



Literacy for All



Fundations® 3e Levels K-3

Alignment to

Arkansas English Language Arts Standards (2023)



Literacy for All



Fundations® 3e Level K

Foundations® Level K Alignment to Arkansas English Language Arts Standards

Reading Standards: Foundational Skills

CONCEPTS OF PRINT		
Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.		
Std. #	Standard Language	Primary Citations
K.FR.1.CP	Follow words from left to right, top to bottom, and page-by-page.	***Unless otherwise indicated, all pages are from the Teacher's Manual Level K*** Storytime activities recommend books and direct teachers to discuss print and book awareness such as Storytime: (Unit 1: p. 122-123; p. 132-133; p. 183); (Unit 2: p. 199; p. 208-209; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406); and Make it Fun (Unit 5: p. 395; p. 405). Additional Storytime activities have students read text from top to bottom and left to right with a return sweep: Storytime: (Unit 1: p. 102-103; p. 162-163) (Unit 3: p. 275) (Unit 4: p. 331; p. 340). Print awareness in Foundations is also demonstrated and reinforced during several activities that use Sentence Frames including Teach Trick Words, Trick Word Practice, Word Play-Word Awareness, Word Play-Read Sentences, and Dictation/Sentences. These activities emphasize that sentences are read left to right, words are separated by print. Teach Trick Words (description p. 44-45): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Trick Word Practice (description p. 46-47): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) Word Play – Word Awareness (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111; p. 120-121; p. 130-131; p. 140-141; p. 150-151; p. 160-161; p. 170-171; p. 180-181)

CONCEPTS OF PRINT		
Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.		
Std. #	Standard Language	Primary Citations
		Word Play – Read Sentences (Unit 4: p. 316-317, p. 326-327, p. 336-337), (Unit 5: p. 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403) Word Play (description p. 48): (Unit 1: p. 110-111); (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) Dictation/Sentences (description p. 28-29): Introduce New Concepts (Unit 5: p. 351, p. 379; Dictation Dry Erase p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the Home Support Packet (p. 16, 112) and Student Practice Book (p. 55, 59, 63, 67, etc.) The Foundations Readers Level K specifically align with the scope and sequence of Foundations and provide practice in print awareness, following words from left to right, top to bottom, and page by page. (See the Foundations Level K Readers Teacher’s Guide, p. 20).
K.FR.2.CP	Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning (e.g., the spoken word “dog” is represented in print by d-o-g).	Foundations explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words. During word play teachers weave in vocabulary discussions to emphasis that print carries meaning. Word Play-Make Words for Decoding (description p. 48): (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228); (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294); (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p.

CONCEPTS OF PRINT		
Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.		
Std. #	Standard Language	Primary Citations
		328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340); (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) Introduce New Concepts: (Unit 2: p. 190-191), (Unit 3: p. 236-237), (Unit 4: p. 302-303), (Unit 5: p. 349) Echo/Find Words (description p. 34-35): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) Dictation/Words (description p. 26-27): Introduce New Concepts: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332-333); Dictation (Dry Erase): p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) Additional Make it Fun activities support the skill of students blending spoken phonemes to form one-syllable words. Make it Fun: (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 337) Other 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. 238-239; p. 248-249; p. 258-259; p. 268-269; p. 278-279; p. 288-289), (Unit 4: p. 324-325); Make it Fun (Unit 1: p. 68; p. 78; p. 98-99; p. 129; p. 148-149; p. 158) (Unit 3: p. 243; p. 263; p. 273; p. 293). More activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and online Fundations Level K Learning Community (See Expert Tips/Ideas section). The Student Practice Book provides targeting practice for students in recognizing that spoken words are represented in written language by specific sequences of letters (from page 3). Fundations Readers Level K specifically align with the scope and sequence of Fundations and provide students with practice in print concepts, recognizing that spoken words are

CONCEPTS OF PRINT		
Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.		
Std. #	Standard Language	Primary Citations
		represented in written language by specific sequences of letters. (See the Fundations Level K Readers Teacher's Guide , p. 20).
K.FR.3.CP	Point to words, using one-to-one correspondence to demonstrate that words are separated by spaces.	Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play- Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence. Teach Trick Words (description p. 44-45): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Trick Word Practice (description p. 46-47): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) Word Play - Word Awareness (description p. 48): (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111; p. 120-121; p. 130-131; p. 140-141; p. 150-151; p. 160-161; p. 170-171; p. 180-181) Word Play – Read Sentences (description p. 48): (Unit 4: p. 316-317, 326-327, 336-337), (Unit 5: p. 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403) During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right Word Play – Review Sentence Dictation (description p. 48): (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) Dictation/Sentences (description p. 28-29): Introduce New Concepts: (Unit 5: p. 351, p. 379); Dictation (Dry Erase): (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 364-365; p. 375) Recognition that words are separated by spaces in print occurs during the Storytime Activity and with Fundations Readers Level K. Activities are also provided in the Home

CONCEPTS OF PRINT		
Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.		
Std. #	Standard Language	Primary Citations
		Support Packet (p. 31), Student Practice Book (p. 55, 59, 62, 63, 67, etc.), and the online Fundations Level K Learning Community (See Expert Tips/Ideas section).
K.FR.4.CP	Name all upper and lowercase letters of the alphabet in print.	Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. In the following daily activities, students identify and name letters, practicing in a multi-modal manner using engaging materials: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun. Letter-Keyword-Sound (description p. 38-39): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) Drill Sounds/Warm-Up (description p. 30-31): (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) Echo/Find Letters (description p. 32-33): (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257;

CONCEPTS OF PRINT		
Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.		
Std. #	Standard Language	Primary Citations
		p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) Dictation/Sounds (description p. 24-25): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) Echo/Letter Formation (description p. 36): (Orientation: p. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) Skywrite/Letter Formation (description p. 40-41): (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) Student Notebook (description p. 42-43): (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p.305) Alphabetical Order (description p. 22-23): (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 239; p. 247; p. 257; p. 267; p. 287) Make it Fun (description p. 48): (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 118; p. 129; p. 139; p. 148-149; p. 158; p. 169; p. 178)

CONCEPTS OF PRINT		
Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.		
Std. #	Standard Language	Primary Citations
		Additional activities are provided in the Home Support Packet (p. 7-15, 17-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online Fundations Level K Learning Community (see Expert Tips/Ideas section). The Student Practice Book (p. 1-2; p. 4-9; p. 11-17; p. 19-20; p. 22-27; p. 29-33; p. 35-38; p. 41-44; p.46-48; p. 50; p. 52; p. 56; p. 60; p. 65, p. 117) provides targeted practice identifying all uppercase and lowercase letters, as referenced in the TM.

PHONEMIC AWARENESS		
Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.		
Std. #	Standard Language	Primary Citations
K.FR.5.PA	Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.	Students identify the initial, medial, and final sounds with the Wilson® finger tapping technique. 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. The skill of isolating phonemes <i>orally first</i> in a spoken word is emphasized in the procedure of Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Echo/Find Words (description p. 34-35): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) Dictation/Words (description p. 26-27): Introduce New Concepts: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322-323; p. 332-333). Dictation (Dry Erase): p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405)

PHONEMIC AWARENESS Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.		
Std. #	Standard Language	Primary Citations
		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. 238-239; p. 248-249; p. 258-259; p. 268-269; p. 278-279; p. 288-289), (Unit 4: p. 324-325) Make it Fun (Unit 1: p. 68; p. 78; p. 98-99; p. 129; p. 148-149; p. 158), (Unit 2: p. 216), (Unit 3: p. 243, p. 253, p. 263; p. 273; p. 293). Additional phonemic awareness activities are provided in the Home Support Packet (p. 38, 57, 89, 95) the online Fundations Level K Learning Community (See Expert Tips/Ideas section). Fundations Readers Level K Alphabet Books also provide practice with identifying pictures that begin with the sound that was orally produced.
K.FR.6.PA	Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).	Phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In Unit 1, instruction focuses on letter-sound correspondences to prepare students for phonemic awareness instruction that begins in Unit 2 through the end of the year. Beginning in Unit 2, students’ phonemic awareness is established through the Word Play-Make Words for Decoding and Word-Play-Make Nonsense Words activities. Finger tapping is used to segment and clarify phonemes before blending them to read the word. This helps to develop a student’s awareness about the way phonemes are coarticulated when they are blended. Fundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (NICHD, 2000). Introduce New Concepts: (Unit 2 p. 190-191), (Unit 3: p. 236-237), (Unit 4: p. 302-303), (Unit 5: p. 349) Word Play-Make Words for Decoding (description p. 48): (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228); (Unit 3:

PHONEMIC AWARENESS Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.		
Std. #	Standard Language	Primary Citations
		p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294); (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340); (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) Word Play-Make Nonsense Words: (Unit 3: p. 242 -243; p. 252-253; p. 262-263; p. 272-273; p. 282-283; p. 292-293; p. 308-309), (Unit 4: p. 318-319, p. 328-329, p. 338-339) (Unit 5: p. 360-361, p. 370-371; p. 380-381; p. 390-391; 400-401) Make it Fun activities support the skill of blending two to four individual sounds to form one-syllable words. Make it Fun (description p. 48): (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 337) Additional activities are provided in the Home Support Packet (p. 58-61, 85-88) and the online Fundations Level K Learning Community. The Fundations® Level K: Arkansas Supplement (p. 5-12) provides additional phonological awareness activities to address blending sounds to create one-syllable words.
K.FR.7.PA	Segment one-syllable words into individual sounds.	Instruction in Level K ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps

PHONEMIC AWARENESS Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.		
Std. #	Standard Language	Primary Citations
		students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. Introduce New Concepts: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322-323; p. 332-333). Echo/Find Words (description p. 34-35): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) Dictation/Words (description p. 26-27): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) 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.238-239; p. 248-249; p. 258-259; p. 268-269; p. 278-279; p. 288-289), (Unit 4: p. 324-325) Make it Fun (Unit 1: p. 68; p. 78; p. 98-99; p. 129; p 148-149; p. 158) (Unit 3: p. 243 p. 263; 273; 293). Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and the online Fundations Level K Learning Community.
K.FR.8.PA	Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).	In Level K, students learn that the alphabetic principle is important to help them identify individual phonemes and to minimize any addition or distortion of a sound. Students learn sounds in the Letter-Keyword-Sound activity and practice during Drill Sounds/Warm Up. Letter-Keyword-Sound (description p. 38-39): (Unit 1: p. 74) Drill Sounds/Warm Up (description p. 30-31)

PHONEMIC AWARENESS

Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.

Std. #	Standard Language	Primary Citations
		The Articulation Guide is designed to support mastery of letter-sound correspondences and provides a visual model that helps students see mouth positions by depicting how each sound is made (p. 430-432). The Foundations® Level K: Arkansas Supplement (p. 5-12) provides additional phonological awareness activities to address this standard, including Improve a Student's Sound Production (p. 8).

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
K.FR.9.PD	Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).	In Level K, students learn to read and spell CVC words up to three sounds, beginning by blending words that start with continuous consonants f, m, n, l, r and s. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with the Word Play-Make Words for Decoding and Make it Fun activities. Introduce New Concepts: (Unit 2 p. 190-191) Word Play – Make Words for Decoding (description p. 48): (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294) Make it Fun (description p. 48): (Unit 2: p. 206) (Unit 5: p. 355) Additional activities are provided in the Home Support Packet and the online Foundations Level K Learning Community.

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Fundations Readers Level K specifically align with the scope and sequence of Fundations and provide students with practice applying grade-level phonics and word analysis skills in decodable text. (See the Fundations Level K Readers Teacher's Guide , p. 5.)
K.FR.10.PD	Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).	In Level K, students learn to read and spell words with digraphs, up to three sounds. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with the Word Play-Make Words for Decoding and Make it Fun activities. Introduce New Concepts: (Unit 4: p. 302-303), (Unit 5: p. 349) Word Play-Make Words for Decoding (description p. 48): (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340), (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370; p. 372-372; p. 378; p. 380; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) Word Play – Read Sentences (Unit 4: p. 317; p. 327; p. 336-327), (Unit 5: p. 352-353; p. 358-359, p. 363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 393-394; p. 398-399; p. 402-403) Make it Fun (description p. 48): (Unit 4: p. 306-307; p. 317), (Unit 5: p. 355; p. 364-365; p. 375) Storytime (description p. 48): (Unit 4: p. 331; p. 340) Additional activities are provided in the Home Support Packet and the Fundations Level K Learning Community (see Expert Tips/Ideas section). Fundations Readers Level K specifically align with the scope and sequence of Fundations and provide students with practice applying grade-level phonics and word analysis skills in decodable text. (See the Fundations Level K Readers Teacher's Guide, p. 5.)

