



Fundations[®] LEVELS K-3 Programs

Alignment to the Indiana Standards for English Language Arts



Foundations[®] LEVEL K Program

Alignment to the Indiana Standards for English Language Arts

Reading Foundations		
Print Concepts		
K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.	<p>Storytime activities recommend books and direct teachers to discuss print and book awareness.</p> <p>Storytime: (Unit 1: pp. 122, 132, and 182); (Unit 2: pp. 99, 208, and 218); (Unit 3: pp. 285 and 295); (Unit 4: pp. 311 and 321); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406).</p> <p>Additional Storytime activities have students read program-created passages from top to bottom and left to right with a return sweep: (Unit 1: pp. 102 and 162); (Unit 3: p. 275); and (Unit 4: pp. 331 and 341).</p> <p>Print awareness in Foundations is also demonstrated and reinforced during several activities that use Sentence Frames; these activities emphasize that sentences are read left to right, words are separated by print. Print awareness activities include Teach Trick Words, Trick Word Practice, Word Play-Word Awareness, Word Play-Read Sentences, and Dictation/Sentences.</p> <p>Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, and 335); and (Unit 5: pp. 351, 361, 371, 381, 391, and 401)</p> <p>Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 354, 364, 374, 384, 394, and 404)</p> <p>Word Play-Word Awareness (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p>Word Play-Read Sentences: (Unit 4: pp. 317, 327, and 336) and (Unit 5: pp. 352, 359, 363, 369, 373, 378, 383, 385, 389, 393, 399, and 403)</p> <p>Word Play-Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381)</p> <p>Dictation/Sentences (description p. 28): (Unit 5: pp. 351, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Make it Fun-Change the Sentence: (Unit 5: pp. 355, 365, and 375)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 16 and 112)</p>

		<p>The Geodes® Level K Classroom Library specifically aligns with the scope and sequence of Foundations Level K and provides additional practice with following words from left to right, top to bottom, and page by page. The routine for The Duet Books also includes print awareness. (See Inside Geodes® Level K, p. 27.)</p>
K.RF.2	Recognize that written words are made up of sequences of letters.	<p>Foundations explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives, such as the Standard Sound Cards and Letter Tiles, exhibits that words are made up of sequences of letters. These manipulatives also help students distinguish the difference between individual letters and printed words. The Sound Cards and Letter Tiles are tools that provide multisensory ways for students to recognize the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words.</p> <p>Word Play-Make Words for Decoding (description p. 48): (Unit 2: pp. 192, 194, 196, 198, 200, 202, 204, 210, 212, 214, 220, 222, 224, and 228); (Unit 3: pp. 238, 240, 242, 244, 246, 248, 252, 254, 256, 258, 262, 264, 266, 268, 272, 274, 276, 278, 282, 284, 286, 288, 292, and 294); (Unit 4: pp. 304, 306, 308, 310, 312, 314, 316, 318, 320, 324, 326, 328, 330, 334, 336, 338, and 340); and (Unit 5: pp. 348, 350, 352, 358, 360, 362, 368, 370, 372, 378, 380, 382, 384, 388, 390, 392, 398, 400, and 402)</p> <p>Introduce New Concepts:(Unit 2: p. 190); (Unit 3: p. 263); (Unit 4: p. 302); and (Unit 5: p. 349)</p> <p>Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401)</p> <p>Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Introduce New Concepts: (Unit 3: pp. 241 and 277) and (Unit 4: pp. 307, 322, and 332)</p> <p>Additional Make it Fun activities support the skill of students blending spoken phonemes to form one-syllable words: Make it Fun: (Unit 2: pp. 197 and 216); (Unit 3: pp. 253 and 283); and (Unit 4: pp. 327 and 337)</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken</p>

		<p>words into individual phonemes: Word Play –Listen for Sounds (Unit 3: pp. 239, 249, 259, 269, 279, 289) and (Unit 4: pp. 325)</p> <p>Make it Fun (Unit 1: pp. 68, 78, 98, 128, 148, and 158) and (Unit 3: pp. 243, 263, 273, and 293)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 89 and 95) and in the online teacher companion resource community called the Foundations Learning Community.</p>
K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)	<p>Kindergarten students not only learn to recognize and name letters, but they also simultaneously learn letter formation and letter-sound correspondence, creating important linkages to the visual, motor, and phonological image of the letter. The following daily activities offer multi-modal/multisensory practice that uses engaging materials. In these activities, students identify and name letters: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, and Make it Fun.</p> <p>Letter-Keyword-Sound (description p. 38): (Orientation: p. 56) and (Unit 1: pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, and 174)</p> <p>Drill Sounds (description p. 30): (Orientation: p. 58), (Unit 1: pp. 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 180, 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>Echo/Find Letters (description p. 32): (Unit 1: pp. 69, 73, 79, 83, 89, 93, 99, 103, 109, 113, 119, 123, 129, 133, 139, 143, 149, 153, 159, 163, 169, 173, and 179); (Unit 2: pp. 195, 209, and 219); (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401)</p> <p>Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: pp.</p>

		<p>243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 355, 363, 365, 375, 379, 389, 395, 399, and 405)</p> <p>Echo/Letter Formation (description p. 36): (Orientation: p. 58); (Unit 1, 67, 71, 77, 81, 87, 91, 97, 101, 107, 111, 117, 121, 127, 131, 137, 141, 147, 151, 157, 161, 167, 171, 177, and 181); (Unit 2: pp. 193, 197, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, and 225); (Unit 3: pp. 241, 249, 251, 259, 261, 271, 279, 281, 289, and 291); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 353, 363, 373, 383, 393, and 403)</p> <p>Skywrite/Letter Formation (description p. 40): (Orientation: pp. 57 and 58); (Unit 1: pp. 64, 66, 71, 75, 76, 81, 85, 87, 91, 95, 96, 101, 105, 106, 111, 115, 116, 121, 125, 126, 131, 135, 136, 141, 144, 146, 151, 155, 156, 161, 165, 166, 171, 175, 176, and 181); and (Unit 2: pp. 191, 201, 203, 205, 207, 211, 213, 215, 217, 221, 222, 224, and 226)</p> <p>Student Notebook (description p. 42): (Orientation p. 57); (Unit 1: pp. 65, 67, 69, 75, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, 179); (Unit 2: pp. 193, 201, 203, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, 227); and (Unit 4: pp. 303 and 350)</p> <p>Alphabetical Order (description p. 22): (Unit 2: pp. 195, 209, and 219) and (Unit 2: pp. 239, 247, 257, 267, and 287)</p> <p>Make it Fun (description p. 48): (Unit 1: pp. 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, and 178)</p> <p>Additional activities are provided in the Home Support 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.)</p>
Phonological Awareness		
K.RF.4	Identify and produce rhyming words.	<p>Instruction emphasizing phonological activities such as rhyming is included in Foundations Levels K during the Make It Fun and Storytime activities.</p> <p>Make it Fun (description p. 48): (Unit 1: pp. 108, 118, and 128) and (Unit 2: p. 206)</p> <p>Storytime (description p. 48): (Unit 1: pp. 112, 122, and 182).</p>

		Teachers have access to additional phonemic awareness resources provided in companion learning community Foundations Learning Community that is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)
K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)	<p>Students put their hand under their chin to feel the syllables and clap to help hear the syllables. White Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1.</p> <p>Word Play (description p. 48): (Unit 1: pp. 100, 111, and 120)</p> <p>Teachers have access to additional phonemic awareness resources provided in the Foundations Learning Community. Teachers can access this community with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)	<p>Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes orally first in a spoken word is emphasized in the procedure of Dictation Words and Echo/Find Words activities and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word, applying the alphabetic principle and confirming their understanding of the identified sounds.</p> <p>Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401)</p> <p>Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Introduce New Concepts: (Unit 3: pp. 241 and 277) and (Unit 4: pp. 307, 322, and 332).</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes:</p> <p>Word Play-Listen for Sounds (Unit 3: pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p>

		<p>Make it Fun (Unit 1: pp. 68, 78, 98, 128, 148, and 158) and (Unit 3: pp. 243, 263, 273, and 293)</p> <p>The Foundations Progress Monitoring Tool Level K assesses students' ability to isolate and pronounce sounds in CVC words.</p> <p>Additional activities are provided in the Home Support Pack K (pp. 38, 57, 89, and 95).</p> <p>Teachers have access to additional phonemic awareness resources provided in the Foundations Learning Community. Access to this community is available to teachers with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p> <p>The Sound Search books in the Geodes® Level K Library also provides practice with identifying pictures that begin with the sound that was orally produced. (See Inside Geodes, pp. 25, 26, 45, 46, and 56.)</p>
Decoding		
K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)	<p>Kindergarten students not only learn to recognize and name letters, but they also simultaneously learn letter formation and letter-sound correspondence, creating important linkages to the visual, motor, and phonological image of the letter. The following daily activities offer multimodal/multisensory practice that uses 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.</p> <p>Letter-Keyword-Sound (description p. 38): (Orientation: p. 56) and (Unit 1: pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, and 174)</p> <p>Drill Sounds (description p. 30): (Orientation: p. 58); (Unit 1: pp. 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: p. 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,</p>

		<p>398, 400, 402, 404, and 406)</p> <p>Echo/Find Letters (description p. 32): (Unit 1: pp. 69, 73, 79, 83, 89, 93, 99, 103, 109, 113, 119, 123, 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>Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: pp. 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 355, 363, 365, 375, 379, 389, 395, 399, and 405)</p> <p>Echo/Letter Formation (description p. 36): (Orientation: p. 58); (Unit 1: pp. 67, 71, 77, 81, 87, 91, 97, 101, 107, 111, 117, 121, 127, 131, 137, 141, 147, 151, 157, 161, 167, 171, 177, and 181); (Unit 2: pp. 193, 197, 201, 203, 205, 207, 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>Student Notebook (description p. 42): (Orientation: p. 57); (Unit 1: pp. 65, 67, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2: pp. 193, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227); and (Unit 4: pp. 303 and 305)</p> <p>Make It Fun (description p. 48): (Unit 1: pp. 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, and 178) and (Unit 4: p. 307)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 38, 52, 54–56, and 84). Teachers have access to additional resources provided in the companion learning community, Foundations Learning Community. Teachers can access this community with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)	<p>In Unit 1, students are taught the letter-keyword-sound for all letters of the alphabet. This includes recognizing the visual symbol for each letter, aurally recognizing the sound each letter spells, and linking these to a keyword that has a matching initial sound. 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 in Level K. Beginning in Unit 2, once all letter-sound relationships have been introduced, segmentation and blending (with the ultimate goal of decoding) become the priority during instructional time as students learn the Wilson tapping routine. In a myriad of</p>

		<p>learning activities, students practice seeing or saying a word, then segmenting and blending its phonemes to decode the word. For example, the instructor uses Standard Sounds Cards to build words in front of the group during Word Play. The group then decodes the word together by tapping and blending.</p> <p>Students are explicitly taught consonant digraphs in Unit 4 of Level K. From this point on, they begin practicing decoding words with digraphs in activities, such as Word Play. Students begin explicitly learning about open and closed syllables and blends in Level 1.</p> <p>For examples, see the following pages of the Foundations Level K Manual: Letter-Keyword-Sound (description p. 38): (Orientation: p. 56); (Unit 1: pp. 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, and 174), Page 186 (Unit 2 Introduction) Introduce New Concepts: (Unit 2, p. 190); (Unit 3, p. 263); (Unit 4, p. 302); and (Unit 5, p. 349) Word Play—Make Words for Decoding (description p. 48): (Unit 2, pp. 192, 194, 196, 198, 200, 202, 204, 210, 212, 214, 220, 222, 224, and 228); (Unit 3, pp. 238, 240, 242, 244, 246, 248, 252, 254, 256, 258, 262, 264, 266, 268, 272, 274, 276, 278, 282, 284, 286, 288, 292, and 294); (Unit 4, pp. 304, 306, 308, 310, 312, 314, 316, 318, 320, 324, 326, 328, 330, 334, 336, 338, and 340); and (Unit 5, pp. 348, 350, 352, 358, 360, 362, 368, 370, 372, 378, 380, 382, 384, 388, 390, 392, 398, 400, and 402) Make it Fun: (Unit 2, p. 206) and (Unit 5 pp. 355, 365, and 375)</p>
K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.	<p>Units 2–5 are equipped with a few pages of Unit Resources that include wordlists that are deemed decodable since all word features that they contain have been previously taught. These words are utilized during activities, such as Word Play and Make It Fun. During many of the activities cited below, students are frequently seeing sentences modeled on Sentence Frames that contain some decodable words and trick words. The Storytime activities in Levels K–2 also support frequent reading of connected texts to help students develop automaticity.</p> <p>To bolster daily reading of connected, decodable texts, Wilson also offers Geodes[®] Classroom Libraries, which align with the scope and sequence of respective Foundations Levels.</p>

