp. 333 and 343); (Unit 8: pp. 333, 343, and 351); (Unit 9: pp. 373, 383, and 392); (Unit 10: pp. 412, 423, and 431); (Unit 12: pp. 481, 487, and 491); (Unit 13: p. 517); and (Unit 14: p. 549)</p> <p>In Foundations, students develop vocabulary and spelling skills with homophones by distinguishing differences in meaning from the context of various sentences. Homophones are explicitly addressed in the <b>Guess Which One</b> activity, beginning in the Orientation Unit, and once taught are included in word resources for all Units following for use in all encoding</p>
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		<p>activities. (<b>Resources:</b> pp. 110–113, 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)</p> <p>Homophones for each Unit are also listed in the Unit Introduction in the “In a Nutshell” column (<b>In a Nutshell:</b> pp. 72, 86, 114, 152, 170, 198, 226, 264, 292, 320, 360, 400, 440, 468, 498, and 528), and are included in the following encoding activities: <b>Dictation (Dry Erase)</b>, <b>Dictation (Composition Book)</b>, <b>Dictation (Day 5 Check Up)</b>, <b>Echo/Find Words</b>, <b>Guess Which One</b>, and <b>Make It Fun</b>.</p> <p><b>Dictations/Sound Alike &amp; Trick Words (description p. 40):</b> (Unit 1: pp. 95, 97, 99, 107); (Unit 2: pp. 125, 127, 133, 135, 137, 143, 145); (Unit 3: pp. 163); (Unit 4: pp. 179, 181, 183, 187, 189, 191); (Unit 5: pp. 205, 207, 209, 211, 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, 257); (Bonus Unit: pp. 275, 277), (Unit 7: pp. p. 301, 303, 305, 311, 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, 351); (Unit 9: pp. 369, 371, p.373, 377, 381, 383, 387, 389, 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>Echo/Find Words (description pp. 48, 50, and 52):</b> (Orientation p. 79); (Unit 4: p. 185); (Unit 5: p. 215); (Bonus Unit: pp. 268 and 279); (Unit 9: p. 379); (Unit 10: p. 419); (Unit 11: pp. 449, 459); (Unit 12: pp. 475); and (Unit 13: pp. 505)</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>Make It Fun (description p. 70):</b> (Unit 8: p. 333) and (Unit 12: pp. 487 and 491)</p>
<b>3.F.P.4.b</b>	Decode and encode single-syllable and multisyllabic words of all syllable types.	<p><b>Decode:</b> 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 3, 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. (For an example, see Unit 3, <b>Introduce New Concepts</b>, pp. 160–161.) Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. (See <b>Introduce New Concepts</b>, pp. 161 and 364 as examples.) Students practice decoding words using knowledge of syllable division rules during all activities that include decoding (once</p>