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
K.FR.11.PD	Decode one-syllable words with single consonants and final long vowels (e.g., we, go).	In Level K, students learn long vowels in open syllables through the trick Words: we; she; he; be; me; I; by, my. Teach Trick Words (description p. 44-45): (Unit 4: p. 305; p. 315; p. 325), (Unit 5: p. 381) The Foundations® Level K: Arkansas Supplement (p. 15-18) provides additional resources to address decoding words with single consonants and final long vowels.
K.FR.12.PD	Read high-frequency words.	Automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. Starting in Unit 3, several trick words are introduced and practiced in the Teach Trick Words and Trick Word Practice activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading and to aid in defining the word when necessary. Teach Trick Words (description p. 44-45): (Unit 3: p. 250; p. 255, p. 260; p. 265, p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Trick Word Practice (description p. 46-47): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) Words taught as Trick Words in Level K: the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do; one. Level K students will be able to read high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry's first 100 list: in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get. Additional activities are provided in the Home Support Packet (p. 81-82; p. 91; p. 100-101) and the online Foundations Level K Learning Community (see Expert Tips/Ideas section).

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		The Student Practice Book (p. 62; p. 69; p.7 3; p. 75: p. 80: p. 90-91; p. 97; p. 100; p. 106-107; p. 113; p. 115) provides targeted practice in identifying and reading high frequency words, as referenced in the TM. Fundations Readers Level K specifically align with the scope and sequence of Fundations and provide students with practice in reading taught high-frequency words in decodable text. (See the Fundations Level K Readers Teacher's Guide, p. 24-25.)
K.FR.13.PD	Decode words with suffix -s (e.g., sits, maps, runs).	The Fundations® Level K: Arkansas Supplement (p. 19-23) provides learning plans for teaching decoding words with suffix -s.

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
K.FR.14.PE	Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).	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. Introduce New Concepts: (Unit 3: p. 241), (Unit 5: p. 351; p. 379) Echo/Find Words (description p. 34-35): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) Dictation/Words (description p. 26-27): (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405)

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Word Play – Sentence Dictation/Write Sentences: (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 371; p. 372-373; p. 381) Make it Fun: (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the Home Support Packet (p. 89; p. 95; p. 106-110) and the Fundations Level K Learning Community.
K.FR.15.PE	Encode one-syllable words with single consonants and final long vowel sounds (e.g., a, me, go).	In Level K, students learn long vowels in open syllables through the trick Words: we; she; he; be; me; I; by, my. Teach Trick Words (description p. 44-45): (Unit 4: p. 305; p. 315; p. 325), (Unit 5: p. 381) The Fundations® Level K: Arkansas Supplement (p. 15-18) provides additional resources for teaching encoding one-syllable words with single consonants and final vowel sounds to address this standard. Teach Trick-Words Spelling can be added in the daily plan after the word is taught.
K.FR.16.PE	Encode words phonetically, drawing on knowledge of sound-letter relationships.	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. Because students are taught to segment and associate letters with sounds rather than memorize words, students will be able to spell words with the VC and CVC spelling patterns. Encoding instruction is conducted using manipulatives (cards, tiles) with letters during the Echo/Find Words activity, as well with the Dry Erase Tablet during the Dictation activity. Introduce New Concepts: (Unit 3: p. 241), (Unit 4: p. 307; p. 322-323), (Unit 5: p. 351; p. 379) Echo/Find Words (description p. 34-35): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Dictation/Words (description p. 26-27): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403; p. 405) Dictation/Sentences (description p. 28-29): (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 364-365; p. 375) Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) A key part of learning to spell is the automatic recognition of the letters that correspond to a dictated sound. This is practiced in the Echo/Find Letters (see description p. 32-33) and Dictation/Sounds Activities (see description p. 24-25). Digraphs are included Level K, see Unit 4-5. Additional activities are provided in the Home Support Packet (p. 89; p. 95; p. 106-110) and the online Foundations (Level K) Learning Community (see Expert Tips/Ideas section). The Student Practice Book (p. 64; p. 68; p. 70; p. 72; p. 74; p. 78; p. 81; p. 84; p. 91-93; p. 105; p.108-109; p. 114 provides targeted practice in spelling words using sound-spelling patterns, as referenced in the TM.
K.FR.17.PE	Encode words with final suffix -s (e.g., cats, runs).	The Fundations® Level K: Arkansas Supplement (p. 19-23) provides learning plans for teaching encoding words with the suffix -s .

HANDWRITING		
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.		
Std. #	Standard Language	Primary Citations
K.FR.18.H	Demonstrate proper pencil grip.	In Level K, students learn proper pencil grip and writing position. Students learn a procedure that prepares them for proper pencil grip with pencils, Dry Erase Writing Tablets, and dry erase markers. See Skills Taught in Foundations: Automaticity of Handwriting (PREFACE 20-21). Echo/Letter Formation (description p. 36-37): (Orientation: p. 54-55; p. 58); (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 269; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309, p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; 393; 403) Student Notebook: (description p. 42-43): (Unit 2: p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227) Make It Fun: (description p. 48): (Unit 2: p. 227) The Fundations® Level K Learning Community includes the 1-2-3 Right/Let's Write poster.
K.FR.19.H	Form upper and lowercase letters and numerals correctly, using a common path of movement.	Letter formation is tightly integrated with the learning the letter name and letter sound. Students master letter formation with verbal cues, repetition, sky writing, tracing, and writing practice. Letter formation is initially introduced using gross motor memory during the Sky Write/Letter Formation activity. Teachers use a gradual release approach to support student's incremental skill mastery. Students first use gross motor memory to trace the letter, then to copy it, and finally to write the letter from memory using the Wilson® grid. Letters are grouped into "like patterns" and grid lines for writing are given specific names and used as reference points. Students are guided through letter formation using consistent verbalizations. Echo/Letter Formation (description p. 36-37): (Orientation: p. 58) (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p.

HANDWRITING		
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.		
Std. #	Standard Language	Primary Citations
		259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) Sky Write/Letter Formation (description p. 40-41): (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 127; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) Student Notebook (description p. 42-43): (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) Make it Fun (description p. 48): (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 129; p. 139; p. 148-149; p. 158; p. 178) (Unit 2: p. 227) Students also practice letter formation when doing the Dictation/Sounds activity. Students write the letter(s) that correspond to the dictated sound on the Dry Erase Board with the Wilson® grid. Dictation/Sounds (description p. 24-25): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) Additional activities are provided in the Home Support Packet (p. 7-19; p. 21-23; p. 25-30; p. 32-37; p. 39-51; p. 62-79) and the online Foundations Level K Learning Community (see Expert Tips/Ideas section). The Student Practice Book (p. 2; p. 5; p. 6; p. 8; p. 12-13; p. 16; p. 19; p. 22; p.24; p. 30; p. 33; p. 37; p. 38; p. 41-44; p. 46-48; p. 50; p. 52; p. 56; p. 60; p. 65) provides targeted practice in handwriting upper and lowercase letters, as referenced in the TM.

FLUENCY		
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
Std. #	Standard Language	Primary Citations
K.FR.20.F	Name all upper and lowercase letters in non-sequential order with accuracy and automaticity.	Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. In the following daily activities, students identify and name letters, practicing in a multi-modal manner using engaging materials: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Make it Fun. Letter-Keyword-Sound (description p. 38-39): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) Drill Sounds/Warm-Up (description p. 30-31): (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) Echo/Find Letters (description p. 32-33): (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)

FLUENCY		
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
Std. #	Standard Language	Primary Citations
		Dictation/Sounds (description p. 24-25): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) Echo/Letter Formation (description p. 36): (Orientation: p. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) Skywrite/Letter Formation (description p. 40-41): (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) Student Notebook (description p. 42-43): (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) Make it Fun (description p. 48): (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 118; p. 129; p. 139; p. 148-149; p. 158; p. 169; p. 178) Additional activities are provided in the Home Support Packet (7-15, 17-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online Foundations Level K Learning Community (see Expert Tips/Ideas section). The Student Practice Book (p. 1-2; p. 4-9; p. 11-17; p. 19-20; p. 22-27; p. 29-33; p. 35-38; p. 41-44; p.46-48; p. 50; p. 52; p. 56; p. 60; p. 65, p. 117) provides targeted practice identifying

FLUENCY Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
Std. #	Standard Language	Primary Citations
		uppercase and lowercase letters in non-sequential order, as referenced in the TM. In the Student Notebook , students practice upper and lowercase letter formation.
K.FR.21.F	Produce the most common sound for each letter of the alphabet with accuracy and automaticity.	Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal manner using engaging materials. Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, and Make it Fun Letter-Keyword-Sound (description p. 38-39): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p.114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) Drill Sounds (description p. 30-31): (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) Echo/Find Letters (description p. 32-33): (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)

FLUENCY		
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
Std. #	Standard Language	Primary Citations
		Dictation/Sounds (description p. 24-25): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) Echo/Letter Formation (description p. 36-37): (Orientation: p. 58) (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) Skywrite/Letter Formation (description p. 40-41): (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 127; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) Student Notebook (description p. 42-43): (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) Alphabetical Order (description p. 22-23): (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) Make it Fun (description p. 48): (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 118; p. 129; p. 139; p. 148-149; p. 158; p. 169; p. 178) Additional activities are provided in the Home Support Packet (p.7-19; p. 21-23; p. 25-30; p. 32-37; p. 39-51; p. 62-79) and online Fundations Level K Learning Community (see Expert Tips/Ideas section).

FLUENCY		
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
Std. #	Standard Language	Primary Citations
		The Student Practice Book (p. 1-38; p. 40; p. 42-44; p. 46-48; p. 50-52; p. 56-57; p. 60; p. 65-66; p. 82; p. 88; p. 94; p. 110) provides targeted practice in identifying and matching the common sounds that letters represent, as referenced in the TM. Foundations Readers Level K, which specifically align with the scope and sequence of Foundations, provide students with decoding practice. (See the Foundations Level K Readers Teacher's Guide, p. 5).
K.FR.22.F	Orally read texts consisting of previously taught grapheme-phoneme correspondences, self-correcting as necessary.	Students apply their decoding skills in Word Play – Read Sentences with a sentence that is 100% decodable and written on Sentence Frames. This activity develops prosody (reading a sentence with phrasing) and reading for meaning. Students also read the decodable stories in Storytime. Word Play – Read Sentences (description: p. 48): (Unit 4: p. 317; p. 327; p. 336-327), (Unit 5: p. 352-353; p. 358-359, p. 363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 393-394; p. 398-399; p. 402-403) Storytime (description p. 48): (Unit 4: p. 331; p. 340) Foundations Readers Level K specifically align with the scope and sequence of Foundations and provide students with the opportunity to apply taught decoding skills. (See the Foundations Level K Readers Teacher's Guide, p. 5). The Student Practice Book (p. 55; p. 63; p. 71; p. 79; p. 87; p. 95; p. 103; p. 111) provides targeted practice in reading previously taught grapheme-phoneme correspondences Note: Foundations is a supplemental foundational skills program and was designed with the expectation that students would also have many opportunities to practice reading grade-level text as part of their core ELA curricula.

READING COMPREHENSION

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

READING FUNDAMENTALS		
Reading Fundamentals includes skills that can be applied to literary and informational texts.		
Std. #	Standard Language	Primary Citations
K.RC.1.RF	Ask questions about key details in a text.	Storytime (description p. 48): (Unit 1: p. 72; p. 92-93, p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 143; p. 162-163; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331, p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406)
K.RC.2.RF	Answer questions about key details in a text.	
K.RC.3.RF	Orally retell a text after listening to it read aloud; include the main topic and key details.	Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92-93, p. 102-103; p. 143; p. 153; p. 162; p. 172-176), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396) Make it Fun: (Unit 5: p. 395; p. 405)
K.RC.5.RF	Explain the roles of both the author and the illustrator.	Storytime (description p. 48): (Unit 1: p. 112-113; p. 122-123; p. 132-133; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396)

READING LITERATURE		
Reading Literary includes skills that are specific to literature.		
Std. #	Standard Language	Primary Citations
K.RC.8.RL	Identify the major characters in a text.	Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92-93, p. 102-103; p. 143; p. 153; p. 162; p. 172-176), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396) Make it Fun: (Unit 5: p. 385; p. 395; p. 405)
K.RC.9.RL	Identify settings and events in a text.	

READING: INFORMATION		
Reading Information includes skills that are specific to non-fiction texts.		
Std. #	Standard Language	Primary Citations
K.RC.14.RI	Compare and contrast two texts on the same topic.	Storytime (description p. 48): (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406) Storytime (description p. 48): (Unit 3: p. 295); (Unit 4: p. 321), (Unit 5: p. 376; p. 396)
K.RC.17.RI	Explain how visual images (e.g., charts, graphs, illustrations) support understanding of a text.	

Vocabulary

Although Fundations® is not a comprehensive program, it does provide vocabulary instruction that supports the following standard. In Level K, students develop vocabulary from hearing stories and informational text read aloud and classroom discussions in addition to vocabulary used throughout Learning Activities such as Storytime and Word Play. Fundations® must be centered within more formalized instruction and wide reading experience.