		<p>Introduce New Concepts: (Unit 2, p. 190); (Unit 3, p. 263); (Unit 4, p. 302); and (Unit 5, p. 349)</p> <p>Word Play–Make Words for Decoding (description p. 48): (Unit 2, pp. 192, 194, 196, 198, 200, 202, 204, 210, 212, 214, 220, 222, 224, and 228); (Unit 3, pp. 238, 240, 242, 244, 246, 248, 252, 254, 256, 258, 262, 264, 266, 268, 272, 274, 276, 278, 282, 284, 286, 288, 292, and 294); (Unit 4, pp. 304, 306, 308, 310, 312, 314, 316, 318, 320, 324, 326, 328, 330, 334, 336, 338, and 340), and (Unit 5, pp. 348, 350, 352, 358, 360, 362, 368, 370, 372, 378, 380, 382, 384, 388, 390, 392, 398, 400, and 402)</p> <p>Word Play–Read Sentences: (Unit 5, p. 353, 359, 360, 363, 369, 370, 373, 378, 380, 383, 385, 389, 393, 399, and 403)</p> <p>Make it Fun: (Unit 2, p. 206) and (Unit 5 pp. 355, 365, and 375).</p> <p>Storytime (description p. 48): (Unit 2, pp. 199, 208, and 218) and (Unit 3, pp. 248, 255, 275, and 285).</p> <p>Students also read connected text with prosody and expression in sentences in Trick Word Practice.</p> <p>Trick Word Practice (description p. 46): (Unit 3, pp. 255, 265, 275, 285, and 295); (Unit 4, pp. 309, 319, 329, and 339); and (Unit 5, pp. 354, 364, 374, 384, 394, and 404).</p> <p>Students proofread the written sentence which requires students to read connected text.</p> <p>Dictation/Sentences (description p. 28): (Unit 5, pp. 351, 359, 361, 369, 370, 379, 381, 383, 389, 395, and 403)</p>
Reading Comprehension		
K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)	<p>Foundations is a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting. It is expected that a core ELA program would include more comprehensive instruction in this standard. Foundations strives to connect to this standard through the Storytime activity.</p> <p>Storytime (description p. 48): (Unit 5: pp. 356, 366, 376, 386, 396, and 406)</p>
K.RC.2	With support, retell familiar stories, poems,	<p>Foundations is a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting. It is expected that a core ELA program would</p>

	and nursery rhymes, including key details. (E)	<p>include more comprehensive instruction in this standard. Foundations strives to connect to this standard through the Storytime activity.</p> <p>Storytime (description p. 48): (Unit 1: pp. 82, 92, 102, 112, 122, 152, 162, and 172); (Unit 3: pp. 255, 265, 275, and 295); and (Unit 4: pp. 311, 321, 331, and 341)</p>
K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)	<p>Foundations is a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting. It is expected that a core ELA program would include more comprehensive instruction in this standard. Foundations strives to connect to this standard through the Storytime activity.</p> <p>Storytime (description p. 48): (Unit 3: pp. 285 and 295) and (Unit 4: pp. 311, 321, 366, 386, and 405)</p>
K.RC.4	With support, make predictions about what will happen in a text.	<p>Foundations is a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting. It is expected that a core ELA program would include more comprehensive instruction in this standard. Foundations strives to connect to this standard through the Storytime activity.</p> <p>Storytime (description p. 48): (Unit 1: pp. 112, 122, 132, and 182); (Unit 3: p. 285); and (Unit 4: pp. 311 and 331)</p>
K.RC.5	With support, retell the main idea and key details of a text.	<p>Foundations is a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting. It is expected that a core ELA program would include more comprehensive instruction in this standard. Foundations strives to connect to this standard through the Storytime activity.</p> <p>Storytime (description p. 48): (Unit 1: pp. 82, 92, 102, 112, 122, 152, 162, and 172); (Unit 3: pp. 255, 265, 275, and 295); and (Unit 4: pp. 311, 321, 331, and 341)</p>
K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and	<p>Foundations is a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting. It is expected that a core ELA program would include more comprehensive instruction in this standard. Foundations strives to connect to this standard through the Storytime activity.</p>

	describe the relationship between those features and the text in which they appear.	Storytime (description p. 48): (Unit 5: pp. 356, 366, 376, 386, 396, and 406)
K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
Writing		
K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	<p>Automatic, fluent handwriting instruction is an integral part of Foundations; it is simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all upper- and lowercase letters using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation. This skill is reinforced and practiced on a whiteboard using fine motor printing skills. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. The following activities directly teach handwriting: Echo/Letter Formation, Skywrite/Letter Formation, and Student Notebook.</p> <p>Echo/Letter Formation (description p. 36): (Orientation: p. 58); (Unit 1: pp. 67, 71, 77, 81, 87, 91, 97, 101, 107, 111, 117, 121, 127, 131, 137, 141, 147, 151, 157, 161, 167, 171, 177, and 181); (Unit 2: pp. 193, 197, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, and 225); (Unit 3: pp. 241, 249, 251, 259, 261, 271, 279, 281, 289, and 291); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 353, 363, 373, 383, 393, and 403)</p> <p>Skywrite/Letter Formation (description p. 40): (Orientation: pp. 57 and 58); (Unit 1: pp. 64, 66, 71, 75, 76, 81, 85, 87, 91, 95, 96, 101, 105, 106, 111, 115, 116, 121, 125, 126, 131, 135, 136, 141, 144, 146, 151, 155, 156, 161, 165, 166, 171, 175, 176, and 181); and (Unit 2: pp. 191, 201, 203, 205, 207, 211, 213, 215, 217, 221, 222, 224, and 226)</p> <p>Student Notebook (description p. 42): (Orientation p. 57); (Unit 1: pp. 65, 67, 69, 75, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2: pp. 193, 201,</p>

		<p>203, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, 227); and (Unit 4: pp. 303 and 350)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 7–19, 21–23, 25–30, 32–37, 39–51, and 62–79) and in the online teacher companion resource community, 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>
K.W.2	Write by moving from left to right across the page and top to bottom.	<p>This skill is explicitly taught in the Orientation Unit (p. 52). The teacher uses the Large Letter Formation Grid to model that letters and words are written left to right.</p> <p>Throughout the program, writing left to right and top to bottom is modeled and reinforced during the following activities:</p> <p>Echo/Letter Formation (description p. 36): (Orientation: p. 58); (Unit 1: pp. 67, 71, 77, 81, 87, 91, 97, 101, 107, 111, 117, 121, 127, 131, 137, 141, 147, 151, 157, 161, 167, 171, 177, and 181); (Unit 2: pp. 193, 197, 201, 203, 205, 207, 211, 213, 215, 217, 221, 223, and 225); (Unit 3: pp. 241, 249, 251, 259, 261, 271, 279, 281, 289, and 291); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 353, 363, 373, 383, 393, and 403)</p> <p>Skywrite/Letter Formation (description p. 40): (Orientation: pp. 57 and 58); (Unit 1: pp. 64, 66, 71, 75, 76, 81, 85, 87, 91, 95, 96, 101, 105, 106, 111, 115, 116, 121, 125, 126, 131, 135, 136, 141, 144, 146, 151, 155, 156, 161, 165, 166, 171, 175, 176, and 181); and (Unit 2: pp. 191, 201, 203, 205, 207, 211, 213, 215, 217, 221, 222, 224, and 226)</p> <p>Student Notebook (description p. 42): (Orientation: p. 57); (Unit 1: pp. 65, 67, 69, 75, 77, 79, 85, 87, 89, 95, 97, 99, 105, 107, 109, 115, 117, 119, 125, 127, 129, 135, 137, 139, 145, 147, 149, 155, 157, 159, 165, 167, 169, 175, 177, and 179); (Unit 2: pp. 193, 201, 203, 203, 205, 207, 211, 213, 215, 217, 221, 223, 225, and 227); and (Unit 4: pp. 303 and 350).</p> <p>Word Play–Read Sentences: (Unit 5, pp. 353, 359, 360, 363, 369, 370, 373, 378, 380, 383, 385, 389, 393, 399, and 403)</p> <p>Dictation/Sentences (description p. 28): (Unit 5, pp. 351, 359, 361, 369, 370, 379, 381, 383, 389, 395, and 403)</p>

K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
K.W.5	With support, apply the writing process to:	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
	a. Plan by generating ideas for writing through oral discussions and drawings;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
	b. Develop drafts in pictorial or written form by organizing ideas;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
	c. Revise writing by adding details in pictures or words, and	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
	d. Use available technology to produce and publish writing.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

K.W.6	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on:	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
	a. Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
	b. Verbs – Using sentences that include verbs.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
	c. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

K.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on:	
	<p>a. Capitalization – Capitalizing the first word in a sentence and the pronoun I.</p>	<p>The following dictation activities have students writing sentences with attention to capitalization and punctuation:</p> <p>Introduce New Concepts: (Unit 5: pp. 351 and 379) Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381) Make it Fun: (Unit 5: pp. 355, 365, and 375)</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>Word Play (description p. 48): (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180) Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, and 335); and (Unit 5: pp. 351, 361, 371, 381, 391, and 401) Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 354, 364, 374, 384, 394, and 404)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 89, 95, and 106–110) and the online teacher companion resource community, the Foundations Learning Community. Teachers can access these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
	b. Punctuation – Recognizing and	<p>The following dictation activities have students writing sentences with attention to capitalization and punctuation:</p>

	naming end punctuation.	<p>Introduce New Concepts: (Unit 5: pp. 351 and 379)</p> <p>Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405)</p> <p>Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381)</p> <p>Make it Fun: (Unit 5: pp. 355, 365, and 375).</p> <p>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>Word Play (description p. 48): (Unit 1: pp. 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, and 180)</p> <p>Teach Trick Words (description p. 44): (Unit 3: pp. 250, 260, 270, 280, and 290); (Unit 4: pp. 305, 315, 325, and 335); and (Unit 5: pp. 351, 361, 371, 381, 391, and 401)</p> <p>Trick Word Practice (description p. 46): (Unit 3: pp. 255, 265, 275, 285, and 295); (Unit 4: pp. 309, 319, 329, and 339); and (Unit 5: pp. 354, 364, 374, 384, 394, and 404)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 89, 95, and 106–110) and the online teacher companion resource community, the Foundations Learning Community. Teachers can access these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
	c. Encoding – Spelling simple words phonetically, drawing on phonemic awareness.	<p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p>Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401)</p> <p>Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, p.317, p. 319, 327, 329, 337, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p>

		<p>Introduce New Concepts: (Unit 5: pp. 351 and 379)</p> <p>Dictation/Sentences (description p. 28): (Unit 5: pp. 383, 389, 393, 395, 399, 403, and 405)</p> <p>Word Play – Sentence Dictation/Write Sentences (Unit 5: pp. 359, 361, 369, 371, 373, and 381)</p> <p>Make it Fun: (Unit 5: pp. 355, 365, and 375)</p> <p>Additional activities are provided in the Home Support Pack K (pp. 89, 95, and 106–110) and the online teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See the Expert Tips/Ideas section.)</p>
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Fundations® LEVEL 1 Program

Alignment to the Indiana Standards for English Language Arts

Reading Foundations		
Print Concepts		
1.RF.1	Recognize components of a sentence (e.g., capitalization, first word, ending punctuation).	<p>Students systematically learn features of a sentence. Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital (or uppercase) letter and end with punctuation. During Teach Trick Words–Reading, students must recognize the features of the sentence and many conventions of print; these include upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14.</p> <p>Teach Trick Words–Reading (description p. 52): (Unit 2: pp. 117 and 120); (Unit 3: pp. 133, 137, and 149); (Unit 4: pp. 161, 165, 171, and 175); (Unit 5: pp. 187 and 191); (Unit 6: pp. 205, 214, and 223); (Unit 7: pp. 240, 249, 258, and 263); (Unit 8: pp. 278 and 288); (Unit 9: pp. 307 and 317); (Unit 10: pp. 335, 339, and 353); (Unit 11: pp. 373 and 376); (Unit 12: pp. 411, 417, 421, and 427); (Unit 13: pp. 443, 453, 459, and 463); and (Unit 14: pp. 481 and 497)</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14.</p> <p>Dictation/Sentences (description p. 36): (Unit 2: pp. 113, 121, and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449, 455, 457,</p>

		<p>459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>Additional practice in print awareness activities is provided with the stories in the Fluency Kit 1 as well as the 64 titles in the Geodes® Level 1 Classroom Library, which aligns specifically with the scope and sequence of Foundations Level 1.</p>
Phonemic Awareness		
1.RF.2	<p>Blend sounds, including consonant blends, to produce single- and multi-syllable words. (E)</p>	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them in to the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, Unit 8 (see Unit 8 Introduction: p. 270). The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends) 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>Dictation/Words (description p. 26): (Unit 2: pp. 113, 121, and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); and (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393)</p> <p>Echo/Find Words (description pp. 42 and 44): (Unit 2: pp. 109 and 117); (Unit 3: pp. 135, 139, and 145); (Unit 4: pp. 159 and 173); (Unit 6: pp. 207, 211, 221, and 227); (Unit 7: pp. 243, 247, 253, and 257); (Unit 8: pp. 281, 285, and 291); (Unit 9: pp. 303, 313, and 319); (Unit 10: pp. 333, 341, 345, and 349); (Unit 11: pp.</p>