		<p>multisyllabic words are addressed in Unit 3) in the following activities: <b>Introduce New Concepts, Word of the Day, Word Talk, Word Play</b> and <b>Make It Fun</b>.</p> <p><b>Introduce New Concepts (description p. 70):</b> (Unit 3: pp. 160–161); (Unit 4: pp. 174–175 and 178–179); (Unit 5: pp. 202–203 and 217); (Unit 6: pp. 230–231, 232, 237, 240–241, 250–251, and 255); (Bonus Unit: pp. 269, 273, 280, 282, 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, 374–375, 376–377, 384–385, and 388–389); (Unit 10: pp. 404–405, 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: p. 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> <p><b>Encode:</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.</p> <p>Encoding instruction is conducted using manipulatives (e.g., cards and tiles) with letters. Foundations activities for encoding words with these syllable types include <b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts</b> and <b>Make It Fun</b>. For single-syllable words, students</p>
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		<p>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. (For an example, see Unit 3, <b>Introduce New Concepts</b>, p. 162.) The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Multisyllabic words with the six syllable types are included in word resources for all Units as concepts are introduced, starting in Unit 3, for use in all encoding 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)</p> <p><b>Dictation/Words (description pp. 34, 36, and 38)</b>: (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. 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 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> <p><b>Echo/Find Words (description pp. 48, 50, and 52)</b>: (Unit 4: p. 185); (Unit 5: p. 215); (Bonus Unit: pp. 268 and 279); (Unit 9: p. 379); (Unit 10: p. 419); (Unit 11: pp. 449 and 459); (Unit 12: p. 475); and (Unit 13: p. 505)</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: p. 162); (Unit 4: pp. 175, 178–179, and</p>
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		<p>184–185); (Unit 5: pp. 204–205 and 212–213); (Unit 6: pp. 234–235, 242, and 252); (Bonus Unit: pp. 271, 273, and 283); (Unit 7: pp. 296–297, 298–299, and 308); (Unit 8: pp. 326, 328–329, and 346–347); (Unit 9: pp. 366–367, 375, 376–377, 386, and 388–389); (Unit 10: pp. 406, 408–409, 414–415, 416, and 426–427); (Unit 12: pp. 473, 485, and 486–487); (Unit 13: pp. 504 and 515); (Unit 14: 534–535 and 544–545)</p> <p><b>Make It Fun (description p. 70):</b> (Unit 4: pp. 181 and 189); (Unit 5: p. 209); (Bonus Unit: pp. 274, 276, 283, 285, and 286); (Unit 7: p. 311); (Unit 8: pp. 333 and 343); (Unit 8: pp. 333, 343, and 351); (Unit 9: pp. 373, 383, and 392); (Unit 10: pp. 412, 423, and 431); (Unit 12: pp. 481, 487, and 491); (Unit 13: p. 517); and (Unit 14: p. 549).</p>
<b>3.F.P.4.c</b>	Decode and encode words with common prefixes and suffixes.	<p>Fundations explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Beginning in the <b>Bonus Unit</b> (p. 264), students learn to decode words with prefixes, including con-, dis-, un-, en-, em-, ex-, in-, im-, il-, ir-, mis-, non-, sub-, trans-, de-, e-, pre-, pro-, and re-. 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)</p> <p>Students explicitly practice decoding words with prefixes during the <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities in the Bonus Unit.</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> <p>Fundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or beginning in Unit 2 (pp. 114–151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Fundations Level 3. (Refer to Unit 2, pp. 114–151; Unit 4, pp. 170–197, Unit 7, pp. 292–319; Unit 9, pp. 360–399; Unit 10, pp. 400–439; and Unit 12, pp. 468–496.)</p> <p>Words with taught suffixes, including words with changing base words, are included in word</p>

		<p>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)</p> <p>Students practice decoding words with suffixes during activities that include decoding once suffixes are addressed in Unit 2 in the following activities: <b>Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun.</b></p> <p><b>Introduce New Concepts (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, 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. 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> <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>
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<b>IV. BIG IDEA: Fluency (F)</b> Students read text aloud or silently with speed, accuracy, and expression.		
<b>STANDARD 3-5.F.F.1: Oral &amp; Silent Reading Fluency</b> Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.		
<b>3.F.F.1.a</b>	Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.	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 quickly recognized in Foundations Levels K, 1, and 2. By the end of Level 2, Foundations students are prepared them to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the <b>Trick Words</b> activity.
<b>3.F.F.1.b</b>	Read a variety of unfamiliar grade-level texts with increasing accuracy.	<p>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</p> <p><b>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, students learn how to read in phrases that connect meaning to develop fluency and speed of reading. Foundations uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency” (Rasinski, 2006, p. 4). In Levels K, 1, and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (Refer to the Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency, pp. 5-6.)</p>
<b>3.F.F.1.c</b>	Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.	<p>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</p> <p><b>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, students learn how to read in phrases that connect meaning to develop fluency and speed of reading. Foundations uses a scooping technique to provide a</p>



		graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency” (Rasinski, 2006, p. 4). In Levels K, 1, and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (Refer to the Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency, pp. 5-6.)
<b>3.F.F.1.d</b>	Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.	<p>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</p> <p><b>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, students learn how to read in phrases that connect meaning to develop fluency and speed of reading. Foundations uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency” (Rasinski, 2006, p. 4). In Levels K, 1, and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (Refer to the Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency, pp. 5-6.)</p>