VOCABULARY		
Vocabulary includes understanding and using words to communicate effectively.		
Std. #	Standard Language	Primary Citations
K.V.1	Determine or clarify the meaning of words and phrases in a text read aloud.	While Fundations’ focus is on foundational skills, teachers are prompted to develop vocabulary while doing word building activities. See Vocabulary, PREFACE 19 and Skills and Procedures Taught in Fundations PREFACE 22. Storytime (description p. 48): (Unit 1: p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 275), (Unit 5: p. 356; p. 376; p. 396) Word Play: p. 150-151, p. 170-171

Collaborative Communication

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

ORAL LANGUAGE Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.		
Std. #	Standard Language	Primary Citations
K.CC.1.OL	Participate in collaborative conversations.	All Foundations Learning Activity procedures and routines require collaborative conversations following agreed-upon rules for discussion. Each student actively engages in every lesson activity and component and works both independently and collaboratively with classmates to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Principles of Instruction PREFACE 11 (Scaffolding Step 3: You Do It Together); and Learning Activity Overview p. 21-48. Storytime (description p. 48): (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 132-133; p. 143; p. 153; p. 162-163; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366; p. 376; p. 386-387; p. 396; p. 406

Language

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

STRUCTURES		
Conventions involve the correct Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning. of mechanics in writing.		
Std. #	Standard Language	Primary Citations
K.L.1.S	Use common nouns.	Dictation/Sentences (description p. 28-29): Dictation (Dry Erase): (Unit 5: p. 383; p. 389; p. 395; p. 403) Word Play: (Unit 5: p. 360-361)
K.L.2.S	Use singular nouns.	
K.L.6.S	Use singular nouns with verbs that agree in basic sentences (e.g., He hops.).	
K.L.7.S	Produce simple sentences independently.	Although Foundations is not a comprehensive writing program, it supports the student's ability to a write complete sentences and proofreading procedure. Introduce New Concepts: (Unit 5: p. 351; p. 379) Dictation/Sentences (description p. 28-29): (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) Make it Fun: (Unit 5: p. 355; p. 364-365; p. 375)

CONVENTIONS Conventions involve the correct use of mechanics in writing.		
Std. #	Standard Language	Primary Citations
K.L.8.C	Capitalize the first word in a sentence.	The following dictation activities have students writing sentences with attention to capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns and punctuation. Introduce New Concepts: (Unit 5: p. 351; p. 379) Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) Make it Fun: (Unit 5: p. 355; p. 364-365; p. 375). Word Play (description p. 48): (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111; p. 120-121; p. 130-131; p. 140-141; p. 150-151; p. 160-161; p. 170-171; p. 180-181) Word Play - Review Sentence Dictation (Unit 5: p. 358-359, p. 360-361; p. 368-369; p. 370-371; p. 372-373; p. 380-381) Teach Trick Words (description p. 44-45): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) Trick Word Practice (description p. 46-47): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404). Additional activities are provided in the Home Support Packet (p. 89, p. 95, pp. 106-110) and the online Foundations Learning Community (See Expert Tips/Ideas section). Also see the Student Practice Book, as referenced in the TM (p. 67, p. 73, p. 80, p. 90, etc.).
K.L.9.C	Capitalize the pronoun "I."	
K.L.10.C	Use all end punctuation marks.	



Literacy for All



Fundations® 3e Level 1

Foundations® Level 1 Alignment to Arkansas English Language Arts Standards

Reading Standards: Foundational Skills

PHONEMIC AWARENESS Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.		
Std. #	Standard Language	Primary Citations
1.FR.1.PA	Blend three to five sounds in one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 1*** The Foundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson® finger tapping technique (See Skills and Procedures Taught in Foundations PREFACE 16-17), phonemic awareness instruction in Foundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson® tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student's awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to blend phonemes in words, including words with initial and/or final consonant blends once taught, are included in the following activities: Introduce New Concepts, Make it Fun, Word of the Day, Word Play, and Word Talk. Introduce New Concepts: (Unit 2: p. 106-107; p. 108-109; p. 111), (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 7: p. 236; p. 246), (Unit 8: p. 274), (Unit 11: p. 366-367)

PHONEMIC AWARENESS Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.		
Std. #	Standard Language	Primary Citations
		Word of the Day (description: p. 56-57): (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) Word Talk (description: p. 58-59): (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394) Word Play (description: p. 60): (Unit 2. p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392) Also see the Foundations 1 Home Support Pack provides targeted practice with blending phonemes, as referenced in the TM. Fun Hub Practice provides students with practice blending phonemes through an activity called Make a Change, as referenced in the TM.
1.FR.2.PA	Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).	The skill of isolating phonemes in spoken words is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted <i>orally</i> before students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3. Echo/Find Words (description p. 42-45): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p.

PHONEMIC AWARENESS Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.		
Std. #	Standard Language	Primary Citations
		345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Dictation/Single Syllable Words (description p. 30-31): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) Make it Fun: (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 486-487; p. 493; p. 495) In addition, students practice segmenting sounds in: Student Practice Book: (p. 12-16; p. 19-23; p. 26-30; p. 33-35; p. 37-40; p. 43; p. 45; p. 4 7-50; p. 53; p. 55; p. 57; p. 60-62; p. 64-67; p. 69; p. 71-75; p. 77; p. 79; p. 81-85; p. 87-88) The Foundations 1 Home Support Pack provides targeted practice with segmenting phonemes, as referenced in the TM. Fun Hub Practice provides students with practice segmenting phonemes through an activity called Make a Change, as referenced in the TM.
1.FR.3.PA	Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).	In Level 1, students learn that the alphabetic principle is important to help them identify individual phonemes and to minimize any addition or distortion of a sound. Students learn sounds in the Letter-Keyword-Sound activity and practice during Drill Sounds/Warm Up. Letter-Keyword-Sound (description p. 48-49): (Unit 1: p. 72) Drill Sounds/Warm Up (description p. 38-39) The Articulation Guide is designed to support mastery of letter-sound correspondences and provides a visual model that helps students see mouth positions by depicting how each sound is made (p. 525-527).

PHONEMIC AWARENESS

Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.

Std. #	Standard Language	Primary Citations
		The Fundations® Level 1: Arkansas Supplement (p. 5-12) provides additional phonological awareness activities to address this standard, including Improve a Student's Sound Production (p. 8).

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
1.FR.4.PD	Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).	In Level 1, the concepts of initial and final consonant blends (consonant clusters) and digraph blends are explicitly taught in Unit 8 (See Unit 8. p. 270-296) and are included in word resources for all units following for all decoding activities (See Resources p. 322-323; p. 358-360; p. 396-398; p. 434-436; p. 472-474; p. 500-502.) Activities that include decoding: Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime. In Fundations, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, 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. Fundations activities that include decoding words with these syllable types include: Introduce New Concepts: (Unit 8: p. 274-275; p. 284-285), (Unit 9: p. 302-303; p. 312-313), (Unit 10: p. 341), (Unit 11: p. 366-367; p. 387)

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Word of the Day (description p. 56-57): (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) Word Talk (description p. 58-59): (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394) Make it Fun (description p. 60): (Unit 8: p. 277), (Unit 9: p. 309; p. 314-315), (Unit 10: p. 333; p. 342-343; p. 355), (Unit 11: p. 371; p. 381; p. 390-391) Word Play (description p. 60) (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392) Storytime (description p. 60): (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385) Other predictable vowel patterns such as r-controlled vowels are introduced in the Drill Sounds/Warm Up activity beginning in Unit 8. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Introduce New Concepts: (Unit 8: p. 276) Drill Sounds/Warm Up (description p. 38-39): (Unit 8, p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498) Foundations® Level 1: Arkansas Supplement provides lessons to introduce and practice decoding one-syllable words with r-controlled vowels (p. 33-37).

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		The Student Practice Book provides targeted practice in applying knowledge of consonant blends and predictable vowel patterns, as referenced in the TM. Fun Hub Practice provides practice applying sound symbol correspondences for consonant blends in an activity called Build Words with Echo and Word Find Fun, as referenced in the TM. The Fundations 1 Home Support Pack provides targeted practice in applying knowledge of consonant blends and predictable vowel patterns, as referenced in the TM. Fundations Fluency Kit 1 and Fundations® Readers Level 1 align specifically with the scope and sequence of Foundations® Level 1. Fundations® Readers Level 1 are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. (See the Fundations Readers Teacher's Guide Level 1, p. 3-5).
1.FR.5.PD	Decode one-syllable words with consonant digraphs (e.g., sh, th, ch, wh, ng, ck) and trigraphs (e.g., tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).	The concept of digraphs was taught in Level K Foundations and is again explicitly taught in Unit 3 (p. 130-153). Digraphs are included in word resources for all units following for all decoding activities. (See Resources p. 178-179, p. 194-195, p. 230-231, p. 266-268; p. 294-296; p. 322-323; p. 358-360; p. 396-398; p. 434-436; p. 472-474; p. 500-502.) Activities that include decoding are Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime. Introduce New Concepts: (Unit 3: p. 132-133, p. 144-145), (Unit 8: p. 274-275, 284-285) Word of the Day (description: p. 56-57): (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p. 186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 260) (Unit 8: p. 285), (Unit 9: p. 304) Word Talk (description p. 58-59) (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394)

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Make it Fun (description p. 60): (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 224-225), (Unit 7: p. 260-261), (Unit 8: p. 277), (Unit 9: p. 309; p. 314-315), (Unit 10: p. 333; p. 342-343; p. 355), (Unit 11: p. 371; p. 381; p. 391) Word Play (description p. 60): (Unit 2: p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392) Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385) In Foundations, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, 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: Introduce New Concepts: (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284-285), (Unit 9: p. 302-303; p. 312; p. 313), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 366-367; p. 387) Word of the Day (description p. 56-57): (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p. 186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 260) (Unit 8: p. 285), (Unit 9: p. 304)

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Word Talk (description p. 58-59): (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394) Make it Fun (description p. 60): (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 224-225), (Unit 7: p. 260-261), (Unit 8: p. 277), (Unit 9: p. 309; p. 314-315), (Unit 10: p. 333; p. 342-343; p. 355), (Unit 11: p. 371; p. 381; p. 390-391) Word Play (description p. 60): (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392) Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385) Other predictable vowel patterns, such as r-controlled vowels are introduced in the Drill Sounds/Warm Up activity beginning in Unit 8. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Introduce New Concepts: (Unit 8: p. 276) Drill Sounds/Warm Up (description p. 38-39): (Unit 8, p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498) The Student Practice Book provides targeted practice in applying knowledge of digraphs and predictable vowel patterns, as referenced in the TM.

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Fun Hub Practice provides practice applying sound symbol correspondences for digraphs in an activity called Build Words with Echo and Word Find Fun, as referenced in the TM. The Fundations 1 Home Support Pack provides targeted practice in applying knowledge of digraphs and predictable vowel patterns, as referenced in the TM. Fundations Fluency Kit 1 and Fundations® Readers Level 1 align specifically with the scope and sequence of Fundations® Level 1. Fundations® Readers Level 1 are engaging, 95%+ decodable storybooks that align directly with the curriculum’s scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. (See the Fundations Readers Teacher’s Guide Level 1, p. 3-5). Fundations® Level 1: Arkansas Supplement provides lessons to introduce and practice decoding one-syllable words with trigraphs, including tch and dge (p. 13-21) and additional predictable vowel patterns, including open-syllables (p. 23-31) and r-controlled vowels (p. 33-37).
1.FR.6.PD	Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).	Vowel teams (digraphs/diphthongs) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 9. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Introduce New Concepts: (Unit 9: p. 306), (Unit 10: p. 328) Drill Sounds/Warm Up (description p. 38-39): (Unit 9: p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498)

PHONICS DECODING (WORD READING) Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.		
Std. #	Standard Language	Primary Citations
		The Fundations® Level 1: Arkansas Supplement provides lessons to introduce and practice decoding one-syllable words with vowel teams (p. 39-53).
1.FR.7.PD	Decode one-syllable words with diphthongs (e.g., oi, oy, ou, ow).	Vowel teams (digraphs/diphthongs) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 9. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Introduce New Concepts: (Unit 10: p. 328) Drill Sounds/Warm Up (description p. 38-39): (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498) The Fundations® Level 1: Arkansas Supplement provides lessons to introduce and practice decoding one-syllable words with diphthongs (p. 39-53).
1.FR.8.PD	Decode one-syllable words containing multiple sounds of s (e.g., sock, is).	In Foundations Unit 6, students learn that sometimes the s sounds like /z/ when added to words as a suffix. Also, several high frequency words include the letter s including is; as; has; was; said; does; also; some; says; see; first. Students will move on to an in-depth word study in Level 2 of one-syllable words that contain multiple sounds of s. Introduce New Concepts (Unit 6: p. 201, p. 202-203) Teach Trick Words - Reading (description: p. 52-53): (Unit 2: p. 120), (Unit 3: p. 133), (Unit 4: p. 171; p. 174), (Unit 5: p. 191), (Unit 7: p. 258; p. 262-263), (Unit 9: p. 307; p. 316-317), (Unit 13: p. 459) Drill Sounds/Warm-Up (description: p. 38-39): (Unit 6: p. 202; p. 204; p. 206; 208; 210; 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228)