		<p>369, 371, 379, and 387); (Unit 12: pp. 409, 425, and 429); (Unit 13: p. 469); and (Unit 14: p. 491)</p> <p>Introduce New Concepts: (Unit 2: pp. 108 and 111); (Unit 3: pp. 135, 145, and 147); (Unit 4: p. 168); (Unit 6: p. 203); (Unit 7: pp. 239 and 256); (Unit 9: p. 305); (Unit 10: pp. 331 and 341); and (Unit 11: pp. 368 and 387)</p> <p>Make it Fun (description p. 60): (Unit 2: p. 123); (Unit 4: pp. 165 and 173); (Unit 5: p. 189); (Unit 7: pp. 238 and 250); (Unit 8: p. 287); and (Unit 14: pp. 487, 493, and 495)</p>
1.RF.3	Identify and produce beginning, middle (medial); and final sounds in single-syllable words. (E)	<p>The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words, Echo/Find Words, and in some Introduce New Concepts activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted orally before students identify letter tiles or write the word, applying the alphabetic principle. During each activity, teachers dictate several words that help students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks).</p> <p>Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401)</p> <p>Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Introduce New Concepts: (Unit 3: pp. 241 and 277) and (Unit 4: pp. 307, 322, and 332).</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: p.239, 249, 259, 269, 279, and 289); and (Unit 4: p. 325)</p> <p>Make it Fun (Unit 1: pp. 68, 78, 98, 128, 148, and 158) and (Unit 3: pp. 243, 263, 273, and 293).</p>

1.RF.4	Segment individual phonemes in one-syllable words. (E)	<p>See above.</p> <p>Echo/Find Words (description p. 34): (Unit 3: pp. 237, 239, 247, 249, 257, 259, 267, 269, 277, 279, 287, and 289); (Unit 4: pp. 307, 313, 315, 322, 323, 325, 333, and 335); and (Unit 5: pp. 349, 359, 361, 369, 391, and 401)</p> <p>Dictation/Words (description p. 26): (Unit 3: pp. 241, 243, 251, 253, 261, 263, 271, 273, 281, 283, 291, and 293); (Unit 4: pp. 309, 317, 319, 327, 329, 337, and 339); and (Unit 5: pp. 353, 355, 363, 365, 373, 375, 379, 383, 389, 393, 395, 399, 403, and 405)</p> <p>Introduce New Concepts: (Unit 3: pp. 241 and 277) and (Unit 4: pp. 307, 322, and 332)</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds: (Unit 3: pp. 239, 249, 259, 269, 279, and 289) and (Unit 4: p. 325)</p> <p>Make it Fun: (Unit 1: pp. 68, 78, 98, 128, 148, and 158) and (Unit 3: pp. 243, 263, 273, and 293)</p>
Decoding		
1.RF.5	Use letter-sound knowledge of single consonants (hard and soft sounds); short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her); independent of context. (E)	<p>Common sound-spelling patterns are taught in an explicit and sequential fashion and support the decoding of phonetically regular words.</p> <p>Short and long vowels sounds are introduced in Level K and extended in Level 1. In Unit 9, open syllables are introduced, and long vowel sounds are discussed. Later in Unit 11. Long vowel sounds are explicitly taught using Large Sound Cards, each with their own letter-keyword-sound.</p> <p>Introduce New Concepts: (Unit 9: p. 313) and (Unit 11: pp. 366, 368, and 387).</p> <p>Word of the Day: (Unit 11: pp. 370, 372, 378, 382, and 388)</p> <p>Word Talk: (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>Word Play: (Unit 11: pp. 386 and 392)</p> <p>Make it Fun (description p. 60): (Unit 11: pp. 371, 381, and 391)</p> <p>The digraph blend pattern was taught in Level K Foundations and is again explicitly taught in Unit 3 of Level 1. The consonant blend pattern is taught for</p>

		<p>the first time in Level 1, Unit 8. The tapping routine is expanded to accommodate segmenting and blending digraph and consonant blends. Both digraph and consonant blends are included in word resources for all decoding and encoding activities in all remaining Units.</p> <p>Introduce New Concepts: (Unit 3: pp. 132, 145, and 147); (Unit 8: pp. 274 and 284); and (Unit 10: p. 329)</p> <p>Word of the Day: (Unit 3: pp. 136, 138, 144, 150, 277, and 185); (Unit 9: pp. 304, 309, and 318); (Unit 10: pp. 329, 332, 340, 343, 349, and 352); and (Unit 11: pp. 370, 372, and 378)</p> <p>Word Talk: (Unit 3: pp. 140, 148, 280, and 291); (Unit 10: pp. 330, 336, and 354); and (Unit 12: pp. 410, 412, 420, 422, 426, 430, and 432)</p> <p>Make It Fun: (Unit 3: p. 146); (Unit 8: p. 287); (Unit 10: p. 333, 343, and 351); and (Unit 11: pp. 371 and 391)</p> <p>Word Play: (Unit 10: pp. 338 and 344) and (Unit 11: pp. 381, 386, and 392)</p> <p>R-Controlled vowels are introduced in Unit 8 using the R-Controlled Vowels Poster.</p> <p>Introduce New Concepts: (Unit 8: p. 276)</p> <p>Drill Sounds/Warm-Up: (Unit 8: pp. 278, 280, 284, 286, 288, and 290); (Unit 9: pp. 302, 304, 306, 308, 310, 312, 314, 316, and 318); (Unit 10: pp. 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, and 354); (Unit 11: pp. 386, 388, 390, and 392); (Unit 12: pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, and 430); (Unit 13: pp. 442, 452, 456, 458, and 462); and (Unit 14: pp. 480, 488, 492, 496, and 498).</p> <p>Hard and soft consonant sounds are not introduced until Level 3.</p>
1.RF.6	Decode one-syllable words in the major syllable types (CVC, CVr, V, VV, VCe) independent of context. (E)	<p>In Foundations, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed</p>

		<p>syllables. This is the most common syllable by far—more than 50% of syllables in English are closed.</p> <p>Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations activities that include decoding words with these syllable types include:</p> <p>Introduce New Concepts: (Unit 2: pp. 106, 108, and 111); (Unit 4: pp. 158 and 163); (Unit 5: p. 184); (Unit 6: pp. 201 and 220); (Unit 7: pp. 236, 246, and 256); (Unit 8: pp. 274 and 284); (Unit 9: pp. 302, 312, and 313); (Unit 10: pp. 341 and 348); (Unit 11: pp. 366, 367, and 387); (Unit 12: pp. 404, 406, 414, 417, and 424); and (Unit 13: pp. 442, 452, and 462)</p> <p>Word of the Day (description p. 56): (Unit 2: pp. 118 and 122); (Unit 3: pp. 136, 138, 144, and 150); (Unit 4: pp. 162, 170, and 172); (Unit 5: p. 186); (Unit 6: pp. 204, 210, 213, 222, and 224); (Unit 7: pp. 237, 239, 247, 251, 257, and 260); (Unit 8: pp. 277, 285, and 290); (Unit 9: pp. 304, 309, 315, and 318); (Unit 10: pp. 329, 332, 340, 343, 349, and 352); (Unit 11: pp. 370, 372, 378, 382, 388, and 393); (Unit 12: pp. 405, 408, 416, 418, 426, and 428); (Unit 13: pp. 444, 454, 456, 464, and 466); and (Unit 14: pp. 485, 492, and 494)</p> <p>Word Talk (description p. 58): (Unit 2: p. 124); (Unit 3: pp. 140 and 148); (Unit 4: pp. 164 and 174); (Unit 5: p. 188); (Unit 6: pp. 206, 208; 217, and 226); (Unit 7: pp. 242, 244, 252, 262, and 264); (Unit 8: pp. 280 and 291); (Unit 10: pp. 330, 336, 351, and 354); (Unit 11: pp. 374, 380, 390, and 394); (Unit 12: pp. 410, 412, 420, 422, 430, and 432); (Unit 13: pp. 446, 449, 450, 458, and 468); and (Unit 14: pp. 486, 496, and 498)</p> <p>Make it Fun (description p. 60): (Unit 3: pp. 137 and 146); (Unit 6: pp. 202, 212, and 225); (Unit 7: p. 261); (Unit 8: p. 277); (Unit 9: pp. 309 and 315); (Unit 10: pp. 333, 343, and 355); (Unit 11: pp. 371, 381, and 391); (Unit 12: pp. 409, 419, and 429); and (Unit 13: pp. 447, 457, and 467)</p> <p>Word Play (description p. 60): (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>Storytime (description p. 60): (Unit 3: pp. 141 and 151); (Unit 4: pp. 166 and 176); (Unit 5: p. 192); (Unit 6: p. 209); (Unit 7: pp. 245, 254, and 265); (Unit 8:</p>
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		<p>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>Foundations Fluency Kit 1 (included in Teacher’s Kit)</p> <p>Also, the r-controlled vowels and vowel teams are introduced in the Quick Drill/Warm-Up activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling and we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p>Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open but will move on to an in-depth word study of open syllables in Level 2. R-controlled vowels and vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 8. Learning those sounds in Level 1 helps with students’ reading. However, because these vowel combinations present a bit more of a challenge for spelling and we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p>Drill Sounds/Warm Up (Unit 8: pp. 276, 278, 280, 284, 286, 288, and 290); (Unit 9: pp. 302, 304, 306, 308, 310, 312, 314, 316, and 318); (Unit 10: pp. 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, and 354); (Unit 11: pp. 386, 388, 390, and 392); (Unit 12: pp. 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, and 430); (Unit 13: pp. 442, 452, 456, 458, and 462); and (Unit 14: pp. 480, 488, 492, 496, and 498)</p> <p>Similarly, students in Level 1 are introduced to open syllables in the context of closed syllables; students will move on to an in-depth word study of open syllables in Level 2.</p>
1.RF.7	Decode grade-appropriate base words and affixes including common prefixes plurals, verb tense, inflectional suffixes (e.g., plurals, verb tenses); simple	<p>Students learn about base words and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (pp. 196–231) and are included in word resources for all Units following for all decoding activities. (See Unit Resources, pp. 267–268, 295–296, 323, 359–360, 397–398, 435–436, 473–474,</p>