<b>V. BIG IDEA: Handwriting (H)</b> Students develop print handwriting skills.		
<b>STANDARD 3-5.F.H.3: Read Cursive</b> Read texts written in cursive.		
<b>3.F.H.3.a</b>	Read phrases and sentences written in cursive.	Although cursive writing is taught explicitly in Foundations Level 3, reading cursive text is not addressed at length as the focus of Foundations is reading print text for accuracy, automaticity and comprehension. Students do occasionally read one another's cursive writing while checking words and sentences during Dictation.
<b>STANDARD 3-5.F.H.4: Write Cursive</b> Use fine motor skills to form legible letters and words in cursive.		
<b>3.F.H.4.a</b>	Practice forming cursive letters and connectors in words.	Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Foundations handwriting activities help students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum. The following Foundations activities explicitly teach cursive handwriting: <b>Letter Formation (Individual Letters), Letter Formations (Connectives), Sky Write/Letter Formation.</b> <b>Letter Formation (Individual Letters); (description p. 58):</b> (Orientation: pp. 83); (Unit 1: pp. 97, 103); (Unit 2: pp. 125, 131, 143); (Unit 3: pp. 159); (Unit 4: pp. 177, 187); (Unit 5: pp. 207, 217); (Unit 6: pp. 233); (Unit 7: pp. 301, 309); (Unit 8: pp. 327, 339, 347); (Unit 9: pp. 371, 379, 387); (Unit 10: pp. 411, 421); (Unit 11: pp. 451); (Unit 12: pp. 477, 487) <b>Letter Formation (Connectives); (description p. 60):</b> (Unit 1: pp. 99, 105); (Unit 2: pp. 127, 137, 145); (Unit 3: pp. 163); (Unit 4: pp. 191); (Unit 5: pp. 209, 219); (Unit 6: pp. 241); (Unit 7: pp. 303, 313); (Unit 8: pp. 331, 341); (Unit 9: pp. 373, 381, 391); (Unit 10: pp. 413, 425); (Unit 11: pp. 461); (Unit 12: pp. 479, 489) <b>Sky Write/Letter Formation (description 82) :</b> (Orientation: pp. 82-83); (Unit 1: pp. 91, p. 101) Unit 2: pp. 119, 129, 139); (Unit 3: pp. 157); (Unit 4: pp. 175; p.185); (Unit 5: pp. 203, 213); (Unit 6: pp. 231, 253); (Bonus Unit: pp. 275, 277); (Unit 7: pp. 297, 307); (Unit 8: pp. 325, p. 335, p. 345); (Unit 9: pp. 365, p. 375, p. 385); (Unit 10: pp. 405, 415); (Unit 11: pp. 445); (Unit 12: p. 473, p. 483)
<b>3.F.H.4.b</b>	Use appropriate spacing between cursive words in a sentence.	Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Foundations handwriting activities help students make a multisensory association between the auditory sound of a letter, the grapheme or its visual

		<p>representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum. The following Foundations activities explicitly teach cursive handwriting: <b>Letter Formation (Individual Letters), Letter Formations (Connectives), Sky Write/Letter Formation.</b></p> <p><b>Letter Formation (Individual Letters); (description p. 58):</b> (Orientation: pp. 83); (Unit 1: pp. 97, 103); (Unit 2: pp. 125, 131; 143); (Unit 3: pp. 159); (Unit 4: pp. 177, 187); (Unit 5: pp. 207; 217); (Unit 6: pp. 233); (Unit 7: pp. 301; 309); (Unit 8: pp. 327, 339, 347); (Unit 9: pp. 371, 379, 387); (Unit 10: pp. 411, 421); (Unit 11: pp. 451); (Unit 12: pp. 477, 487) <b>Letter Formation (Connectives); (description p. 60):</b> (Unit 1: pp. 99, 105); (Unit 2: pp. 127, 137, 145); (Unit 3: pp. 163); (Unit 4: pp. 191); (Unit 5: pp. 209, 219); (Unit 6: pp. 241); (Unit 7: pp. 303, 313); (Unit 8: pp. 331, 341); (Unit 9: pp. 373, 381, 391); (Unit 10: pp. 413, 425); (Unit 11: pp. 461); (Unit 12: pp. 479, 489) <b>Sky Write/Letter Formation (description 82) :</b> (Orientation: pp. 82-83); (Unit 1: pp. 91, p. 101) Unit 2: pp. 119, 129, 139); (Unit 3: pp. 157); (Unit 4: pp. 175; p.185); (Unit 5: pp. 203, 213); (Unit 6: pp. 231, 253); (Bonus Unit: pp. 275, 277); (Unit 7: pp. 297, 307); (Unit 8: pp. 325, p. 335, p. 345); (Unit 9: pp. 365, p. 375, p. 385); (Unit 10: pp. 405, 415); (Unit 11: pp. 445); (Unit 12: p. 473, p. 483)</p>
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