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Make It Fun (description p. 60): (Unit 6: p. 202) Word of the Day (description: p. 56-57): (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224) For student practice, also see the Student Notebook, as referenced in the TM.
1.FR.9.PD	Decode two-syllable base words with grade level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).	Fundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Fundations Level 1, students first learn to decode closed syllables, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards. Introduce New Concepts: (Unit 12: p. 404-405) Word of the Day (description: p. 56-57): (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) Word Talk (description p. 58-59) (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) Make it Fun (description p. 60): (Unit 12: p. 408-409; p. 418-419; p. 428-429), (Unit 13: p. 446-447; p. 457; p. 467) Word Play (description p. 60): (Unit 13: p. 448), (Unit 14: p. 480-481; p. 484; p. 490) Storytime (description p. 60): (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 460), (Unit 14: 488-489)

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		The Fundations 1 Home Support Pack (e.g., p. 94), Student Practice Book (e.g., p. 101, p. 103), and Fun Hub Practice (in Word Find Fun) provide students with practice decoding two-syllable words, as referenced in the TM. Also see the Fundations Fluency Kit 1, Fundations Stories Set 1 (included in Teacher's Kit), and Fundations® Readers Level 1. The Readers align specifically with the scope and sequence of Fundations® Level 1. (See the Fundations Readers Teacher's Guide Level 1, p. 3-5).
1.FR.10.PD	Read high-frequency words.	In Fundations, high frequency words with irregular spelling patterns or concepts not yet taught to mastery in the program are called Trick Words. In Level 1, students learn 93 Trick Words for quick and automatic recognition and for spelling. Combined with students' emerging phonetic knowledge, learning these Trick Words will allow students to achieve mastery of the first 100 words on the Fry list. They will also master 94% of the first 100 words on the American Heritage Word Frequency Book list. (See Unit 14 Resources p. 501 for a list of all Trick Words.) Level 1 students will be able to read high-frequency words that have regular sound spelling patterns taught in the Level I curriculum; including the following high frequency words from Fry's first 100 list and the American Heritage Word Frequency Book (Caroll, et al., 1971): and, in; that; it; on; with; at; this; had; but; not; all; when; can; use, an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made During the Teach Trick Words – Reading activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students' attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with flash cards during the Trick Words Drill (Drill sounds/Warm UP) and by entering each trick word into the Student Notebook. Teach Trick Words - Reading (description p. 52-53) (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376),

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		(Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Students also practice trick words for automaticity by reading flashcards as a Trick Word Drill during the Drill Sounds/Warm Up activity. Drill Sounds/Warm Up (Description p. 38-39): (Unit 3: p. 134; p. 138; p. 140; p. 150), (Unit 4: p. 158; p. 162; p. 166; p. 168; p. 172; p. 176), (Unit 5: p. 184; p. 188; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 212; p. 216; p. 218; p. 220; p. 224; p. 226; p. 228), (Unit 7: p. 237; p. 238; p. 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308; p. 310; p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468; p. 470), (Unit 14: p. 480; p. 484; p. 486; p. 490; p. 492; p. 494; p. 496; p. 498) Students also practice recognizing and reading grade-appropriate irregularly spelled words in the following activities: Student Practice Book: (p. 18, p. 41, p. 44, p. 51, p. 54; p. 58; p. 68; p.78; p. 89; p. 92; p. 96; p. 108) Student Notebook: (p. 100-101) Fun Hub Practice provides targeted practice reading grade level irregular words, in an activity called Not So Tricky!, as referenced in the TM. The Home Support Pack (e.g., p. 54) provides targeted practice reading grade-appropriate irregularly spelled words, as reference in the TM. Also see the Fundations Fluency Kit 1 (e.g., Unit 12, Trick Words) and Fundations® Readers Level 1 (e.g., the Teacher’s Guide, p. 5) provide additional practice with high-frequency words, specifically aligned with the scope and sequence of Fundations® Level 1. (See the Fundations Readers Teacher’s Guide Level 1, p. 3-5).

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
1.FR.11.PD:	Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).	Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (p. 196-231) and included in word resources for all units following for all decoding activities. (See Resources p. 266-268; p. 294-296; p. 322-323; p. 358-360; p. 396-398; p. 434-436; p. 472-474; 500-502.) Suffix -ed and -ing added to unchanging base words is explicitly taught in Unit 10 (See p. 324-360) and included in word resources for all units following for all decoding activities. (See Resources p. 396-398; p. 434-436; p. 472-474; 500-502.). Suffix -es is explicitly taught in Unit 13 (See p. 438-474). See Resources p. 500-502.) The activities that include decoding words include: Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime. Introduce New Concepts: (Unit 6: p. 201; p. 220), (Unit 7: p. 256), (Unit 9: p. 312), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 387), (Unit 13: p. 442-443; p. 452-453; p.462) Word of the Day (description p. 56-57): (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 257; p. 260), (Unit 8: p. 290), (Unit 9: p. 315; p. 318), (Unit 10: p. 343; p. 352), (Unit 11: p. 388; p. 393), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 494) Make it Fun (description p. 60): (Unit 6 p. 202; p. 212; p. 224-225), (Unit 7: p. 261-262), (Unit 12: p. 408-409), (Unit 13: p. 457; p. 467) Word Talk (description p. 58-59): (Unit 6 p. 206; p. 208; p. 217; p. 226), (Unit 7: p. 242; p. 244; p. 252; p. 262; p. 264), (Unit 11: p. 374; p. 380; p. 394), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) Word Play (description p. 60): (Unit 6: p. 216), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 482-483; p. 484; p. 490)

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Storytime (description p. 60:) (Unit 7: p. 245; p. 254; p. 265), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 14: 488-489) Students also practice reading words with inflectional endings in the following activities: The Student Practice Book: (p. 37-40; p. 43; p. 45-46; p. 53; p. 55-56; p. 60; p. 70; p. 74-75; p. 77; p. 79-80; p.8 7-88; p. 90; p. 101; p. 104-107; p. 109-114) Student Notebook (e.g., p. 104-105) Fun Hub Practice provides students with practice decoding words with inflectional endings through an activity called Word Find Fun, as referenced in the TM. The Home Support Packet 1 (e.g., p. 53) provides targeted practice applying knowledge of decoding words with inflectional endings, as referenced in the TM. See also the Fundations Fluency Kit 1 and Fundations® Readers Level 1 provides additional decoding practice directly aligned to the Fundations Level 1 scope and sequence.

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
1.FR.12.PE	Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat,	The concepts of initial and final consonant blends (clusters) and digraph blends are explicitly taught in Unit 8 and are included in word resources for all units following for all encoding activities (See Resources p. 322-323; p. 358-360; p. 396-398; p. 434-436; p. 472-474; p. 500-502) Echo/Find Words (description p. 42-43): (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387),

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
	drift, quit, stand, frost, sprint, strap).	Dictation/Words (description p. 30-31): Dictation/Sentences: (description p. 36-37): (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The Foundations 1 Home Support Pack provides targeted practice pages for spelling words with consonant blends, as referenced in the TM. The Student Practice Book provides targeted practice for spelling with consonant blends, as referenced by the TM. Fun Hub Practice provides students with practice spelling words with blends through an activity called Build Words With Echo, as referenced in the TM.
1.FR.13.PE	Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).	The concept of digraphs is explicitly taught in Unit 3 (p. 128-153) and digraphs are included in word resources for all units following for all encoding activities. (See Resources p. 178-179, p. 194-195, p. 230-231; p. 266-268; p. 294-296; p. 322-323; p. 358-360; p. 396-398; p. 434-436; p. 472-474; p. 500-502.) The concepts of digraph blends is explicitly taught in Unit 8 (p. 270-296) and are included in word resources for all units following for all encoding (spelling) activities (See Resources p. 322-323; p. 358-360; p. 396-398; p. 434-436; p. 472-474; p. 500-502) Echo/Find Words (description p. 42-43): (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387) Dictation/Words (description p. 30-31): Dictation/Sentences: (description p. 36-37): (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p.

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 457; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 487; p. 489; p. 491; p. 493; p. 495) Make it Fun (description p. 60): (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287) The Foundations 1 Home Support Pack provides targeted practice pages for spelling words with digraphs, as referenced in the TM. Student Practice Book: (p. 20-21, p. 23; p. 39-40; p. 45; p. 48-49; p. 55; p. 62; p. 66; p. 69; p. 73; p. 79; p. 83) Fun Hub Practice provides students with practice spelling words with digraphs and blends through an activity called Build Words With Echo, as referenced in the TM.
1.FR.14.PE	Encode one-syllable words with double-letter endings (e.g., fill, pass, buzz).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level I students learn to encode closed single-syllable words. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as bonus letter (ff, ll, ss, zz). The concept of bonus letters (double-letter endings) is explicitly taught in Unit 4 (p. 154-179) and are included in word resources for all units following for all encoding activities (See Resources p. 194-195; p. 230-231; p. 266-268; p. 295-296; p. 322-323; p. 358-360; p. 435-436; p. 472-474; 500-502) Introduce New Concepts: (Unit 4: p. 168) Echo/Find Words (description p. 42-43): (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 221), (Unit 8: p. 281; p. 291), (Unit 9: p. 313; p. 319), (Unit 10: p. 341; p. 345), (Unit 11: p. 387), (Unit 12: p. 409) Dictation/Words (description p. 30-31), Dictation/Sentences: (description p. 36-37): (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 251; p.

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		255; p. 261), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 343; p. 345; p. 347; p. 355), (Unit 11: p. 369; p. 377; p. 383; p. 385; p. 389; p. 393), (Unit 12: p. 419; p. 425), (Unit 13: p. 455; p. 457; p. 459; p. 461; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493) Make it Fun (description p. 60): (Unit 4: p. 165; p. 173), (Unit 5: p. 189)
1.FR.15.PE	Encode one-syllable words containing single consonants with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 1 students learn to encode closed and vowel-consonant-e syllables in single-syllable words. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as ways to spell /k/ and the spelling of ck at the end of words. The concept of multiple spellings for /k/ is explicitly taught in Unit 3 and are included in word resources for all units following for all encoding activities (See Resources p. 178-179; p. 194-195; p. 230-231; p. 266-268; p. 295-296; p. 322-323; p. 358-360; p. 435-436; p. 472-474; p. 500-502) The concept of multiple spellings for /z/ is introduced in Unit 11 through activities such as Drill Sounds/Warm-Up, Introduce New Concepts, and Word Talk. A more in-depth word study of the concept of multiple spellings for /z/ occurs in Level 2. Introduce New Concepts: (Unit 3: p. 135; 144-145), (Unit 11: p. 367, p. 368-369) Echo/Find Words (description p. 42-43): (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 285; p. 291), (Unit 9: p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 371; p. 379; p. 387), (Unit 12: p. 409) Dictation/Words (description p. 30-31), Dictation/Sentences: (description p. 36-37): (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 163; p. 167; p. 169; p. 175) (Unit 5: p. 185; p. 189), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 309; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p.

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 495) Make it Fun (description p. 60): (Unit 8: p. 287)
1.FR.16.PE	Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).	The Foundations® Level 1: Arkansas Supplement (p. 55-61) provides additional resources to introduce and practice encoding final /v/ with -ve words.
1.FR.17.PE	Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 1 students learn to encode vowel-consonant-e syllables in single-syllable words. The concept of vowel-consonant-e is explicitly taught in Unit 11 and are included in word resources for all units following for all encoding activities (See Resources p. 435-436; p. 472-474; 500-502). Introduce New Concepts: (Unit 11: p. 366-367, p. 368-369) Echo/Find Words (description p. 42-43): (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 429) (Unit 14: p. 491) Dictation/Words (description p. 30-31), Dictation/Sentences: (description p. 36-37): (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 421; p. 423), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 461; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) Make it Fun (description p. 60): (Unit 11: p. 371, p. 381, p. 390-391)
1.FR.18.PE	Encode one-syllable words with predictable vowel-r patterns (e.g., shark, fork, her).	Predictable vowel-r patterns are introduced in the Drill Sounds/Warm Up activity beginning in Unit 8. Learning those sounds in Level 1 helps with students' reading, but because this vowel pattern presents more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Introduce New Concepts: (Unit 8: p. 276) Drill Sounds/Warm Up (description p. 38-39): (Unit 8, p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498) In Level 1, students learn about encoding one-syllable vowel-r patterns through the trick words or, for, her, first in Teach Trick Words – Spelling. Teach Trick Words – Spelling (description: p.54-55): (Unit 3: p. 149), (Unit 8: p. 289). (Unit 13: p. 459) Fundations® Level 1: Arkansas Supplement provides lessons to introduce and practice decoding and encoding one-syllable words with r-controlled vowels (p. 33-37).
1.FR.19.PE	Encode one-syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).	Vowel Teams are introduced in the Drill Sounds/Warm Up activity beginning in Unit 9. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Introduce New Concepts: (Unit 9: p. 306), (Unit 10: p. 328) Drill Sounds/Warm Up (description p. 38-39): (Unit 9: p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498) The Fundations® Level 1: Arkansas Supplement provides lessons to introduce and practice decoding and encoding one-syllable words with vowel teams (p. 39-53).