	<p>compound words (e.g., cupcake); and contractions (e.g., isn't). (E)</p>	<p>and 501–502.)</p> <p>Adding the suffixes -ed and -ing to unchanging base words is explicitly taught in Unit 10 (pp. 324–360) and are included in word resources for all Units following for all decoding activities. (See Unit Resources, pp. 397–398, 435–436, 473–474, and 501–502.) The suffix -es is explicitly taught in Unit 13 (pp. 438–474 and Unit Resources, pp. 501–502). The activities that include decoding words include Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime activities.</p> <p>In Unit 12, students learn how to segment two-syllable words (including compound words). Much of the practice in the next few Units involves dividing and manipulating two-syllable words (including compound words) in the Introduce New Concepts activity.</p> <p>Introduce New Concepts: (Unit 6: pp. 201 and 220); (Unit 7: p. 256); (Unit 9: p. 312); (Unit 10: pp. 341 and 348); (Unit 11: p. 387); (Unit 12: pp. 404 and 417); (Unit 13: pp. 442, 445, 455, 462, and 465); and (Unit 14: p. 490)</p> <p>Make It Fun: (Unit 6: pp. 202 and 212); (Unit 7: p. 261); (Unit 8: p. 287); (Unit 10: p. 355); (Unit 12: p. 409); (Unit 13: pp. 447, 452, 457, and 467); and (Unit 14: pp. 487 and 495)</p> <p>Word of the Day: (Unit 6: pp. 204, 210, 213, 222, and 224); (Unit 7: pp. 257 and 260); (Unit 8: pp. 277 and 290); (Unit 9: pp. 315 and 318); (Unit 10: pp. 323, 349, and 352); (Unit 11: pp. 388 and 393); (Unit 13: pp. 444, 454, 456, 464, and 466); and (Unit 14: pp. 485, 492, and 494)</p> <p>Word Talk: (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. 336, 351, and 354); (Unit 11: pp. 374 and 380); (Unit 11: pp. 390 and 394); (Unit 12: pp. 410, 412, 420, 422, and 430); (Unit 13: pp. 446, 449, 450, 458, and 468); (Unit 14: pp. 486, 496, and 498)</p> <p>Word Play: (Unit 6: p. 216); (Unit 8: p. 286); (Unit 13: p. 448); and (Unit 14: pp. 438, 484, and 491)</p> <p>Storytime: (Unit 14: p. 489)</p> <p>Contractions are introduced in Level 3.</p>
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<p>1.RF.8</p>	<p>Orally read decodable texts with appropriate fluency (rate, accuracy, and prosody) while reading.</p>	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards.</p> <p>Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing.</p> <p>The Storytime activity is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.</p> <p>Storytime (description p. 60): (Unit 3, pp. 141 and 151); (Unit 4, pp. 166 and 176); (Unit 5, p. 192); (Unit 6, 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><i>Prosody:</i> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p> <p>Word of the Day (description p. 56): (Unit 6, pp. 204, 210, 213, 222, and 224); (Unit 10, pp. 329, 332, 340, 343, 349, and 352); (Unit 13, pp. 444, 454, 456, 464, and 466); and (Unit 14, pp. 485, 492, and 494)</p>
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		<p>Additionally, phrasing is modeled and practiced during the Teach Trick Words–Reading activity with sentences written on sentence frames.</p> <p>Teach Trick Words–Reading (description p. 52): (Unit 2, pp. 117 and 120); (Unit 3, pp. 133, 137, and 149); (Unit 4, pp. 161, 165, 171, and 175); (Unit 5, pp. 187 and 191); (Unit 6, pp. 205, 214, and 223); (Unit 7, pp. 240, 249, 258, and 263); (Unit 8, pp. 278 and 288); (Unit 9, pp. 307 and 317); (Unit 10, pp. 335, 339, and 353); (Unit 11, pp. 373 and 376); (Unit 12, pp. 411, 417, 421, 427); (Unit 13, pp. 443, 453, 459, and 463); and (Unit 14, pp. 481 and 497).</p> <p>The Fluency Kit and Geodes® Classroom Library 1 (distributed by Wilson Language Training®) provide additional decoding and fluency practice.</p> <p>Important Note for Consideration: As a supplemental program, Foundations was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds® to create the Geodes® Level 1 Classroom Library* that provides 64 titles that explicitly correspond to the scope and sequence of Foundations for grade 1. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations® scope and sequence along with Foundations® Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p>
Reading Comprehension		
1.RC.1	Ask and answer questions about the main idea and key details to clarify and confirm understanding of a text. (E)	Storytime (description p. 60): (Unit 6: pp. 218–219 and 228); (Unit 7: p. 265); (Unit 10: p. 356); (Unit 11: p. 395); (Unit 12: p. 433); (Unit 13: p. 470); and (Unit 14: p. 499)
1.RC.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate comprehension of their central message or lesson.	Storytime (description p. 60): (Unit 3: pp. 141 and 151); (Unit 4: pp. 166–167 and 176); (Unit 5: pp. 192–193); (Unit 6: pp. 209 and 218); (Unit 7: pp. 245, 254, and 265); (Unit 8: p. 292); (Unit 9: pp. 310–311 and 320); (Unit 10: pp. 337, 346, and 356); (Unit 11: pp. 375, 384, and 395); (Unit 12: pp. 413, 423, and 433); (Unit 13: pp. 451, 460, and 470); and (Unit 14: pp. 489)

1.RC.3	Using key details, identify and describe the elements of plot, character, and setting. (E)	Storytime (description p. 60): (Unit 3: p. 141); (Unit 4: pp. 166–167); (Unit 5: pp. 192–193); (Unit 6: p. 209); (Unit 7: p. 245); (Unit 8: pp. 282–283); (Unit 9: pp. 310–311); (Unit 10: p. 337); (Unit 11: p. 375); (Unit 12: p. 413); (Unit 13: p. 451); and (Unit 14: pp. 488–489)
1.RC.4	Make and confirm predictions about what will happen next in a story.	Storytime (description p. 60): (Unit 3: pp. 141 and 151); (Unit 4: pp. 166–167 and 176–177); (Unit 5: pp. 192–193); (Unit 6: pp. 209 and 218–219); (Unit 7: pp. 245 and 254–255); (Unit 8: p. 283); (Unit 9: pp. 310–311 and 320–321); (Unit 10: pp. 337 and 346–347); (Unit 11: pp. 375 and 384–385); (Unit 12: pp. 413 and 423); (Unit 13: pp. 451 and 460–461); and (Unit 14: pp. 488–489)
1.RC.5	Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	Storytime (description p. 60): (Unit 3: p. 141); (Unit 4: pp. 166–167); (Unit 5: pp. 192–193); (Unit 6: p. 209); (Unit 7: p. 245); (Unit 8: pp. 282–283); (Unit 9: pp. 310–311); (Unit 10: p. 337); (Unit 11: p. 375); (Unit 12: p. 413); (Unit 13: p. 451); and (Unit 14: pp. 488–489)
1.RC.6	Retell main ideas and key details of a text. (E)	Storytime (description p. 60): (Unit 6: pp. 218–219 and 228); (Unit 7: p. 265); (Unit 10: p. 356); (Unit 11: p. 395); (Unit 12: p. 433); (Unit 13: p. 470); and (Unit 14: p. 499)
1.RC.7	Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
1.RC.8	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship. (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
1.RC.9	Demonstrate comprehension that context clues (e.g., words and sentence clues) and text	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

	features (e.g., glossaries, illustrations) may be used to help understand unknown words.	
1.RC.10	Define and sort words into categories (e.g., antonyms, living things, synonyms). (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
Writing		
1.W.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	<p>Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people, places, and dates begin with uppercase letters. The Dictation (Composition Book) activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization.</p> <p>Dictation/Sentences (description p. 36): (Unit 2: pp. 121 and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449, 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>The Teach Trick Words-Reading activity also reinforces the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provides a multisensory way to explicitly teach capitalization.</p> <p>Teach Trick Words-Reading (description p. 52): (Unit 2: pp. 117 and 120); (Unit 3: pp. 133, 137, and 149); (Unit 4: pp. 161, 165, 171, and 175); (Unit 5: pp. 187 and 191); (Unit 6: pp. 205, 214, and 223); (Unit 7: pp. 240, 249, 258, and 263); (Unit 8: pp. 278 and 288); (Unit 9: pp. 307 and 317); (Unit 10: pp. 335, 339, and 353); (Unit 11: pp. 373 and 376); (Unit 12: pp. 411, 417, 421, and 427); (Unit 13: pp. 443, 453, 459, and 463); (Unit 14: pp. 481 and 497)</p>

1.W.2	Produce (when writing or speaking) logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate); and give reasons why the proposal should be considered. (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
1.W.3	Produce (when writing or speaking) a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement. (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
1.W.4	Produce (when writing or speaking) narratives using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending. (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
1.W.5	With support, apply the writing process to:	
1.W.5	a. Plan by generating ideas for writing through oral discussions and drawings;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
1.W.5	b. Develop drafts in pictorial or written form by organizing ideas;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

1.W.5	c. Revise writing to add details in pictures or words (e.g., sentence structure); edit writing for conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
1.W.5	d. Use available technology to produce and publish legible documents.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
1.W.6	With support, conduct research on a topic.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
	a. Identify several sources of information and indicate the sources.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
	b. Organize information, using graphic organizers or other aids.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
	c. Make informal presentations on information gathered.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
	Demonstrate command of English grammar and usage, when writing or speaking,	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

1.W.7	focusing on: a. Nouns/Pronouns – Using sentences that include common and proper nouns and personal pronouns.	
	b. Verbs – Using sentences with verbs to convey a sense of past, present, and future.	Introduce New Concepts: (Unit 10: p. 348); (Unit 11: p. 387); and (Unit 13: pp. 442, 445, and 455) Word of the Day (description p. 56): (Unit 10: p. 349) Word Play: (Unit 13: p. 448) and (Unit 14: p. 484)
	c. Usage – Using complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
1.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.	Students systematically learn capitalization. Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people, places, and dates begin with uppercase letters. The Dictation (Composition Book) activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization. Dictation/Sentences (description p. 36): (Unit 2: pp. 121 and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pages 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp.

		<p>407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449, 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>The Teach Trick Words–Reading activity also reinforces the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provides a multisensory way to explicitly teach capitalization.</p> <p>Teach Trick Words–Reading (description p. 52): (Unit 2: pp. 117 and 120); (Unit 3: pp. 133, 137, and 149); (Unit 4: pp. 161, 165, 171, and 175); (Unit 5: pp. 187 and 191); (Unit 6: pp. 205, 214, and 223); (Unit 7: pp. 240, 249, 258, and 263); (Unit 8: pp. 278 and 288); (Unit 9: pp. 307 and 317); (Unit 10: pp. 335, 339, and 353); (Unit 11: pp. 373 and 376); (Unit 12: pp. 411, 417, 421, and 427); (Unit 13: pp. 443, 453, 459, and 463); and (Unit 14: pp. 481 and 497)</p>
	<p>b. Punctuation –</p> <p>l. Correctly using a period, question mark, and exclamation mark at the end of a sentence.</p>	<p>Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. The Dictation activity requires students to write sentences with attention to punctuation.</p> <p>Dictation/Sentences (description p. 36): (Unit 2: pp. 121 and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449, 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495).</p> <p>The Teach Trick Words–Reading activity also reinforces the key elements of sentence structure such as capitalization and punctuation. The punctuation squares that are part of the Sentence and Syllable Frames are used to explicitly teach about end punctuation.</p> <p>Teach Trick Words–Reading (description p. 52) (Unit 2: pp. 117 and 120); (Unit 3: pp. 133, 137, and 149); (Unit 4: pp. 161, 165, 171, and 175); (Unit 5: pp. 187</p>

		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)
	c. Punctuation – II. Using commas in dates and to separate items in a series.	<p>Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. The Dictation activity requires students to write sentences with attention to punctuation.</p> <p>Dictation/Sentences (description p. 36): (Unit 2: pp. 121 and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449, 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495).</p> <p>The Teach Trick Words–Reading activity also reinforces the key elements of sentence structure such as capitalization and punctuation. The punctuation squares that are part of the Sentence and Syllable Frames are used to explicitly teach about end punctuation.</p> <p>Teach Trick Words–Reading (description p. 52): (Unit 2: pp. 117 and 120); (Unit 3: pp. 133, 137, and 149); (Unit 4: pp. 161, 165, 171, and 175); (Unit 5: pp. 187 and 191); (Unit 6: pp. 205, 214, and 223); (Unit 7: pp. 240, 249, 258, and 263); (Unit 8: pp. 278 and 288); (Unit 9: pp. 307 and 317); (Unit 10: pp. 335, 339, and 353); (Unit 11: pp. 373 and 376); (Unit 12: pp. 411, 417, 421, and 427); (Unit 13: pp. 443, 453, 459, and 463); and (Unit 14: pp. 481 and 497)</p>

	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> a. Encoding – <ul style="list-style-type: none"> i. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>Foundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Encoding is supported by the Wilson tapping routine for segmenting and blending. Students practice encoding during Echo/Find Words. In this activity, the instructor provides a word orally and then students tap the phonemes to segment. Then, the students find the magnetic letter tiles on their letterboard to build the word. Students practice encoding paired with letter formation during Dictation, when the instructor delivers a word orally and then students tap the phonemes to segment and then write the word. Students practice encoding as a whole group during activities such as Word Play/Talk when, for example, the instructor might say a word and ask a student to come up and build it using the Standard Sound Cards.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31) and Dictation/Sentences (description p. 36): (Unit 2: pp. 113, 121, and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>Make it Fun (description p. 60): (Unit 2: p. 123); (Unit 4: pp. 165 and 173); (Unit 5: p. 189); (Unit 7: pp. 238 and 250); (Unit 8: p. 287); and (Unit 14: pp. 487, 493, 495)</p> <p>Echo/Find Words (description pp. 42 and 44): (Unit 2: pp. 109 and 117); (Unit 3: pp. 135, 139, and 145); (Unit 4: pp. 159 and 173); (Unit 6: pp. 207, 211, 221, and 227); (Unit 7: pp. 243, 247, 253, and 257); (Unit 8: pp. 281, 285, and 291); (Unit 9: pp. 303, 313, and 319); (Unit 10: pp. 333, 341, 345, and 349); (Unit 11: pp. 369, 371, 379, and 387); (Unit 12: pp. 409, 425, and 429); (Unit 13: p. 469); and (Unit 14: p. 491)</p>
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	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> a. Encoding – <ul style="list-style-type: none"> II. Correctly spelling words with common spelling patterns. 	<p>Foundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Encoding is supported by the Wilson tapping routine for segmenting and blending. Students practice encoding during Echo/Find Words. In this activity, the instructor provides a word orally and then students tap the phonemes to segment. Then, the students find the magnetic letter tiles on their letterboard to build the word. Students practice encoding paired with letter formation during Dictation, when the instructor delivers a word orally and then students tap the phonemes to segment and then write the word. Students practice encoding as a whole group during activities such as Word Play/Talk when, for example, the instructor might say a word and ask a student to come up and build it using the Standard Sound Cards.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31) and Dictation/Sentences (description p. 36): (Unit 2: pp. 113, 121, and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>Make it Fun (description p. 60): (Unit 2: p. 123); (Unit 4: pp. 165 and 173); (Unit 5: p. 189); (Unit 7: pp. 238 and 250); (Unit 8: p. 287); and (Unit 14: pp. 487, 493, 495)</p> <p>Echo/Find Words (description pp. 42 and 44): (Unit 2: pp. 109 and 117); (Unit 3: pp. 135, 139, and 145); (Unit 4: pp. 159 and 173); (Unit 6: pp. 207, 211, 221, and 227); (Unit 7: pp. 243, 247, 253, and 257); (Unit 8: pp. 281, 285, and 291); (Unit 9: pp. 303, 313, and 319); (Unit 10: pp. 333, 341, 345, and 349); (Unit 11: pp. 369, 371, 379, and 387); (Unit 12: pp. 409, 425, and 429); (Unit 13: p. 469); and (Unit 14: p. 491)</p>
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	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>a. Encoding –</p> <p>III. Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)</p>	<p>Foundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Encoding is supported by the Wilson tapping routine for segmenting and blending. Students practice encoding during Echo/Find Words. In this activity, the instructor provides a word orally and then students tap the phonemes to segment. Then, the students find the magnetic letter tiles on their letterboard to build the word. Students practice encoding paired with letter formation during Dictation, when the instructor delivers a word orally and then students tap the phonemes to segment and then write the word. Students practice encoding as a whole group during activities such as Word Play/Talk when, for example, the instructor might say a word and ask a student to come up and build it using the Standard Sound Cards.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31) and Dictation/Sentences (description p. 36): (Unit 2: pp. 113, 121, and 123); (Unit 3: pp. 135, 139, 143, 147, and 149); (Unit 4: pp. 161, 163, 167, 169, 171, and 175); (Unit 5: pp. 185, 187, 189, and 191); (Unit 6: pp. 203, 207, 211, 213, 215, 217, 219, 221, 225, and 227); (Unit 7: pp. 241, 243, 249, 251, 253, 255, 259, 261, and 263); (Unit 8: pp. 279, 281, 283, 287, 289, and 291); (Unit 9: pp. 305, 307, 309, 311, 313, 315, 317, and 319); (Unit 10: pp. 331, 335, 339, 343, 345, 347, 351, and 355); (Unit 11: pp. 369, 377, 379, 381, 383, 385, 389, 391, and 393); (Unit 12: pp. 407, 415, 419, 421, 423, 425, and 431); (Unit 13: pp. 445, 447, 449; 455, 457, 459, 461, 465, 467, and 469); and (Unit 14: pp. 483, 485, 487, 489, 491, 493, and 495)</p> <p>Make it Fun (description p. 60): (Unit 2: p. 123); (Unit 4: pp. 165 and 173); (Unit 5: p. 189); (Unit 7: pp. 238 and 250); (Unit 8: p. 287); and (Unit 14: pp. 487, 493, 495)</p> <p>Echo/Find Words (description pp. 42 and 44): (Unit 2: pp. 109 and 117); (Unit 3: pp. 135, 139, and 145); (Unit 4: pp. 159 and 173); (Unit 6: pp. 207, 211, 221, and 227); (Unit 7: pp. 243, 247, 253, and 257); (Unit 8: pp. 281, 285, and 291); (Unit 9: pp. 303, 313, and 319); (Unit 10: pp. 333, 341, 345, and 349); (Unit 11: pp. 369, 371, 379, and 387); (Unit 12: pp. 409, 425, and 429); (Unit 13: p. 469); and (Unit 14: p. 491)</p>
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Fundations[®] LEVEL 2 Program

Alignment to the Indiana Standards for English Language Arts

Reading Foundations		
Decoding		
2.RF.1	Use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (E)	<p>In Foundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs), and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division. (See Unit 5, Introduce New Concepts, pp. 176–178 as an example.) Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Syllable rules, <i>including but not limited to two-syllable words with long vowel sounds</i>, are directly addressed in Units 5, 6, and 7 Introductions (pp. 172, 202, and 230).</p> <p>Introduce New Concepts: (Unit 5: pp. 176–177); (Unit 6: p. 217); (Unit 7: p. 240); and (Unit 8: p. 273)</p> <p>Word of the Day (description pp. 56–57): (Unit 5: pp. 180 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>Word Talk (description pp. 58–59): (Unit 6: p. 224); (Unit 7: pp. 250, 252, 260, and 262); (Unit 8: p. 280); (Unit 9: pp. 298 and 308); (Unit 10: pp. 326 and 336); (Unit 11: pp. 354, 362, and 364); (Unit 12: p. 382); (Unit 13: pp. 400 and 410); (Unit 14: pp. 429, 437, and 438); (Unit 15: pp. 452, 456, 464, and 466); (Unit 16: p. 484); and (Unit 17: pp. 503 and 512)</p> <p>Make It Fun (description p. 60): (Unit 5: p. 187); (Unit 6: p. 221); and (Unit 15: p. 463)</p>

		<p>Storytime (description p. 60): (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 296, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 351, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: pp. 477 and 481); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations Fluency Kit 2 (included in the Teacher’s Kit). Also available is the <i>Geodes® Level 2 Classroom Library*</i>, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2.</p>
2.RF.2	Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound(s). In Level 2 beginning in Unit 1, students learn short vowel sounds 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 in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. See Unit 1 Introduction (p. 70), Unit 3 Introduction (p. 126), Unit 4 Introduction (p. 142), Unit 5 Introduction (multisyllabic words) (p. 172), Unit 6 Introduction (p. 202), Unit 7</p>

		<p>Introduction (p. 230), Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416), and Unit 15 Introduction (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find Words, Word of the Day, Word Talk, and Make It Fun.</p> <p>In Unit 10, students are exposed to the Vowel Teams poster as well as the double vowel syllable (vowel digraph and diphthong).</p> <p>Dictation/Words (description pp. 30–35): (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p>Dictation/Sentences (description pp. 38–39): (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, 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>Introduce New Concepts: (Unit 4: p. 151); (Unit 10: p. 318–319 and 321); (Unit 13: p. 395); and (Unit 15: p. 451)</p> <p>Echo/Find Words (description pp. 44–49): (Unit 3: p. 133); (Unit 7: pp. 241, 247, and 255); (Unit 9: p. 303); (Unit 10: p. 331); (Unit 13: p. 405); (Unit 14: p. 431); (Unit 15: p. 461); and (Unit 17: p. 509)</p>
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		<p>Word of the Day (description pp. 56–57): (Unit 3: pp. 135 and 138); (Unit 4: pp. 150, 152, 159, and 160); (Unit 5: pp. 180, 184, 190, and 193); (Unit 6: pp. 208, 215, 218, and 220); (Unit 7: pp. 236, 242, 246, 248, 257, and 258); (Unit 10: pp. 320, 324, 330, and 334); (Unit 11: pp. 348, 352, 359, and 360); (Unit 13: pp. 396, 399, 402, and 406); and (Unit 15: p. 459)</p> <p>Word Talk (description pp. 58–59): (Unit 4: pp. 157 and 166); (Unit 5: pp. 186 and 196); (Unit 6: p. 224); (Unit 7: pp. 250, 252, 260, and 262); (Unit 8: p. 280); (Unit 9: pp. 298 and 308); (Unit 10: pp. 326 and 336); (Unit 11: pp. 354, 362, and 364); (Unit 12: p. 382); (Unit 13: pp. 400 and 410); (Unit 14: pp. 429, 437, and 438); (Unit 15: pp. 452, 456, 464, and 466); (Unit 16: p. 484); and (Unit 17: pp. 503 and 512)</p> <p>Make It Fun (description p. 60): (Unit 3: p. 135); (Unit 4: p. 163); (Unit 5: pp. 187 and 193); (Unit 6: pp. 214 and 221); (Unit 7: pp. 239, 249, and 259); (Unit 10: pp. 323 and 332); (Unit 11: p. 361); (Unit 13: pp. 401 and 407); and (Unit 15: p. 463)</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations Fluency Kit 2 (included in the Teacher’s Kit). Also available is the Geodes® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2.</p>
2.RF.3	Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten’s, sisters’), and compound words. (E)	<p>Foundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see Unit 4 Introduction, p. 142). Words with taught prefixes and suffixes are included in word resources for all Units following Unit 4 for all decoding activities (Resources: pp. 168–170, 198–200, 226–229, 264–266, 282–284, 310–312, 338–340, 366–368, 384–386, 412–414, 440–442, 468–470, 486–488, and 514–516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities.</p>

		Also, students have the opportunity to apply taught skills when using the Foundations Fluency Kit 2 . Also available is the <i>Geodes® Level 2 Classroom Library*</i> , which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2.
2.RF.4	Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	<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 connected text with a variety of activities, such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime activity is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 196, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376); (Unit 13: pp. 393, 398, 403, and 409); (Unit 14: pp. 425, 427, 432, and 435); (Unit 15: pp. 453, 457, 459, and 461); (Unit 16: p. 477); and (Unit 17: pp. 500, 505, 507, and 509)</p> <p><i>Prosody:</i> The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p>

		<p>Word of the Day (description p. 56): (Unit 4: pp. 150, 152, 159, and 160); (Unit 5: pp. 180, 184, 190, and 193); (Unit 6: pp. 215, 218, and 220); (Unit 7: pp. 257 and 258); (Unit 8: pp. 274 and 278); (Unit 9: pp. 292, 294, 302, and 306); (Unit 10: pp. 320, 324, 330, and 334); (Unit 11: pp. 348, 352, 359, and 360); (Unit 12: pp. 378 and 380); (Unit 13: pp. 396, 399, 402, and 406); (Unit 14: pp. 426, 430, and 434); (Unit 15: pp. 450, 454, 459, and 462); (Unit 16: pp. 478 and 480); and (Unit 17: pp. 496, 498, 504, 506, and 510)</p> <p>The Foundations Fluency Kit 2 (included in the Teacher’s Kit), as well as the Geodes® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2, provide additional decoding practice.</p> <p>Important Note for Consideration: As a supplemental program Foundations was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds® to create the Geodes® Level 2 Classroom Library* which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p>
Reading Comprehension		
2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity, which is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a

		<p>story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 6: pp. 211 and 217); (Unit 7: pp. 239 and 245); and (Unit 9: pp. 295, 296, 300, and 303)</p>
2.RC.2	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
2.RC.3	Describe how characters in a story respond to major events and how characters affect the plot.	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity, which is designed to help develop the students' awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 8: p. 276); (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>
2.RC.4	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (E)	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the Storytime activity, which is designed to help develop the students' awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: p. 105); (Unit 3: p. 137); (Unit 4: p. 153); (Unit 5: p. 181); (Unit 8: p. 276); (Unit 10: p. 319); (Unit 11: p. 347);</p>

		(Unit 12: p. 375); (Unit 13: p. 393); (Unit 14: p. 425); (Unit 15: p. 453); (Unit 16: p. 477); and (Unit 17: p. 500)
2.RC.5	Acknowledge differences in the points of view of characters, and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.RC.7	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information, and explain how they contribute to and clarify a text.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.RC.8	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.RC.9	Describe how an author uses facts to support specific points in a text.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.RC.10	Compare and contrast the most important points presented by two texts on the same topic.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.RC.11	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	Storytime (description p. 60): (Unit 2: p. 115); (Unit 4: p. 163); (Unit 5: p. 191); (Unit 6: p. 217); (Unit 7: p. 245); (Unit 8: p. 276); (Unit 9: p. 300); (Unit 10: p. 328); (Unit 11: p. 357); (Unit 12: p. 376); (Unit 13: p. 403); (Unit 14: p. 432); (Unit 15: p. 459); (Unit 16: p. 477); and (Unit 17: p. 507) Fluency Kit 2 Materials

2.RC.12	Identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words (e.g., change, duck). (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
Writing		
2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2, and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization, and spelling.</p> <p>Unit Tests: (Unit 1: p. 93); (Unit 2: p. 121); (Unit 3: p. 139); (Unit 4: p. 167); (Unit 5: p. 197); (Unit 6: p. 225); (Unit 7: p. 263); (Unit 8: p. 281); (Unit 9: p. 309); (Unit 10: p. 337); (Unit 11: p. 365); (Unit 12: p. 383); (Unit 13: p. 411); (Unit 14: p. 439); (Unit 15: p. 467); (Unit 16: p. 485); and (Unit 17: p. 513),</p> <p>Dictation/Sentences (description pp. 38–39): (Unit 1: pp. 81, 87, 89, and 91); (Unit 2: 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p>
2.W.2	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

	reasons to explain why a certain course of action should be followed. (E)	
2.W.3	Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.W.4	Write narratives that: a. Include a beginning;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.W.4	Write narratives that: b. Use temporal words to signal event order (e.g., first of all);	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.W.4	Write narratives that: c. Provide details to describe actions, thoughts, and feelings; and	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.W.4	Write narratives that: d. Provide a middle and an ending. (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.W.5	Apply the writing process to: a. Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing by adding details (e.g., organization, sentence structure, word choice); edit writing for	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

	format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.	
2.W.5	Apply the writing process to: b. Use available technology to produce and publish legible documents.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.W.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals).	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.W.6	With support, conduct research on a topic. b. Identify various visual and text reference sources.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.W.6	With support, conduct research on a topic. c. Organize, summarize, and present the information, choosing from a variety of formats.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: a. Nouns/Pronouns – Using	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