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
1.FR.20.PE	Encode words phonetically, drawing on knowledge of sound-letter relationships.	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 1 students learn to encode closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as q followed by u, digraphs, blends, digraph blends, bonus letter (ff, ll, ss), glued sounds, ways to spell /k/, spelling of ck at the end of words, long and short vowel sounds, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, and spelling words with a suffix with unchanging base words. Level 1 excludes spelling of sound options and advanced spelling rules in order to establish a solid foundation more complex rules of the language are provided in Foundations Levels 2 and 3. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity; as well with the Dictation (Dry Erase) and Dictation (Composition Book) activities. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time. This simplifies the task of spelling longer words. Introduce New Concepts: (Unit 3: p. 135; p. 144-145), (Unit 4: p. 168), (Unit 5: p. 184-185); (Unit 6: p. 202-203); (Unit 7: p. 239) Echo/Find Words (description p. 42-45): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Dictation/ Words (description p. 30-33); Dictation/Sentences: (description p. 36-37): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167;

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 486-487; p. 493; p. 495) The Student Practice Book provides targeted practice for spelling words using sound-spelling patterns, as referenced in the TM. The Foundations 1 Home Support Pack provides targeted practice pages for spelling words using sound-spelling patterns, as referenced in the TM. Fun Hub Practice provides students with practice spelling words with sound-spelling patterns through an activity called Build Words With Echo, as referenced in the TM.
1.FR.21.PE	Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 1 students are taught orthographic patterns such as spelling words with a suffix with unchanging base words. When suffixes are introduced, the students should be able to fluently read words from previous Units. If a word is unknown, the student should tap out and read the base word first but should only tap when necessary. The suffix should not be tapped. Introduce New Concepts: (Unit 6: p. 201; p. 202-203); (Unit 10: p. 341; p. 348-349); (Unit 11: p. 387); (Unit 13: p. 442-443; p. 445; p. 452-453; p. 455; p. 462; p. 465) Echo/Find Words (description p. 42-45): (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 257), (Unit 8: p. 285; p. 291), (Unit 9: p. 313; p. 319), (Unit 10: p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Dictation/Words (description p. 30-33); Dictation/Sentences: (description p. 36-37): (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) Make it Fun (description p. 60): (Unit 6: p. 212), (Unit 8: p. 287), (Unit 13: p. 457; p. 467), (Unit 14: p. 486-487; p. 493; p. 495)

HANDWRITING

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

Std. #	Standard Language	Primary Citations
1.FR.22.H	Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters).	Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multimodal association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Students develop correct pencil grip and letter formation procedures with guidance. (See Orientation p. 64-65). Sky Write/Letter Formation (description p. 50-51): (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96) This activity also reinforces sound-symbol correspondence.
1.FR.23.H	Produce manuscript writing with accuracy and automaticity.	Echo/Letter Formation (description p. 46-47): (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115). Students are held accountable for legible handwriting in all dictation activities Dictation (Dry Erase) and Dictation (Composition Book) and Student Practice Book.

HANDWRITING		
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.		
Std. #	Standard Language	Primary Citations
		Dictation/Words (description p. 30–33), Dictation/Sentences: (description p. 36–37): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The Fundations 1 Home Support Pack provides targeted practice pages for handwriting, as referenced in the TM.

FLUENCY		
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
Std. #	Standard Language	Primary Citations
1.RF.24.F	Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® 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

FLUENCY Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
Std. #	Standard Language	Primary Citations
		reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories. Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: 488-489) Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. Word of the Day (description p. 56-57): (Unit 6: p. 204; p. 210; p. 213; p. 222-223; 224), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) Additionally, phrasing is modeled and practiced during the Teach Trick Words–Reading activity, with sentences written on sentence frames. Teach Trick Words–Reading (description p. 52-53): (Unit 2: pp. 116-117; 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463); and (Unit 14: p. 481; p. 497) For student practice, also see the Student Notebook (e.g., p. 106), Student Practice Book, Fun Hub Practice, Fluency Kit 1 and the Home Support Pack (e.g., p. 79), which provide targeted practice reading grade level text, as referenced in the TM. The Fluency Kit includes exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased

FLUENCY Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
Std. #	Standard Language	Primary Citations
		version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. Fundations® Readers Level 1 align specifically with the scope and sequence of Fundations® Level 1. Fundations® Readers Level 1 are engaging, 95%+ decodable storybooks that reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. (See the Fundations Readers Teacher’s Guide Level 1, p. 3-5, and p. 9-11, p. 15-16).

READING COMPREHENSION

Although Fundations® is a supplemental program focusing on foundational skills, spelling, and handwriting, it provides instruction in reading standards with the Storytime Activity. Storytime involves listening and reading activities with narrative and informational text. Storytime is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

READING FUNDAMENTALS		
Reading Fundamentals includes skills that can be applied to literary and informational texts.		
Std. #	Standard Language	Primary Citations
1.RC.1.RF	Ask questions about key details in a text.	Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460), (Unit 14: 488-489) The Fundations Level 1 Learning Community provides a list of Storytime Guiding Questions for teachers to support understanding. Also see the Fundations® Readers Level 1 for additional practice with asking and answering questions about key details in a text.
1.RC.2.RF	Answer questions about key details in a text.	

READING LITERATURE		
Reading Literary includes skills that are specific to literature.		
Std. #	Standard Language	Primary Citations
1.RC.7.RL	Describe the major characters and settings in a text.	Starting in Unit 2, students learn to retell a narrative story in sequence and detail. In Unit 3, picture notes and visualization are introduced to enhance understanding and retelling, and students begin to answer questions about how characters are feeling and make connections between themselves and the text. In Unit 4, students learn to identify character, setting, and main events in narrative stories. Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385),
1.RC.8.RL	Describe the settings (when and where) and events in a text.	

READING LITERATURE		
Reading Literary includes skills that are specific to literature.		
Std. #	Standard Language	Primary Citations
		(Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) The Fundations Level 1 Learning Community provides a list of Storytime Guiding Questions for teachers to support understanding. Also see the Fundations® Readers Level 1 for additional practice with asking and answering questions about key details in a text.
1.RC.10.RL	Explain how visual images support a text by clarifying story elements (settings, characters, and events).	Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489)

READING: INFORMATION		
Reading Information includes skills that are specific to non-fiction texts.		
Std. #	Standard Language	Primary Citations
1.RC.13.RI	Identify reasons an author provides to support the main points in a text.	Storytime (description p. 60): (Unit 12: p. 432-433), (Unit 13: p. 470) The Fundations Level 1 Learning Community provides a list of Storytime Guiding Questions for teachers to support understanding.

Vocabulary

Although Fundations® is not a comprehensive program, it does provide vocabulary instruction in the Word of the Day, Word Talk, Word Play, Make it Fun, and Storytime activities that supports these standards. Throughout the lessons, teachers weave in vocabulary instruction and talk about word meanings. Fundations® must be centered within more formalized instruction and wide reading experience.

VOCABULARY Vocabulary includes understanding and using words to communicate effectively.		
Std. #	Standard Language	Primary Citations
1.V.1	Determine or clarify the meaning of words and phrases in texts read aloud.	Storytime (description p. 60): (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: p. 488-489). Also see the Storytime Activities on the Fundations Learning Community for additional practice with asking and answering questions to help determine or clarify the meaning of words and phrases in a text.
1.V.5	Use base words and their inflectional forms (e.g., look, looks, looking) and common prefixes and suffixes (e.g., re-, pre-, -ful, -less) as clues to meaning.	Introduce New Concepts: (Unit 10: p. 348-349), (Unit 11: p. 387), (Unit 13: p. 442-443; p. 445; p. 452-453; p. 455; p. 462; p. 465) Word of the Day (description p. 56-57): (Unit 10: p. 343; p. 349; p. 352), (Unit 11; p. 388; p. 393), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 494) Word Talk (description p. 58): (Unit 13: p. 446; p. 449; p. 450, p. 458), (Unit 14: p. 486; p. 496; p. 498) Word Play (description p. 60): (Unit 13: p. 448), (Unit 14: p. 482; p. 484; p. 490) Make It Fun (description p. 60): (Unit 13: p. 457, p. 467), (Unit 14: p. 486-487, p. 493, p. 495)

Collaborative Communication

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

ORAL LANGUAGE		
Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.		
Std. #	Standard Language	Primary Citations
1.CC.1.OL	Participate in collaborative conversations, following class created discussion guidelines.	<i>All</i> lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Principles of Instruction PREFACE 11 (Scaffolding Step 3: You Do It Together); Learning Activity Overview Section pages 25-60, and Storytime .
1.CC.2.OL	Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.	Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) See the Storytime Activities on the Fundations Learning Community for additional practice.

Language

Although Foundations® is not a comprehensive core ELA 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.

STRUCTURES		
Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		
Std. #	Standard Language	Primary Citations
1.L.9.S	Use regular past, present, and future tense verbs.	Introduce New Concepts: (Unit 10: p. 348-349), (Unit 11: p. 387), (Unit 13: p. 442-443; p. 445) Word of the Day (description p. 56-57): (Unit 10: p. 349; p. 352)

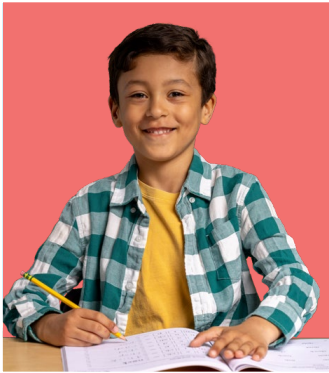
CONVENTIONS		
Conventions involve the correct use of mechanics in writing.		
Std. #	Standard Language	Primary Citations
1.L.15.C	Capitalize dates.	Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as 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. 36-37): (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p.
1.L.16.C	Capitalize names of people.	

CONVENTIONS		
Conventions involve the correct use of mechanics in writing.		
Std. #	Standard Language	Primary Citations
		431), (Unit 13: p. 445; p. 447; p. 449: p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The Teach Trick Words - Reading Activity also reinforces the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. Teach Trick Words - Reading (description p. 52-53): (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Students practice writing names with uppercase letters in the Student Practice Book (p. 20, p. 28).
1.L.17.C	Use all end punctuation marks.	Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. The Dictation Activity requires students to write sentences with attention to punctuation. Dictation/Sentences (description p. 36-37): (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311, p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449: p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495). 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.

CONVENTIONS		
Conventions involve the correct use of mechanics in writing.		
Std. #	Standard Language	Primary Citations
		Teach Trick Words - Reading (description p. 52-53): (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) The Fundations 1 Home Support Pack provides targeted practice with capitalization, punctuation, and spelling, as referenced in the TM.



Literacy for All



Fundations® 3e Level 2

Foundations® Level 2 Alignment to Arkansas English Language Arts Standards

Reading Standards: Foundational Skills

PHONICS DECODING (WORD READING)		
Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.		
Std. #	Standard Language	Primary Citations
2.FR.1.PD	Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 2*** In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. In grade 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). Foundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception). Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following and are used in the following activities: Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun. Introduce New Concepts: (Unit 10: p. 318-319, p. 321, p. 322, p. 329), (Unit 11: p. 346, p. 349, p. 350, p. 356-357, p. 358), (Unit 12: p. 374, p.377), (Unit 13: p. 392-393, p. 394-395, p. 397, p. 405), (Unit 14: p. 420-421, p.423), (Unit 15: p. 448-449, p. 451), (Unit 16: p. 476, p. 479), (Unit 17: p. 494) Word of the Day (description p. 56-57): (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403;

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454-455; p. 459; p. 462), (Unit 16: p. 478; p. 480) Word Talk (description p. 58-59): (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484) Make It Fun (description p. 60): (Unit 10: p. 323; p. 332-333), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407), (Unit 14: p. 424), (Unit 15: p. 462-463) Storytime (description p. 60): (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509). The Student Practice Book (e.g., p. 77, p. 88-89) and the Student Notebook (e.g., p. 130-131) provide targeted practice for decoding grade level words with long vowels, as referenced by the TM. Fun Hub Practice provides students with practicing decoding words with long vowels, through the activity of Word Find Fun, as referenced by the TM. The Home Support Pack provides targeted practice pages for decoding words with long vowels, as referenced by the TM. Fundations® Fluency Kit 2 (included in the Teacher's Kit) provides student practice with decoding. Also see the Fundations Readers Teacher's Guide (p.5). The Fundations® Readers Level 2 correspond to Foundations' scope and sequence for grade 2. Foundations Readers are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
2.FR.2.PD	Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, sent, cinch; goat, gland, germ, gem).	In Foundations Level K and Level 1, students learn the letter-keyword-sound for hard c and g, as well as the digraph ck. Students review and apply these concepts to decoding words in Level 2. The ic spelling of /ik/ at the end of a multisyllabic word is introduced in Unit 5. Introduce New Concepts: (Unit 1: p. 84-85), (Unit 5: p. 182) Make it Fun: (Unit 1: p. 87) While soft c and g sounds are not explicitly taught until Foundations Level 3, students are exposed to the sound-letter correspondence in Foundations Level 2 through the Trick Words charge, city, large, piece, and place. Students practice reading words with soft c and g sounds in the Teach Trick Words and Trick Word Practice activities. Teach Trick Words (description p. 54-55): (Unit 6: p. 217), (Unit 7: p. 235; p. 244), (Unit 14: p. 431) Trick Word Practice (description p. 54-55): (Unit 6: p. 222), (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253), (Unit 14: p. 433; p. 436) The Fundations® Level 2: Arkansas Supplement (p. 5-11) provides additional lessons to introduce and practice decoding words with soft c and g sounds.
2.FR.3.PD	Decode words with silent letters (e.g., knit, gnat, wrap, comb).	While silent letters are not explicitly taught until Foundations Level 3, students are exposed to them in Foundations Level 2 through the Trick Words knew and know. Students practice reading words with silent letters the Teach Trick Words and Trick Word Practice activities. Teach Trick Words (description p. 54-55): (Unit 5: p. 178) Trick Word Practice (description p. 54-55): (Unit 5: p. 182; p. 185) The Fundations Readers Level 2 provide practice decoding words with silent letters. (See <i>Sparkle Earth</i>: knowledge, climbed, etc.)