	<p>sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	
2.W.7	<p>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</p> <p>b. Verbs –</p> <p>I. Using sentences that use the past tense of frequently occurring irregular verbs.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
2.W.7	<p>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</p> <p>b. Verbs –</p> <p>II. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
2.W.7	<p>Demonstrate command of English grammar and usage, when writing or speaking, focusing on:</p> <p>c. Adjectives/Adverbs – Using</p>	<p>Storytime (description p. 60): (Unit 2: pp. 105, 108, 115, and 117); (Unit 3: p. 137); (Unit 4: pp. 153, 155, 163, and 165); (Unit 5: pp. 181, 183, 191, and 195); (Unit 6: pp. 211, 217, and 223); (Unit 7: pp. 239, 245, and 251); (Unit 8: p. 276); (Unit 9: pp. 295, 196, 300, and 303); (Unit 10: pp. 319, 327, 328, and 333); (Unit 11: pp. 347, 350, 357, and 359); (Unit 12: pp. 375 and 376);</p>

	sentences that use adjectives and adverbs.	(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) Fluency Kit 2 Materials
2.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: d. Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E)	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
2.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2, and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization, and spelling. Unit Tests: (Unit 1: p. 93); (Unit 2: p. 121); (Unit 3: p. 139); (Unit 4: p. 167); (Unit 5: p. 197); (Unit 6: p. 225); (Unit 7: p. 263); (Unit 8: p. 281); (Unit 9: p. 309); (Unit 10: p. 337); (Unit 11: p. 365); (unit 12: p. 383); (Unit 13: p. 411); (Unit 14: p. 439); (Unit 15: p. 467); (Unit 16: p. 485); and (Unit 17: p. 513) Dictation/Sentences (description pp. 38–39): (Unit 1: pp. 81, 87, 89, and 91); (Unit 2: 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)

<p>2.W.8</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>b. Punctuation –</p> <p>I. Correctly using a period, question mark, or exclamation mark at the end of a sentence.</p>	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2, and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization, and spelling.</p> <p>Unit Tests: (Unit 1: p. 93); (Unit 2: p. 121); (Unit 3: p. 139); (Unit 4: p. 167); (Unit 5: p. 197); (Unit 6: p. 225); (Unit 7: p. 263); (Unit 8: p. 281); (Unit 9: p. 309); (Unit 10: p. 337); (Unit 11: p. 365); (Unit 12: p. 383); (Unit 13: p. 411); (Unit 14: p. 439); (Unit 15: p. 467); (Unit 16: p. 485); and (Unit 17: p. 513)</p> <p>Dictation/Sentences (description pp. 38–39): (Unit 1: pp. 81, 87, 89, and 91); (Unit 2: 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p>
<p>2.W.8</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>b. Punctuation –</p> <p>II. Using an apostrophe to form contractions and singular possessive nouns.</p>	<p>This skill is taught in Level 3.</p>

<p>2.W.8</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> b. Punctuation – <ul style="list-style-type: none"> III. Using commas in greetings and closings of letters, dates, and to separate items in a series. 	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>2.W.8</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> c. Encoding – <ul style="list-style-type: none"> I. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. 	<p>Common sound-spelling patterns are taught in an explicit and sequential fashion that supports encoding.</p> <p>Short and long vowels sounds are introduced in Level K; are covered extensively in Level 1; and extended in Level 2. In Unit 3, closed-syllable exceptions are introduced, and long vowel sounds are discussed. Additionally, vowel teams and the vowel-consonant-e syllable are re-introduced. Students practice both short and long vowel sounds using the Vowel Sounds Poster from Unit 6 on.</p> <p>The consonant blend pattern is taught explicitly in Levels K and 1 of Foundations and is reviewed in Unit 1 of Level 3.</p> <p>R-Controlled vowels are reviewed in Unit 2 using the R-Controlled Vowels Poster.</p> <p>Introduce New Concepts: (Unit 2: p. 106); (Unit 3: pp. 130 and 132); (Unit 6: pp. 206–207); and (Unit 7: p. 234)</p> <p>Dictation/Words (description pp. 30–35): (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:</p>

		<p>pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p>Dictation/Sentences (description pp. 38–39): (Unit 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>Echo/Find Words (description pp. 44–49): (Unit 7: p. 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>Drill Sounds/Warm-Up (description pp. 40–41): (Unit 2: pp. 108, 110, 112, 114, 116, 118, and 120); (Unit 3: pp. 132, 136, and 138); (Unit 4: pp. 146, 150, 152, 154, 158, 160, 164, and 166); (Unit 5: pp. 176, 180, 184, 188, 192, 194, and 196); (Unit 6: pp. 208, 210, 212, 214, 216, 218, 220, 222, and 224); (Unit 7: pp. 234, 236, 238, 240, 242, 244, 246, 248, 252, 256, 258, 260, and 262); (Unit 8: pp. 272, 276, 278, and 260); (Unit 9: pp. 290, 292, 294, 296, 298, 300, 302, 304, 306, and 308); (Unit 10: pp. 318, 320, 322, 324, 326, 328, 330, 332, and 334); (Unit 11: pp. 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, 406, and 408); (Unit 14: pp. 420, 422, 436, and 438); (Unit 15: pp. 448, 450, 452, 454, 460, and 462); (Unit 16: pp. 476 and 480); and (Unit 17: pp. 494, 498, 500, 504, and 508)</p>
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<p>2.W.8</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> c. Encoding – <ul style="list-style-type: none"> II. Generalizing learned spelling patterns (e.g., word families) when writing words. 	<p>Students learn to segment and spell words in correspondence to decoding patterns.</p> <p>Dictation/Words (description pp. 30–35): (Unit 1: pp. 87, 89, and 91); (Unit 2: 107, 108, 111, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 260); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 378 and 381); (Unit 13: pp. 397, 399, 404, 401, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p>Dictation/Sentences (description pp. 38–39): (Unit 1: pp. 81, 87, 89, and 91); (Unit 2, 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511)</p> <p>Echo/Find Words (description pp. 44–49): (Unit 3: p. 133); (Unit 7: pp. 241, 247, and 255); (Unit 9: p. 303); (Unit 10: p. 331); (Unit 13: p. 405); (Unit 14: p. 431); (Unit 15: p. 461); and (Unit 17: p. 509)</p>
<p>2.W.8</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> c. Encoding – <ul style="list-style-type: none"> III. Correctly spelling common irregularly-spelled, grade-appropriate words 	<p>Phonetically irregular high frequency and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called <i>Trick Words</i> in Foundations). Trick Words are taught as words to be automatically recognized. High frequency irregular sight words are taught for automatic recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for automatic recognition for reading and spelling so students can access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri, 2014). In Level 2 Foundations, students</p>

	<p>(e.g., said, does, gone). (E)</p>	<p>will learn 81 Trick Words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006).</p> <p>Review Trick Words: (Unit 1: pp. 86 and 88)</p> <p>Teach Trick Words (description pp. 54–55): (Unit 2: pp. 103 and 113); (Unit 3: p. 133); (Unit 4: pp. 151 and 159); (Unit 5: pp. 178 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>Trick Word Practice (description pp. 54–55): (Unit 1: p. 90); (Unit 2: pp. 110 and 116); (Unit 3: p. 137); (Unit 4: pp. 154 and 164); (Unit 5: pp. 182, 185, and 192); (Unit 6: pp. 215 and 222); (Unit 7: pp. 237, 238, 243, 247, 253, 256, 259, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 293, 297, 299, 304, and 307); (Unit 10: pp. 325, 331, and 335); (Unit 11: pp. 349, 353, 355, 359, and 363); (Unit 12: pp. 377 and 381); (Unit 13: pp. 394, 404, and 408); (Unit 14: pp. 422, 428, 433, and 436); (Unit 15: pp. 455, 460, and 465); (Unit 16: pp. 479 and 482); and (Unit 17: pp. 497, 502, 511)</p> <p>Dictation/Trick Words (description pp. 36–37): (Unit 1: pp. 87 and 89); (Unit 2: 107, 109, 111, 115, and 119); (Unit 3: pp. 135 and 137); (Unit 4: pp. 153, 155, 157, 161, and 165); (Unit 5: pp. 183, 185, 187, 191, and 194); (Unit 6: pp. 211, 213, 215, 221, and 223); (Unit 7: pp. 243, 249, 251, 253, 257, and 261); (Unit 8: pp. 277 and 279); (Unit 9: pp. 291, 293, 297, 299, 305, and 307); (Unit 10: pp. 323, 325, 327, 333, and 335); (Unit 11: pp. 351, 353, 355, 361, and 363); (Unit 12: pp. 379 and 381); (Unit 13: pp. 397, 399, 401, 407, and 409); (Unit 14: pp. 425, 427, 429, 433, 435, and 437); (Unit 15: pp. 453, 455, 457, 463, and 465); (Unit 16: pp. 481 and 483); and (Unit 17: pp. 499, 501, 503, 505, 507, and 511).</p> <p>Also, students have the opportunity to apply taught skills when using the Foundations Fluency Kit 2 (included in the Teacher’s Kit). Also available is the Geodes® Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 2.</p>
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Fundations® LEVEL 3 Program

Alignment to the Indiana Standards for English Language Arts

Reading Foundations		
3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (e.g., cards and tiles) with letters. Foundations activities for encoding words with these syllable types include Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts, and Make It Fun. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts, p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p> <p>Also, Foundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2, and 3.</p> <p>Dictation/Words (description pp. 34, 36, and 38): (Orientation: pp. 81 and 83); (Unit 1: pp. 95, 97, 99, and 107); (Unit 2: pp. 125, 127, 133, 135, 137, 143, and 145); (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191); (Unit 5: pp. 205, 207, 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7: pp. 301, 303, 305, 311, and 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391); (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11: pp. 449, 451, 453, 459, and 461); (Unit 12: pp. 477, 479, 481, and 489); (Unit 13: pp. 507, 509, 511, 517, and 519); and (Unit 14: pp. 535, 537, 539, 541, 545, 547, and 549)</p> <p>Dictation/Sentences (description p. 42): (Unit 1: pp. 95, 97, 99, and 107); (Unit 2: pp. 125, 127, 135, 137, 143, and 145); (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191); (Unit 5: pp. 205, 207, 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7: pp. 301, 303, 305, 311, and 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and</p>

		<p>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>Echo/Find Words (description pp. 48, 50, and 52): (Orientation p. 79); (Unit 4: p. 185); (Unit 5: p. 215); (Bonus Unit: pp. 268 and 279); (Unit 9: p. 379); (Unit 10: p. 419); (Unit 11: pp. 449 and 459); (Unit 12: p. 475); and (Unit 13: p. 505)</p> <p>Guess Which One (description p. 56): (Orientation: p. 81); (Unit 1: pp. 95 and 101); (Unit 2: pp. 123, 133, and 141); (Unit 3: p. 161); (Unit 4: pp. 177 and 187); (Unit 5: pp. 205 and 213); (Unit 6: pp. 233, 243, and 251); (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387); (Unit 9: pp. 367, 377, and 387); (Unit 10: pp. 407, 417, and 427); (Unit 11: pp. 447 and 457); (Unit 12: pp. 475 and 485); (Unit 13: pp. 503 and 513); and (Unit 14: pp. 533 and 543)</p> <p>Introduce New Concepts (description p. 70): (Unit 1: p. 105); (Unit 3: pp. 157, 158, 159, and 162); (Unit 4: pp. 175, 178–179, and 184–185); (Unit 5: pp. 204–205 and 212–213); (Unit 6: pp. 234–235, 242, and 252); (Bonus Unit: pp. 271, 273, and 283); (Unit 7: pp. 296–297, 298–299, and 308); (Unit 8: pp. 326, 328–329, and 346–347); (Unit 9: pp. 366–367, 375, 376–377, and 388–389); (Unit 10: pp. 406, 408–409, 414–415, 416, and 426–427); (Unit 11: pp. 444–445, 446–447, and 457); (Unit 12: pp. 473, 485, and 486–487); (Unit 13: pp. 504 and 515); and (Unit 14: pp. 534–535 and 544–545)</p> <p>Make It Fun (description p. 70): (Unit 2: pp. 127 and 144); (Unit 4: pp. 181 and 189); (Unit 5: p. 209); (Bonus Unit: pp. 274, 276, 283, 285, and 286); (Unit 7: p. 311); (Unit 8: pp. 333 and 343); (Unit 8: pp. 333, 343, and 351); (Unit 9: pp. 373, 383, and 392); (Unit 10: pp. 412, 423, and 431); (Unit 11: pp. 453 and 463); (Unit 12: pp. 481, 487, and 491); (Unit 13: p. 517); and (Unit 14: p. 549)</p>
3.RF.2	<p>Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).</p>	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling. (See Unit 3, Introduce New Concepts, p. 162 as an example).</p> <p>The effect of qu- on the letter a is taught in Unit 1.</p>

		<p>Consonant and digraph blends are introduced in Unit 8.</p> <p>The suffix –ing and its effect on consonants is taught in Unit 2 and extended in Unit 4, the Bonus Unit, and Unit 7.</p> <p>Changing the ending of a word from –y to –ies to make a plural noun is taught in Unit 7.</p> <p>All of the aforementioned skills are spiraled into many activities that occur in subsequent Units. (Resources: pp. 166–169, 194–197, 222–224, 260–263, 288–291, 316–319, 354–359, 394–398, 434–439, 464–467, 492–496, 522–526, and 552–555).</p> <p>Foundations activities for decoding words with these syllable types include Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play, and Make It Fun activities.</p> <p>Guess Which One (description p. 56): (Unit 3: p. 161); (Unit 4: pp. 177 and 187); (Unit 5: pp. 205 and 213); (Unit 6: pp. 233, 243, and 251); (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387); (Unit 9: pp. 367, 377, and 387); (Unit 10: pp. 407, 417, and 427); (Unit 11: pp. 447 and 457); (Unit 12: pp. 475 and 485); (Unit 13: pp. 503 and 513); and (Unit 14: pp. 533 and 543)</p> <p>Introduce New Concepts (description p. 70): (Unit 1: pp. 100–101); (Unit 2: p. 131); (Unit 3: pp. 160–161); (Unit 4: pp. 174–175, 178–179, and 188–189); (Unit 5: pp. 202–203 and 217); (Unit 6: pp. 230–231, 232, 237, 240–241, 250–251, and 255); (Bonus Unit: pp. 269, 270, 273, 280, 282–283, and 284–285); (Unit 7: pp. 296–297, 298–299, 306–307, and 308); (Unit 8: pp. 324–325, 334–335, 336, 344–345); (Unit 9: pp. 364–365, 368–369, 374, 384–385, and 388–389); (Unit 10: pp. 404–405, 407, 417, 424–425, 426–427, 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>Word of the Day (description p. 66): (Unit 3: p. 162); (Unit 4: pp. 176, 180, 186, and 190); (Unit 5: pp. 206 and 216); (Unit 6: pp. 234, 236, 244, 246, 254, and 257); (Unit 7: pp. 302, 310, and 312); (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350); (Unit 9: pp. 368, 370, 378, 380, and 390); (Unit 10: pp. 410, 418, 420, 428, and 430); (Unit 11: pp. 448, 450, 455, and 460); (Unit 12: pp. 476, 478, 486, and 488); (Unit 13: pp. 506, 508, and 518); and (Unit 14: pp. 536, 538, 546, and 548)</p>
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		<p>Word Talk (description p. 68): (Unit 4: pp. 182 and 192); (Unit 5: pp. 210 and 220); (Unit 6: pp. 238, 248, and 258); (Unit 7: pp. 304 and 314); (Unit 8: pp. 342 and 352); (Unit 9: pp. 372 and 382); (Unit 10: pp. 422 and 432); (Unit 11: pp. 452 and 462); (Unit 12: pp. 480 and 490); (Unit 13: pp. 510, 514, and 520); and (Unit 14: pp. 540 and 550)</p> <p>Make It Fun (description p. 70): (Unit 3: p. 164); (Unit 4: pp. 181 and 189); (Unit 5: pp. 209 and 218); (Unit 6: pp. 249 and 256); (Bonus Unit: pp. 274, 276, and 283); (Unit 7: pp. 305 and 311); (Unit 8: pp. 333, 343, and 351); (Unit 9: pp. 373, 383, and 392); (Unit 10: pp. 412, 423, and 431); (Unit 12: p. 481); (Unit 13: pp. 511 and 517); and (Unit 14: pp. 541 and 549)</p> <p>Word Play (description p. 70): (Unit 5: p. 208) and (Bonus Unit: p. 278)</p>
3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	<p>Components of more complex word families are taught and practiced throughout Level 3 in addition to the 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) and various syllable type exceptions.</p> <p>In Unit 10, students learn about double vowels and letter combinations that make a vowel sound (e.g., eigh, ei, ea, ie, igh, oo, and ui).</p> <p>Drill Sounds/Warm-Up: (Unit 10: pp. 408, 410, 412, 416, 418, 420, 422, 424, 426, 428, 430, and 432)</p> <p>Introduce New Concepts: (Unit 10: pp. 404, 406, 408, 414, 416–417, and 424–425)</p> <p>Word of the Day: (Unit 10: pp. 407, 410, 418, and 420)</p> <p>Make It Fun: (Unit 10: pp. 412 and 423)</p> <p>Guess Which One: (Unit 10: p. 417)</p> <p>Word Talk: (Unit 10: p. 422).</p> <p>In a Bonus Unit between Units 6 and 7, students review suffixes and are taught about prefixes and Latin roots.</p> <p><i>Prefixes:</i> Students learn to decode words with prefixes beginning in the Bonus Unit (see Bonus Unit Introduction: p. 264), 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. (Resources: pp. 288–291, 316–319, 354–359, 394–398, 434–439, 464–467, 492–496, 522–526, and 552–555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: Introduce New Concepts and Make It Fun activities.</p>

		<p>Introduce New Concepts (description p. 70); (Bonus Unit: pp. 269, 273, 280, 282, and 284–285)</p> <p>Make It Fun (description p.70): (Bonus Unit: pp. 274, 276, and 283)</p> <p><i>Suffixes:</i> Students learn to decode words with suffixes beginning in Unit 2 (see Unit 2, pp. 114–151), including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or. Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Foundations Level 3 (see Unit 2, pp. 114–151; Unit 4, pp. 170–197; Unit 7, pp. 292–319; Unit 9, pp. 360–399; Unit 10, pp. 400–439; and Unit 12, pp. 468–496). Words with taught suffixes, including words with changing base words, are included in word resources for all Units following Unit 2 for all decoding activities. (Resources: pp. 148–151, 166–169, 194–197, 222–224, 260–263, 288–291, 316–319, 354–359, 394–398, 434–439, 464–467, 492–496, 522–526, and 552–555)</p> <p>Students practice decoding words with suffixes during activities that include decoding once suffixes are addressed in Unit 2: Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun activities.</p> <p>Introduce New Concepts (description p. 70): (Unit 2: pp. 118–119, 120–121, 122–123, 125, 126, 129, 131, 133, 139, and 141); (Unit 4: pp. 175, 178–179, 184–185, 188–189); (Bonus Unit: pp. 269 and 280–281); (Unit 7: pp. 296–297, 298–299, 306–307, and 308); (Unit 8: p. 329); (Unit 9: pp. 376, 384–385, and 388–389); (Unit 10: pp. 426–427); (Unit 12: p. 487); and (Unit 14: pp. 542–543)</p> <p>Word of the Day (description p. 66): (Unit 2: pp. 122, 124, 132, 135, 140, and 142); (Unit 4: pp. 176, 180, 186, and 190); (Unit 5: pp. 206 and 216); (Unit 6: pp. 234, 236, 244, 246, 254, and 257); (Unit 7: pp. 300, 302, 310, and 312); (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350); (Unit 9: pp. 368, 370, 378, 380, and 390); (Unit 10: pp. 407, 410, 418, 420, 428, and 430); (Unit 11: pp. 448, 450, 455, and 460); (Unit 12: pp. 476, 478, 486, and 488); (Unit 13: pp. 506, 508, 516, and 518); and (Unit 14: pp. 536, 538, 546, and 548)</p> <p>Word Talk (description p. 68): (Unit 2: pp. 128, 136, 138, and 146); (Unit 4: pp. 182 and 192); (Unit 5: pp. 210 and 220); (Unit 6: pp. 238, 248, and 258); (Unit 7: pp. 304 and 314); (Unit 8: pp. 342 and 352); (Unit 9: pp. 372 and 382); (Unit 10: pp. 422 and 432); (Unit 11: pp. 452 and 462); (Unit 12: pp. 480 and 490); (Unit 13: pp. 510, 514, and 520); and (Unit 14: pp. 540 and 550)</p>
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		<p>Make It Fun (description p. 70): (Unit 2: pp. 127, 130, 134, and 144); (Unit 4: pp. 181 and 189); (Unit 7: pp. 305 and 311); (Unit 8: pp. 343 and 351); (Unit 9: p. 392); (Unit 10: p. 431); and (Unit 14: p. 549)</p>
3.RF.4	<p>Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)</p>	<p>Fundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Students learn 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. They also learn closed- and open-syllable prefixes con-, dis-, un-, en-, em-, ex-, in-, im-, il-, ir-, mis-, non-, sub-, trans-, de-, e-, pre-, pro-, and re-. Closed-syllable roots dict, duct, fect, fract, ject, junct, lect, min, scribe, sist, spec, struct, and tract are also taught.</p> <p>See Bonus Unit (Bonus Unit pp. 264–291), Unit 2 (pp. 114–151), Unit 4 (pp. 170–197), Unit 9 (pp. 360–398), and Unit 14 (pp. 528–555). During Word of the Day and Word Talk activities in these Units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 66): (Unit 2: pp. 122, 124, 132, 135, 140, and 142); (Unit 4: pp. 176, 180, 186, and 190); (Unit 9: pp. 368, 370, 378, 380, and 390); and (Unit 14: pp. 536, 538, 546, and 548)</p> <p>Word Talk (description p. 68): (Unit 2: pp. 128, 136, 138, and 146); (Unit 4: pp. 182 and 192); (Unit 9: pp. 372 and 382); and (Unit 14: pp. 540 and 550)</p>
3.RF.5	<p>Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Fundations 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. Fundations uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive outcomes across a number of areas related to reading proficiency” (Rasinski, 2006, 4). In Level K, 1, and 2, students focus 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</p>

		limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency : pp. 5–6.)
Reading Comprehension		
3.RC.1	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)	Foundations is a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting. It is expected that a core ELA program would include more comprehensive instruction in this standard. In Level 3, it is recommended that authentic texts be utilized to address this standard outside of the Foundations block.
3.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)	Foundations is a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting. It is expected that a core ELA program would include more comprehensive instruction in this standard.
3.RC.3	Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade-level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, 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, 4). In Level K, 1, and 2, students focus on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5–6.)</p>
3.RC.4	Distinguish personal point of view from that of the narrator or those of the characters.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

		<p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade-level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, 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, 4). In Level K, 1, and 2, students focus on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5–6.)</p>
3.RC.5	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade-level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, 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, 4). In Level K, 1, and 2, students focus on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5–6.)</p>
3.RC.6	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include</i></p>

	first, next, finally, because, problem, solution, same, and different.	<p><i>instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade-level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, 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, 4). In Level K, 1, and 2, students focus on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5-6.)</p>
3.RC.7	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade-level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, 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, 4). In Level K, 1, and 2, students focus on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5-6.)</p>
3.RC.8	Identify how a nonfiction text can be structured to indicate a problem and	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard</i></p>

	<p>solution or to put events in chronological order. (E)</p>	<p><i>directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade-level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, 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, 4). In Level K, 1, and 2, students focus on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5–6.)</p>
<p>3.RC.9</p>	<p>Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade-level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, 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, 4). In Level K, 1, and 2, students focus on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5–6.)</p>

<p>3.RC.10</p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade-level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, 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, 4). In Level K, 1, and 2, students focus on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5–6.)</p>
<p>3.RC.11</p>	<p>Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade-level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, 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, 4). In Level K, 1, and 2, students focus on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5–6.)</p>