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		The Fundations® Level 2: Arkansas Supplement (p. 23-33) provides additional lessons to introduce and practice decoding words with silent letters.
2.FR.4.PD	Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).	In Fundations, 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 p. 176-178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types in Units 5, 6, and 7. 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 are directly addressed in Units 5, 6, and 7. Multisyllabic words with taught letter-sound correspondences are included in word resources for all units following Unit 5 for all decoding activities. See Resources: p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516. Introduce New Concepts: (Unit 5: p. 176-178) (Unit 6: p. 216-217) (Unit 7: p. 240-241) (Unit 8: p. 272-273) Word of the Day (description p. 56-57): (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242-243; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: p. 306-307), (Unit 10: p. 330; p. 334-335), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402-403), (Unit 14: p. 430; p. 434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; p. 506; p. 510) Word Talk (description p. 58-59): (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502-503; p. 512)

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Make It Fun (description p. 60): (Unit 5: p. 186-187) (Unit 6: p. 220-221) (Unit 15: p. 462-463) Storytime (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509). Also, students have the opportunity to apply taught skills when using the Fundations® Fluency Kit 2 and the Fundations Readers Level 2 which explicitly correspond to the scope and sequence of Foundations for grade 2. The Student Practice Book (e.g., p. 36), the Student Notebook (e.g., p. 104-105), and the Fluency Kit (e.g., Unit 11, Real Words) provide targeted practice for decoding two-syllable words, as referenced by the TM. Fun Hub Practice Level 2 provides students with practicing decoding two-syllable words, through the activity of Word Find Fun, as referenced by the TM. The Home Support Pack provides targeted practice pages for decoding two-syllable words, as referenced by the TM. Also see the Fundations Readers Teacher's Guide (p.5). Fundations Readers® Level 2 are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
2.FR.5.PD	Decode with common prefixes and suffixes (e.g., un-, re-, -ly, -able).	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. Words with taught prefixes and suffixes are included in word

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		resources for all units following Unit 4 for all decoding activities. (Resources: p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: Introduce New Concepts, Word of the Day (e.g., p. 150), Word Talk (e.g., 157), Make It Fun (e.g., p. 193, p. 248-249), and Storytime activities. The Student Practice Book provides targeted practice for decoding words with prefixes and suffixes, as referenced by the TM. Fun Hub Practice provides students with practicing decoding words with common prefixes and suffixes, through the activity of Word Find Fun, as referenced by the TM. Also, the Fluency Kit (e.g., Unit 8, Real Words) and the Home Support Pack provide targeted practice pages for decoding words with common prefixes and suffixes, as referenced by the TM. Also see the Fundations Readers Teacher's Guide (p. 5). Fundations Readers® Level 2 are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
2.FR.6.PE	Encode one-syllable words with consonant trigraphs	The Fundations® Level 2: Arkansas Supplement (p. 13-21) provides additional lessons to introduce and practice encoding words with trigraphs including tch and dge .

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
	and short vowel patterns (e.g., catch, judge).	
2.FR.7.PE	Encode two-syllable words with short vowels (e.g., candid, combat).	Spelling strategies are taught explicitly and systematically. In Unit 5, the focus changes from sounds to syllables and students learn to look at words in larger orthographic parts (syllables, rather than individual sounds). Students learn how to spell two-syllable words with all six syllable types, starting with short vowels. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling. Multisyllabic words with taught short vowel syllables are included in word resources for all units following Unit 5 for all encoding activities. See Resources: p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516. Introduce New Concepts: (Unit 5: p. 176-178, p. 181, p. 182) Make It Fun (description p. 60): (Unit 5: p. 186-187) (Unit 6: p. 220-221) (Unit 15: p. 463), (Unit 17: p. 499), Dictation/Words (description p. 30-35); Dictation/Sentences (description p. 38-39): (Unit 5: p. 183; p. 185; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 261), (Unit 8: p. 279), (Unit 9: p. 297; p. 299; p. 307), (Unit 10: p. 323; p. 333), (Unit 11: p. 351; p. 363), (Unit 13: p. 397; p. 399), (Unit 14: p. 429), (Unit 15: p. 455), (Unit 16: p. 481), (Unit 17: p. 501) The Student Practice Book and Student Notebook provide targeted practice for encoding two-syllable words with short vowels, as referenced by the TM.
2.FR.8.PE	Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students are taught about the bonus letter pattern (ff, ll, ss, zz). The concept of bonus letters is explicitly taught in Unit 2.

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Final /s/ spelled as ce and se is addressed in Unit 6 of the curriculum when students learn vowel-consonant-e syllables. Vowel-consonant-e syllables featuring se and ce endings are practiced in all subsequent levels after Unit 6 for additional practice. Introduce New Concepts: (Unit 2: p. 102-103; p. 105), (Unit 6: p. 212-213) Dictation/Words (description p. 30-35); Dictation/Sentences (description p. 38-39): (Unit 2: p. 107; p. 109; p. 111; p. 119), (Unit 3: p. 137), (Unit 4: p. 153; p. 154-155; p. 157), (Unit 5: p. 185; p. 187; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253), (Unit 9: p. 299; p. 307), (Unit 11: p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379), (Unit 13: p. 407; p. 408-409), (Unit 14: p. 435; p. 437), (Unit 15: p. 457), (Unit 17: p. 501) Make it Fun (description p. 60): (Unit 2: p. 111; p. 117), (Unit 6: p. 214)
2.FR.9.PE	Encode two-syllable words with medial VCe patterns (e.g., compete, mistake, console).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to encode vowel-consonant-e syllable patterns in multisyllabic words. Multisyllabic words with the VCe patterns are explicitly taught in Unit 6 and included in word resources for all units following Unit 6 for all encoding activities. See Resources: p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516). Introduce New Concepts: (Unit 6: p. 216-217; p. 219) Echo/Find Words (Multisyllabic) (description p. 46-47): (Unit 7: p. 241; p. 247), (Unit 10: p. 331), (Unit 15: p. 461) Dictation/Words (description p. 30-35); Dictation/Sentences (description p. 38-39): (Unit 6: p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277), (Unit 9: p. 291; p. 299; p. 307), (Unit 10: p. 323; p. 327; p. 333), (Unit 11: p. 353; p. 361; p. 363), (Unit 12: p. 381), (Unit 13: p. 399; p. 408-409), (Unit 14: p. 427; p. 429; p. 433; p. 437), (Unit 15: p. 455; p. 463), (Unit 16: p. 483), (Unit 17: p. 501; p. 505)

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Make It Fun (description p. 60): (Unit 6: p. 220-221) (Unit 7: p. 238-239), (Unit 11: p. 361), (Unit 15: p. 463)
2.FR.10.PE	Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to encode vowel-r syllable patterns in single syllable words. The concept of vowel-r syllable patterns is explicitly taught in Units 8 and 9. Words with taught vowel r-patterns included in word resources for all units following for all encoding activities. See Resources: p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516. Introduce New Concepts: (Unit 8: p. 275) (Unit 9: p. 290-291) Echo/Find Words Single Syllable (description p. 44-45): (Unit 9: p. 303) Dictation/Words (description p. 30-35); Dictation/Sentences (description p. 38-39): (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 355; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 407), (Unit 14: p. 427; p. 429), (Unit 17: p. 501; p. 503; p. 511) Make It Fun (description p. 60): (Unit 9: p. 305), (Unit 15: p. 463)
2.FR.11.PE	Encode two-syllable words with open syllables (e.g., robot, music, jumbo).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to encode open syllables in multisyllabic words. The concept of open syllable patterns is explicitly taught in Unit 7. Words with taught open syllables are included in word resources for all units following Unit 7 for all encoding activities. See Resources: p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516). Introduce New Concepts: (Unit 7: p. 234-235; p. 240-241) Echo/Find Words (Multisyllabic) (description p. 46-47): (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303)

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Dictation/Words (description p. 30-35); Dictation/Sentences (description p. 38-39): (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 297; p. 299), (Unit 10: p. 323; p. 333; p. 335), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 399; p. 407; p. 408-409), (Unit 14: p. 425; p. 433; p. 437), (Unit 15: p. 457; p. 463;), (Unit 16: p. 481; p. 483), (Unit 17: p. 501; p. 511) Make It Fun (description p. 60): (Unit 7: p. 239), (Unit 15: p. 463)
2.FR.12.PE	Encode long vowel patterns (e.g., wild, told, kind, most, colt).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to encode closed syllable exception syllables (long vowel patterns). The concept of closed syllable exception patterns (long vowel patterns) is explicitly taught in Unit 3. Words with taught long vowel patterns are included in word resources for all units following Unit 3 for all encoding activities. See Resources: p. 140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516. Introduce New Concepts: (Unit 3: p. 130-131), (Unit 4: p. 151) Echo/Find Words (description p. 44-49): (Unit 3: p. 133), (Unit 7: p. 255) Dictation/Words (description p. 30-35); Dictation/Sentences (description p. 38-39): (Unit 3: p. 135; p. 137), (Unit 4: p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 191; p. 194-195), (Unit 6: p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 257; p. 261), (Unit 9: p. 291; p. 299; p. 307), (Unit 10: p. 323; p. 325; p. 335), (Unit 11: p. 353), (Unit 13: p. 408-409), (Unit 14: p. 425; p. 429), (Unit 16: p. 481), (Unit 17: p. 499; p. 507) Make It Fun (description p. 60): (Unit 3: p. 135), (Unit 4: p. 163), (Unit 7: p. 259), (Unit 10: p. 332)
2.FR.13.PE	Encode one-syllable words with common vowel teams (e.g., rain, pay; beach;	In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
	high, pie; boat, snow, toe; book; new, moon).	corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. In Level 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). Foundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception). Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following, and are used in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, and Make It Fun. See Resources: p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516. Introduce New Concepts: (Unit 10: p. 318-319, p. 321, p. 322), (Unit 11: p. 346, p. 349, p. 350, p. 358), (Unit 13: p. 392-393, p. 394-395, p. 397), (Unit 14: p. 420-421), (Unit 15: p. 448-449, p. 451), (Unit 16: p. 476, p. 479) Dictation/Words (description p. 30-35); Dictation/Sentences (description p. 38-39): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 427; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 465), (Unit 16: p. 483), (Unit 17: p. 499; p. 501; p. 505) Echo/Find Letters (description p. 42-43); Echo/Find Words (description p. 44-49): (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431) (Unit 15: p. 461) Make It Fun (description p. 60): (Unit 10: p. 323; p. 332-333), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407)

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		The Student Practice Book and the Student Notebook provide targeted practice for encoding grade level words with long vowels, as referenced by the TM. Fun Hub Practice provides students with practicing encoding words with long vowels, through the activity of Word Find Fun, as referenced by the TM. The Home Support Pack provides targeted practice pages for encoding words with long vowels, as referenced by the TM.
2.FR.14.PE	Encode one-syllable words with diphthongs (i.e., oi, oy, ou, ow).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). Foundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception). In Unit 12, students learn to encode double vowel syllables with diphthongs in single-syllable words. Words with taught diphthongs are included in word resources for all units following Unit 12 for all encoding activities. See Resources: p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516. Introduce New Concepts: (Unit 12: p. 374; p. 377), (Unit 14: p. 420-421; p. 423), (Unit 16: p. 479) Dictation/Words (description p. 30-35); Dictation/Sentences (description p. 38-39): (Unit 12: p. 378-379; p. 381), (Unit 13: p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 463; p. 465), (Unit 16: p. 481, p. 483), (Unit 17: p. 499; p. 501) Echo/Find Words Single Syllable (description p. 44-45): (Unit 14: p. 431), (Unit 15: p. 461) Make It Fun (description p. 60): (Unit 14: p. 424)
2.FR.15.PE	Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble,	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to encode final stable (consonant-le) syllables in

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
	steeple, startle, giggle, sparkle).	multisyllabic words. The concept of final stable (consonant-le) syllable patterns is explicitly taught in Unit 17. Introduce New Concepts: (Unit 17: p. 494-495; p. 497; p. 504) Dictation/Words (description p. 30-35); Dictation/Sentences (description p. 38-39): (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) Echo/Find Words (Multisyllabic) (description p. 46-47): (Unit 17: p. 509) Make It Fun (description p. 60): (Unit 17: p. 499; p. 508)
2.FR.16.PE	Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [e.g., -e drop (game to gaming); doubling (run to running); change y to i (cry to cries)] to the base word when necessary.	Fundations explicitly teaches spelling of the base word and prefixes/suffixes. Students learn to encode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with inflectional endings, 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 encoding activities. See Resources: p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516. Students practice encoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following encoding activities: Introduce New Concepts (Unit 4: p. 146-148; p.151; p. 161), (Unit 5: p. 189), (Unit 7: p. 255) Dictation Activity (description p. 28-39): (Unit 4: p. 153; p. 154-155; p. 157; p. 165), (Unit 5: p. 191; p. 187; p. 194), (Unit 7: p. 253; p. 257; p. 261) Echo/Find Words (description p. 44-49): (Unit 7 p. 255) Make It Fun (description p. 60): (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 247-248, 259) The Fundations® Level 2: Arkansas Supplement (p. 35-59) provides additional lessons to introduce and practice applying spelling changes to base words with suffixes.