<p>3.RC.12</p>	<p>Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)</p>	<p>Students add the Word of the Day and its example sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources, such as Beimiller’s list (Beimiller, 2010), so that students not only learn word structure, but they learn the meaning of words with higher utility.</p> <p>Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the Guess Which One activity in all Units.</p> <p>Students are also explicitly encouraged and taught to use both print and electronic dictionaries and their Student Notebooks for reference. See Introduce New Concepts: (Unit 5: pp. 214–215 and 217); Make It Fun (Unit 5: p. 218); (Unit 10: pp. 412 and 423); (Unit 13: p. 517); and (Unit 14: p. 549). Directions in the Manual direct teachers to encourage the use of references during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently. Other reference materials such as Foundations classroom posters or Cursive Writing Desk Strips, can also be referred to. (See Foundations Introduction – Skills Taught in Foundations [pp. 4, 5, and 8] and Foundations Introduction – Student Success: [p. 11].)</p> <p>Guess Which One (description p. 56): (Orientation: p. 81); (Unit 1: pp. 95 and 101); (Unit 2: pp. 123, 133, and 141); (Unit 3: p. 161); (Unit 4: pp. 177 and 187); (Unit 5: pp. 205 and 213); (Unit 6: pp. 233, 243, and 251); (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387); (Unit 9: pp. 367, 377, and 387); (Unit 10: pp. 407, 417, and 427); (Unit 11: pp. 447 and 457); (Unit 12: pp. 475 and 485); (Unit 13: pp. 503 and 513); and (Unit 14: pp. 533 and 543)</p> <p>Word of the Day (description p. 66): (Unit 1: pp. 94, 96, 101, and 106); (Unit 2: pp. 122, 124, 132, 135, 140, and 142); (Unit 3: p. 162); (Unit 4: pp. 176, 180, 186, and 190); (Unit 5: pp. 206 and 216); (Unit 6: pp. 234, 236, 244, 246, 254, and 257); (Unit 7: pp. 300, 302, 310, and 312); (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350); (Unit 9: pp. 368, 370, 378, 380, and 390); (Unit 10: pp. 407, 410, 418, 420, 428, and 430); (Unit 11: pp. 448, 450, 455, and 460); (Unit 12: pp. 476, 478, 486, and 488); (Unit 13: pp. 506, 508, 516, and 518); and (Unit 14: pp. 536, 538, 546, and 548)</p>
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<p>3.RC.13</p>	<p>Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.</p>	<p>Foundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Students learn 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. They also learn closed- and open-syllable prefixes con-, dis-, un-, en-, em-, ex-, in-, im-, il-, ir-, mis-, non-, sub-, trans-, de-, e-, pre-, pro-, and re-. Closed-syllable roots dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract are also taught.</p> <p>See Bonus Unit (Bonus Unit pp. 264–291), Unit 2 (pp. 114–151), Unit 4 (pp. 170–197), Unit 9 (pp. 360–398), and Unit 14 (pp. 528–555). During Word of the Day and Word Talk activities in these Units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 66): (Unit 2: pp. 122, 124, 132, 135, 140, and 142); (Unit 4: pp. 176, 180, 186, and 190); (Unit 9: pp. 368, 370, 378, 380, and 390); and (Unit 14: pp. 536, 538, 546, and 548)</p> <p>Word Talk (description p. 68): (Unit 2: pp. 128, 136, 138, and 146); (Unit 4: pp. 182 and 192); (Unit 9: pp. 372 and 382); and (Unit 14: pp. 540 and 550)</p>
<p>Writing</p>		
<p>3.W.1</p>	<p>Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.</p>	<p>Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Foundations handwriting activities help students make a multisensory association between the auditory sound of a letter, the grapheme (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: Letter Formation (Individual Letters), Letter Formations (Connectives), and Sky Write/Letter Formation.</p> <p>Letter Formation (Individual Letters)-(description p. 58): (Orientation: p. 83); (Unit 1: pp. 97 and 103); (Unit 2: pp. 125, 131, and 143); (Unit 3: p. 159); (Unit 4: pp. 177 and 187); (Unit 5: pp. 207 and 217); (Unit 6: p. 233); (Unit 7: pp. 301 and 309); (Unit 8: pp. 327, 339, and 347); (Unit 9: pp. 371, 379, and 387); (Unit 10: pp. 411 and 421); (Unit 11: p. 451); (Unit 12: pp. 477 and 487)</p> <p>Letter Formation (Connectives)-(description p. 60): (Unit 1: pp. 99 and 105); (Unit 2: pp. 127, 137, and 145); (Unit 3: p. 163); (Unit 4: p. 191); (Unit 5: pp. 209 and</p>

		<p>219); (Unit 6: p. 241); (Unit 7: pp. 303 and 313); (Unit 8: pp. 331 and 341); (Unit 9: pp. 373, 381, and 391); (Unit 10: pp. 413 and 425); (Unit 11: p. 461); and (Unit 12: pp. 479 and 489)</p> <p>Sky Write/Letter Formation (description 82): (Orientation: pp. 82–83); (Unit 1: pp. 91 and 101); (Unit 2: pp. 119, 129, and 139); (Unit 3: p. 157); (Unit 4: pp. 175 and 185); (Unit 5: pp. 203 and 213); (Unit 6: pp. 231 and 253); (Bonus Unit: pp. 275 and 277); (Unit 7: pp. 297 and 307); (Unit 8: pp. 325, 335, and 345); (Unit 9: pp. 365, 375, and 385); (Unit 10: pp. 405 and 415); (Unit 11: p. 445); and (Unit 12: pp. 473 and 483)</p>
3.W.2	<p>Write persuasive compositions in a variety of forms that:</p> <ol style="list-style-type: none"> State the opinion in an introductory statement or section. Support the opinion with reasons in an organized way. Connect opinion and reasons using words and phrases. <p>Provide a concluding statement or section. (E)</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
3.W.3	<p>Write informative compositions on a variety of topics that:</p> <ol style="list-style-type: none"> State the topic, develop a main idea for the introductory paragraph, and group related information together. Develop the topic with facts and details. Connect ideas within categories of information using words and phrases. Use text features (e.g., photographs, maps) when useful to aid comprehension. <p>Provide a concluding statement or section. (E)</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>

3.W.4	<p>Write narrative compositions in a variety of forms that:</p> <ul style="list-style-type: none"> a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. <p>Provide an ending. (E)</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
3.W.5	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). <p>Use available technology to produce and publish legible documents.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
3.W.6	<p>Conduct research on a topic.</p> <ul style="list-style-type: none"> a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through 	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>

	<p>interviews.</p> <p>c. Recognize that some sources may be more reliable than others.</p> <p>d. Record relevant information in their own words.</p> <p>Present the information, choosing from a variety of formats. (E)</p>	
3.W.7	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).</p> <p>b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p> <p>c. Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.</p> <p>Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)</p>	<p>Foundations students learn to form plurals with -s and -es, as well as to form irregular plural nouns. Please see Unit 2 Introduction (pp. 114–115) and Introduce New Concepts (Unit 2, 118).</p> <p>Forming and using comparatives and superlatives is taught within the study of word structure for reading and spelling: Introduce New Concepts: (Unit 2: pp. 122, 125, 127, 131); (Unit 4: pp. 178 and 184); (Unit 7: p. 308); (Unit 10: p. 426); and (Unit 14: p. 542)</p> <p>Word of the Day: (Unit 4: pp. 176, 180, 186, and 190); (Unit 7: pp. 300, 302, 310, and 312); (Unit 9: pp. 368, 370, 378, 380, and 390); (Unit 10: pp. 407, 410, 418, 420, 428, and 430); and (Unit 14: pp. 536, 538, 546, and 548)</p> <p>Word Talk: (Unit 4: pp. 182 and 192); (Unit 5 pp. 210 and 220); (Unit 6: pp. 238, 248, and 258); (Unit 7: pp. 304 and 314); (Unit 8: pp. 242 and 252); (Unit 9: pp. 373 and 382); (Unit 10: pp. 422 and 432); (Unit 11: pp. 452 and 462); (Unit 12: pp. 480 and 490); (Unit 13: pp. 510 and 520); and (Unit 14: pp. 540 and 550)</p> <p>Foundations is a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting. It is expected that a core ELA program would include more comprehensive instruction in this standard. Foundations strives to connect to this standard by giving students ample time for encoding practice during the Dictation/Sentences activity.</p> <p>Dictation/Sentences (description p. 42): (Unit 1: pp. 95, 97, 99, and 107); (Unit 2: pp. 125, 127, 135, 137, 143, and 145); (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191); (Unit 5: pp. 205, 207, 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7: pp. 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:</p>

		pp. 507, 509, 511, 517, and 519); and (Unit 14: pp. 535, 537, 539, 541, 545; 547, and 549)
3.W.8	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. b. Punctuation – <ul style="list-style-type: none"> I. Correctly using apostrophes to form contractions and singular and plural possessives. II. Using quotation marks to mark direct speech. III. Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle). c. Spelling – <ul style="list-style-type: none"> I. Using correct spelling for irregularly spelled words (e.g., said, does, gone) and other studied words and for adding affixes to base words. II. Using spelling patterns and generalizations (e.g., 	<p>Foundations systematically teaches punctuation, capitalization, spelling, and proofreading skills, beginning and Level K and continuing in Levels 1, 2, and 3. This is done through activities that incorporate both decoding, encoding, and subsequent proofreading. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. This decoding is explicitly linked with encoding throughout the program. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling. (See Unit 3, Introduce New Concepts, p. 162 as an example.) The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p> <p>Foundations activities for encoding words include Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts, and Make It Fun.</p> <p>Dictation/Words (description pp. 34, 36, and 38): (Orientation: pp. 81 and 83); (Unit 1: pp. 95, 97, 99, and 107); (Unit 2: pp. 125, 127, 133, 135, 137, 143, and 145); (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191); (Unit 5: pp. 205, 207; 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7: pp. 301, 303, 305, 311, and 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and 391); (Unit 10: pp. 409, 411, 413, 419, 421, 423, 427, 429, and 431); (Unit 11: pp. 449, 451, 453, 459, and 461); (Unit 12: pp. 477, 479, 481, and 489); (Unit 13: pp. 507, 509, 511, 517, and 519); and (Unit 14: pp. 535, 537, 539, 541, 545, 547, and 549)</p> <p>Dictation/Sentences (description p. 42): (Unit 1: pp. 95, 97, 99, and 107); (Unit 2: pp. 125, 127, 135, 137, 143, and 145); (Unit 3: p. 163); (Unit 4: pp. 179, 181, 183, 187, 189, and 191); (Unit 5: pp. 205, 207; 209, 211, and 219); (Unit 6: pp. 237, 239, 243, 245, 247, 249, 253, and 257); (Bonus Unit: pp. 275, 277, 281, and 285); (Unit 7: pp. 301, 303, 305, 311, and 313); (Unit 8: pp. 327, 329, 331, 333, 337, 339, 341, 343, 347, 349, and 351); (Unit 9: pp. 369, 371, 373, 377, 381, 383, 387, 389, and</p>

	<p>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing. (E)</p> <p>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>Echo/Find Words (description pp. 48, 50, and 52): (Orientation p. 79); (Unit 4: p. 185); (Unit 5: p. 215); (Bonus Unit: p. 268 and 279); (Unit 9: p. 379); (Unit 10: p. 419); (Unit 11: pp. 449 and 459); (Unit 12: p. 475); and (Unit 13: p. 505)</p> <p>Guess Which One (description p. 56): (Orientation: p. 81); (Unit 1: pp. 95 and 101); (Unit 2: pp. 123, 133, and 141); (Unit 3: p. 161); (Unit 4: pp. 177 and 187); (Unit 5: pp. 205 and 213); (Unit 6: pp. 233, 243, and 251); (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387); (Unit 9: pp. 367, 377, and 387); (Unit 10: pp. 407, 417, and 427); (Unit 11: pp. 447 and 457); (Unit 12: pp. 475 and 485); (Unit 13: pp. 503 and 513); and (Unit 14: pp. 533 and 543)</p> <p>Introduce New Concepts (description p. 70): (Unit 1: p. 105); (Unit 3: pp. 157, 158–159, and 162); (Unit 4: pp. 175, 178–179, and 184–185); (Unit 5: pp. 204–205 and 212–213); (Unit 6: pp. 234–235, 242, and 252); (Bonus Unit: pp. 271, 273, and 283); (Unit 7: pp. 296–297, 298–299, and 308); (Unit 8: pp. 326, 328–329, and 346–347); (Unit 9: pp. 366–367, 375, 376–377, 386, and 388–389); (Unit 10: pp. 406, 408–409, 414–415, 416, and 426–427); (Unit 11: pp. 444–445, 446–447, and 457); (Unit 12: pp. 473, 485, and 486–487); (Unit 13: pp. 504 and 515); and (Unit 14: pp. 534–535 and 544–545)</p> <p>Make It Fun (description p. 70): (Unit 2: pp. 127 and 144); (Unit 4: pp. 181 and 189); (Unit 5: p. 209); (Bonus Unit: pp. 274, 276, 283, 285, and 286); (Unit 7: p. 311); (Unit 8: pp. 333 and 343); (Unit 8: pp. 333, 343, and 351); (Unit 9: pp. 373, 383, and 392); (Unit 10: pp. 412, 423, and 431); (Unit 11: pp. 453 and 463); (Unit 12: pp. 481, 487, and 491); (Unit 13: p. 517); and (Unit 14: p. 549)</p>
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