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		The Student Practice Book provides targeted practice for spelling words with prefixes, including inflectional endings, as referenced by the TM. Fun Hub Practice provides students with practicing spelling words with prefixes, including inflectional endings, through the activity of Build Words with Echo, as referenced by the TM. The Home Support Pack provides targeted practice pages for spelling words with prefixes, including inflectional endings, as referenced by the TM.

HANDWRITING

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

Std. #	Standard Language	Primary Citations
2.FR.17.H	Form upper and lowercase cursive letters correctly, using a common path of movement.	Cursive handwriting is explicitly taught and integrated into the Foundations Level 3 curriculum and can also be taught in Level 2 using the supplemental Wilson® Cursive Writing Kit. This comprehensive kit includes the complete set of materials needed for cursive writing instruction, including the Wilson Cursive Forward Slant Workbook and Wilson Cursive Backward Slant Workbook. 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 multimodal association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum. Wilson Cursive Teacher's Guide, p. 1-4, Principles of Handwriting Instruction Wilson Cursive Teacher's Guide, p. 5, Letter Sequence, Lowercase Letters and Uppercase Letters

HANDWRITING		
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.		
Std. #	Standard Language	Primary Citations
		Wilson Cursive Teacher's Guide, p. 6-11, Sky Write/Letter Formation, Letter Formation (Individual Letters), Letter Formation (Connectives) Wilson Cursive Teacher's Guide, p. 13-26, Cursive Letter Formation Verbalizations The Student Practice Book provides targeted practice for handwriting, as referenced by the TM. The Fundations Level 2 Learning Community provides additional handwriting resources, as reference by the TM.

FLUENCY		
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
Std. #	Standard Language	Primary Citations
2.FR.18.F	Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations 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. Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p.

FLUENCY		
Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
Std. #	Standard Language	Primary Citations
		223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509). Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. Word of the Day (description p. 56-57): (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 214-215; p. 218; p. 220), (Unit 7: p. 257; p. 258-259), (Unit 8: p. 274; p. 278), (Unit 9: p. 292-293; p. 294; p. 302; p. 306-307), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454-455; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510). Fun Hub Practice Level 2 provides targeted practice reading grade level words with accuracy and fluency, in an activity called Word Find FUN, as referenced in the TM. Also see the Foundations Fluency Kit 2 (e.g., Unit 5, 6, and 7 passages), the Home Support Pack, Student Practice Book (e.g., p. 70, p. 76), and Student Notebook (e.g., p. 96-99, p. 114-115) which provide targeted fluency practice, as reference in the TM. Also see the Foundations Readers Teacher's Guide (p. 5, p. 10-11, p. 16-17, p. 19-20). Foundations Readers Level 2 are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.

READING COMPREHENSION

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

READING FUNDAMENTALS		
Reading Fundamentals includes skills that can be applied to literary and informational texts.		
Std. #	Standard Language	Primary Citations
2.RC.1.RF:	Ask questions about key details in a text.	Storytime (description p. 60): (Unit 2, p. 105, 108, 115, 117); (Unit 3, p. 137); (Unit 4, p. 153, p. 155, p. 163, p. 165); (Unit 5, p. 181, p. 183, p. 191, and p. 195); (Unit 6, p. 211, p. 217, and p. 223); (Unit 7, p. 239, p. 245, and p. 251); (Unit 9, p. 295, p. 296, p. 300, p. 303), (Unit 10, p. 319, p. 327, p. 328, p. 333); (Unit 11, p. 347, p. 351, p. 357, p. 359); (Unit 12, p. 375, p. 376); (Unit 13, p. 393, p. 398, p. 403, p. 409); (Unit 14, p. 424-425, p. 427, p. 432, p. 435); (Unit 15, p. 453, p. 457, p. 459, p. 461); (Unit 16, p. 477, p. 481); and (Unit 17, p. 500, p. 505, p. 507, p. 509).
2.RC.2.RF:	Answer questions about key details in a text.	

READING LITURATURE		
Reading Literary includes skills that are specific to literature.		
Std. #	Standard Language	Primary Citations
2.RC.8.RL	Identify the main story elements (characters, settings, events, problem, and solution) in a text.	Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276-277), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509). The Student Practice Book provides targeted practice for creating images to deepen understanding, as referenced by the TM.
2.RC.12.RL	Describe the overall structure of a story and the purpose of the parts.	
2.RC.10.RL	Explain how specific visual images contribute to and clarify story elements (setting, characters, and events)	

READING: INFORMATION Reading Information includes skills that are specific to non-fiction texts.		
Std. #	Standard Language	Primary Citations
2.RC.13.RI	Explain how an author uses reasons/evidence to support main ideas in a text.	Storytime (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 9: p. 295; p. 296; p. 300; p. 303) The Student Practice Book provides targeted practice for creating images to deepen understanding, as referenced by the TM.
2.RC.15.RI	Determine the purpose of a section of a text (e.g., paragraphs, sections).	

Vocabulary

VOCABULARY		
Vocabulary includes understanding and using words to communicate effectively.		
Std. #	Standard Language	Primary Citations
2.V.1	Determine or clarify the meaning of words and phrases in a text read aloud or independently.	Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
2.V.2	Use sentence-level clues to identify the meaning of words or phrases.	
2.V.6	Use knowledge of base words (including compound words) and common prefixes and suffixes (e.g., un-, re-, pre-, dis-, -ly, -able) as clues to meaning (e.g., add, addition, additional).	Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in Unit 4 and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in Unit 5 and are included in word resources for all units following for all decoding activities. Affix -ive is explicitly taught in Unit 6 and is included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in Unit 7 and are included in word resources for all units following for all decoding activities. During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes. Word of the Day (description p. 56-57): (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 208; p. 214-215; p. 218; p. 220), (Unit 7: p. 236-237; p. 242-243; p. 246; p. 248; p. 257; p. 258) Word Talk (description p. 58-59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262)

Writing

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

STYLE Writing style includes different types of writing for different purposes.		
Std. #	Standard Language	Primary Citations
2.W.1.S	Write an opinion piece about a topic or text with details to support the opinion.	Storytime (description p. 60): (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)
2.W.2.S	Write an informative or explanatory piece about a topic, using facts from a source.	Storytime (description p. 60): (Unit 6: p. 223), (Unit 9: p. 303)
2.W.3.S	Write a narrative, using a logical sequence of events.	Storytime (description p. 60): (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509)

Language

Although Foundations is not a comprehensive core ELA program, it does provide instruction that helps support Language standards 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.

CONVENTIONS		
Conventions involve the correct use of mechanics in writing.		
Std. #	Standard Language	Primary Citations
2.L.14.C	Capitalize holidays.	The Dictation Activity requires students to write sentences with attention to capitalization and punctuation. Dictation/Sentences (description p. 38-39): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) The Home Support Pack provides targeted practice pages for end punctuation, as referenced by the TM.
2.L.15.C	Capitalize product names.	
2.L.16.C	Use all end punctuation marks.	

Collaborative Communication

ORAL LANGUAGE		
Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.		
Std. #	Standard Language	Primary Citations
2.CC.1.OL	Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.	All lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See: Using Questioning on PREFACE 8; Principles of Instruction PREFACE 10-12 (Scaffolding Step 3: You Do It Together); Comprehension Strategies on PREFACE 19-20; Fundations Level 2 Learning Activities and Skills Table on PREFACE 22; Differentiated Instruction on PREFACE 26-28; Learning Activity Overview Section pages 27-60; and Storytime on Fundations Level 2 Learning Community.
2.CC.2.OL	Ask and answer questions about what a speaker says to gather additional information and clarify understanding.	The Storytime activity requires students to manage discussions and questions about the text in a group setting and specifically works on the skill of recounting or describing key ideas or details from a text read aloud or information presented orally or through other media. Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)



Literacy for All



Fundations® 3e Level 3

Foundations® Level 3 Alignment to Arkansas English Language Arts Standards

Reading Standards: Foundational Skills

PHONICS DECODING (WORD READING)		
Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.		
Std. #	Standard Language	Primary Citations
3.FR.1.PD	Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 3*** 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 double vowel syllables (vowel teams) including both digraphs and diphthongs in single syllable words. The concept of one-syllable words with vowel teams are explicitly taught in Unit 10 and are included in word resources for all units following for all decoding activities. (Resources: p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations activities for decoding words with this syllable type include Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun activities. Introduce New Concepts (description p. 70): (Unit 10: p. 404-405; p. 406; p. 424-425) Guess Which One (description p. 56-57): (Unit 10: p. 407; p. 417; p. 427), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Word of the Day (description p. 66-67): (Unit 10: p. 407; p. 420), (Unit 13: p. 518) Word Talk (description p. 68-69): (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480) Make It Fun (description p.70): (Unit 10: p. 412; p. 423) The Student Practice Book provides targeted practice in decoding words with vowel teams, as referenced by the TM. Fun Hub Practice provides students with decoding words with vowel teams the activity Word Find Fun, as referenced by the TM.

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		The Home Support Pack provides targeted practice pages for decoding words with vowel teams, as referenced by the TM.
3.FR.2.PD	Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).	In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). Multisyllabic words are introduced in Unit 3 and then included in word resources for all following units for all decoding activities. (Resources: p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations activities for decoding words with these syllable types include: Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play, and Make It Fun. Guess Which One (description p. 56-57): (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Introduce New Concepts (description p. 70): (Unit 3: p. 160-161), (Unit 4: p. 174-175; p. 178-179; p. 188) (Unit 5: p. 202-203; p. 216-217) (Unit 6: p. 230-231; p. 232-233; p. 236-237; p. 240-241; p. 250; p. 255) (Bonus Unit: p. 269-271; p. 272-273; p. 280-281; p. 282-283; p. 284) (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308) (Unit 8: p. 324-325; p. 334-335; p. 336; p. 344) (Unit 9: p. 364-365; p. 368-369; p. 374-375; p. 384-385; p. 388-389) (Unit 10: p. 404-405; p. 406; p. 416; p. 424-425; p. 426-427; p. 429) (Unit 12: p. 472-473; p. 474; p. 482-483; p. 484-485) (Unit 13: p. 502; p. 507; 512-513) (Unit 14: p. 532; p. 542-543) Word of the Day (description p. 66-67): (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p.

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		302; p.310; p. 312-313), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390-391), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) Word Talk (description p. 68-69): (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. 520), (Unit 14: p. 540; p. 550) Make It Fun (description p. 70): (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 208-209; p. 218), (Unit 6: p. 249; p. 256), (Bonus Unit: p. 274; p. 276; p. 283), (Unit 7: p. 305; p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 372-373; p. 383; p. 392), (Unit 10: p. 412; p. 422-423; p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 516-517), (Unit 14: p. 541; p. 549) Word Play (description p.70): (Unit 5: p. 208), (Bonus Unit: p. 278). The Student Practice Book provides targeted practice in decoding multisyllabic words that include a range of spelling patterns, as referenced by the TM. Fun Hub Practice provides students with decoding practice across varied spelling patterns through the activity Word Find Fun, as referenced by the TM. The Home Support Pack provides targeted practice pages for multisyllabic word reading, as referenced by the TM.
3.FR.3.PD	Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.	Foundations explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, beginning in the Bonus Unit (see Bonus Unit Introduction: p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (Resources: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555).

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: Introduce New Concepts and Make It Fun activities. Introduce New Concepts (description p. 70): (Bonus Unit: p. 269-271; p. 272-273; p. 280-281; p. 282-282; p. 284) Make It Fun (description p.70): (Bonus Unit: p. 274; p. 276; p. 283) Fundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or beginning in Unit 2 (p. 114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Foundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292 -319, Unit 9 p. 360-399, Unit 10 p. 400-439, Unit 12 p. 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: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p.434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Students practice decoding words with suffixes during activities that include decoding once suffixes are addressed in Unit 2: Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun activities. Introduce New Concepts (description p.70): (Unit 2: p. 118-119; p. 120-121; p. 122-123; p. 124-125; p. 126; p. 128-129; p. 130-131; p. 132-133; p. 138-139; p. 140-141) (Unit 4: p. 174-175; p. 178-179; p. 184; p. 188) (Bonus Unit: p. 269; p. 280-281) (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308) (Unit 8: p. 329) (Unit 9: p. 376; p. 384-385; p. 388-389) (Unit 10: p. 426-427) (Unit 12: p. 486-487), (Unit 14: p. 542-543) Word of the Day (description p. 66-67): (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312-313),(Unit 8: p. 328; p. 330; p.

PHONICS DECODING (WORD READING)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390-391), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) Word Talk (description p. 68-69): (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. 520), (Unit 14: p. 540; p. 550) Make It Fun (description p.70): (Unit 2: p. 126; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit 8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549). The Student Practice Book provides targeted practice in decoding words with affixes, as referenced by the TM. Fun Hub Practice provides students with targeted practice in decoding words with affixes through activities called Build words with Echo and Word Find Fun, as referenced by the TM. The Home Support Pack provides targeted practice pages decoding words with affixes, as referenced by the TM.

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
3.FR.4.PE	Encode two-syllable words with double	The concept of bonus letters is introduced in Levels 1 and 2 and reviewed in Level 3. In Level 3, double letter endings are practiced when students begin encoding words with the suffixes -less and -ness in Unit 2. The concept of suffixes -ness and -less are explicitly

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
	letter endings (e.g., virus vs. confess).	taught in Unit 2 and are included in word resources for the following units for all encoding activities. (Resources: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Introduce New Concepts (description p. 70): (Orientation: p. 77), (Unit 2: p. 123; p. 125-126), (Unit 7: p. 296-297; p.298-299) (Unit 10: p. 426-427) Echo/Find Words (description p. 48-53): (Unit 10: p. 419), (Unit 11: p. 448-449) Make It Fun (description p. 70): (Unit 2: p. 144), (Unit 10: p. 431) Dictation (description p. 34-39): (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 333; p. 349), (Unit 9: p. 373; p. 381), (Unit 10: p. 419; p. 421; p. 431), (Unit 11: p. 459), (Unit 12: p. 479; p. 489), (Unit 14: p. 547)
3.FR.5.PE	Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as the tch spelling, the dge spelling, and the soft g. In Unit 1, students learn to choose tch rather than ch after a short vowel. In Unit 12, students learn to choose dge rather than ge after a short vowel. In Unit 12 students will also learn how to use spelling options for the soft g. Digraphs and digraph blends are explicitly taught in Level 2 and reviewed in the Level 3. The concept of the tch sound is explicitly taught in Unit 1 and are included in word resources for all units following for all encoding activities (Resources: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) The concepts of the dge sound and the ge sound are explicitly taught in Unit 12 and are included in word resources for all units following for all encoding activities (Resources: p. 522-526, p. 552-555).

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Introduce New Concepts (description p. 70): (Orientation p. 76-77), (Unit 1: p. 92-93) (Unit 2: p. 121), (Unit 12: p. 472-473; p. 484-485; p. 486-487) Echo/Find Words (description p. 48-53): (Bonus Unit: p. 268), (Unit 11: p. 449) Make It Fun (description p. 70): (Unit 7: p. 311), (Unit 8: p. 333), (Unit 10: p. 431) Guess Which One (description p. 56-57): (Unit 1: p. 101), (Unit 10: p. 407) (Unit 12: p. 485) Dictation (description p. 34-39): (Unit 1: p. 99; p. 107), (Unit 2: p. 125; p. 135; p. 137; p. 145), (Unit 4: p. 179; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 211), (Unit 6: p. 237), (Bonus Unit: p. 277), (Unit 7: p. 305), (Unit 10: p. 413; p. 429), (Unit 11: p. 453; p. 461), (Unit 12: p. 477; p. 479; p. 489), (Unit 14: p. 535; p. 537; p. 539; p. 545)
3.FR.6.PE	Encode two-syllable words with medial long vowel teams (e.g., complain, canteen).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations activities for encoding words with these syllable types include: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, 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 multimodal approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162-163 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.

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		In Level 3, students learn to encode vowel teams (digraphs and diphthongs) in both single-syllable and multisyllabic words. Multisyllabic words with the vowel teams syllable types are included in word resources for all units, starting in Unit 10, for use in all encoding activities. (Resources: p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Introduce New Concepts (description p. 70): (Unit 10: p. 406-407; p. 408-409; p. 414-415; p. 417; p. 424-245, p. 426-427) Dictation (description p. 34-43): (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) Echo/Find Words (description p. 48-53): (Unit 10: p. 419), (Unit 11: p. 449) Make It Fun (description p. 70): (Unit 10: p. 431)
3.FR.7.PE	Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations activities for encoding words with these syllable types include: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, 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 multimodal approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162-163 as an example). The procedures used for spelling at this time help students to learn to break words into

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		syllables and spell one syllable at a time, which simplifies the task of spelling longer words. The concept of two-syllable words with vowel-r patterns is explicitly taught in Unit 9 and are included in word resources for all units following for all encoding activities (Resources: p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Introduce New Concepts (description p. 70): (Unit 9: p. 366-367; p. 374-375; p. 376; p. 386; p. 388-389) Dictation (description p. 34-43): (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) Echo/Find Words (description p. 48-53): (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 458), (Unit 12: p. 474-475), (Unit 13: p. 505) Make It Fun (description p. 70): (Unit 9: p. 392), (Unit 10: p. 431)
3.FR.8.PE	Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.	Fundations explicitly teaches spelling of the base word and prefixes. Students learn to encode words with prefixes including con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, beginning in the Bonus Unit (see Bonus Unit Introduction: p. 264). Words with taught prefixes are included in word resources for use in all encoding activities following the Bonus Unit. See Resources: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students practice encoding words with prefixes during activities that include encoding once prefixes have been taught in the Bonus Unit: Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make it Fun. Introduce New Concepts (description p. 70): (Bonus Unit: p. 270-271; p. 272-273; p. 282-283)

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		Dictation (description p. 34-43): (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) Echo/Find Words (description p. 48-53): (Bonus Unit: p. 268-269; p. 278-279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 458), (Unit 12: p. 474-475), (Unit 13: p. 505) Make It Fun (description p. 70): (Bonus Unit: p. 274; p. 276; p. 283) Fundations explicitly teaches spelling of the base word and suffixes. Students learn to encode words with suffixes, including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or beginning in Unit 2 (see Unit 2 p. 114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed for spelling in Foundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292-319, Unit 9 p. 360-398, Unit 10 p. 400-439, Unit 12 p. 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 encoding activities. See Resources: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Students practice encoding words with suffixes during activities that include encoding once suffixes are addressed in Unit 2: Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make it Fun. Introduce New Concepts (description p. 70): (Unit 2: p. 120-121; p. 130-131; p. 132-133; p. 138-139; p. 140-141), (Unit 4: p. 175; p. 178-179; p. 184), (Unit 7: p. 296-297; p. 298-299; p. 306-

PHONICS ENCODING (WORD WRITING)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

Std. #	Standard Language	Primary Citations
		307; p. 308), (Unit 8: p. 328-329), (Unit 9: p. 376; p. 386; p. 388-389), (Unit 10: p. 426-427), (Unit 12: p. 486-487), (Unit 14: p. 544-545) Dictation (description p. 34-43): (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371; p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) Echo/Find Words (description p. 48-53): (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268-269; p. 278-279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 458), (Unit 12: p. 474-475), (Unit 13: p. 505) Make It Fun (description p. 70): (Unit 2: p. 126; p. 144) (Unit 4: p. 181; p. 189) (Unit 7: p. 311) (Unit 8: p. 343) (Unit 9: p. 392) (Unit 10: p. 431) The Student Practice Book provides targeted practice encoding words using knowledge of affixes, including changing base words, as referenced in the TM. Fun Hub Practice provides students with targeted practice encoding words using knowledge of affixes, including changing base words, through the activity called Build Words with Echo, as referenced in the TM. The Home Support Pack provides targeted practice encoding words using knowledge of affixes, including changing base words, as referenced in the TM.

HANDWRITING		
Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.		
Std. #	Standard Language	Primary Citations
3.FR.9.H	Write legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness.	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 multimodal association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum.
3.FR.10.H	Produce cursive writing with accuracy and automaticity.	The following Foundations activities explicitly teach cursive handwriting: Letter Formation (Individual Letters), Letter Formations (Connectives), Sky Write/Letter Formation. Letter Formation (Individual Letters) (description p. 58-59): (Orientation: p. 83); (Unit 1: p. 97; p. 103), (Unit 2: p. 125; p. 131; p. 143), (Unit 3: p. 159), (Unit 4: p. 176; p. 187), (Unit 5: p. 207; p. 217), (Unit 6: p. 233), (Unit 7: p. 301; p. 309), (Unit 8: p. 327; p. 339; p. 347), (Unit 9: p. 370; p. 379; p. 386), (Unit 10: p. 411; p. 421), (Unit 11: p. 451), (Unit 12: p. 477; p. 487) Letter Formation (Connectives) (description p. 60-61): (Unit 1: p. 98; p. 105), (Unit 2: p. 127; p. 137; p. 145), (Unit 3: p. 163), (Unit 4: p. 190-191), (Unit 5: p. 209; p. 219), (Unit 6: p. 241), (Unit 7: p. 303; p. 313), (Unit 8: p. 331; p. 341), (Unit 9: p. 373; p. 381; p. 391), (Unit 10: p. 413; p. 425), (Unit 11: p. 461), (Unit 12: p. 479; p. 489) Sky Write/Letter Formation (description 62-63) : (Orientation: p. 82-83), (Unit 1: p. 91, p. 101), (Unit 2: p. 119; p. 129; p. 139), (Unit 3: p. 157), (Unit 4: p. 175; p.185), (Unit 5: p. 203; p. 213), (Unit 6: p. 231; p. 253), (Bonus Unit: p. 274; p. 276-277), (Unit 7: p. 297; p. 307), (Unit 8: p. 325, p. 335, p. 345), (Unit 9: p. 365, p. 375, p. 385), (Unit 10: p. 405; p. 415), (Unit 11: p. 445), (Unit 12: p. 473, p. 483) The Student Practice Book provides opportunities to practice using cursive (pg. 4). The Home Support Pack provides targeted practice pages for cursive: letters, connectives, words, phrases and sentences, as referenced in the TM.

FLUENCY Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
Std. #	Standard Language	Primary Citations
3.FR.11.F	Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade-level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency” (Rasinski, 2006, p. 4). In Levels K, 1, and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Skills Taught in Foundations: Fluency: PREFACE 16-17.)

Vocabulary

Although Foundations® is not a comprehensive program, it does provide vocabulary instruction in the **Word of the Day**, **Word Talk**, and **Guess Which One** activities that supports vocabulary standards. Throughout the lessons, teachers weave in vocabulary instruction and talk about word meanings. Foundations® must be centered within more formalized instruction and wide reading experience.

VOCABULARY Vocabulary includes understanding and using words to communicate effectively.		
Std. #	Standard Language	Primary Citations
3.V.2	Use context clues to identify the meaning of words or phrases.	<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> Guess Which One (description p. 56-57): (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309), (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Word of the Day (description p. 66-67): (Unit 1: p. 94; p. 96; p. 102; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312-313), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378-379; p. 380; p. 390-391), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476-477; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) The Student Practice Book provides targeted practice in using context to determine the meaning of unfamiliar words at the sentence and passage level, as referenced in the TM. Students enter words and a defining sentence into a vocabulary dictionary and homophones (“Sound Alikes”) dictionary, which are sections in the Student Notebook. Fun Hub Practice provides students with targeted practice in determining the meaning of words in the context of a sentence and a short passage through the activity called World of Words, as referenced in the TM.

VOCABULARY		
Vocabulary includes understanding and using words to communicate effectively.		
Std. #	Standard Language	Primary Citations
		The Home Support Pack provides targeted practice pages in using context to determine the meaning of unfamiliar words at the sentence level, as referenced in the TM.
3.V.6	Use knowledge of most common Latin prefixes, bases, and suffixes (inflectional and derivational) as clues to meaning (e.g., agreeable/disagreeable, comfortable/uncomfortable; company/companion).	Foundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or, closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, and closed-syllable roots dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract are the focus. See Bonus Unit (p. 264-291), Unit 2 (p. 114-151), Unit 4 (p. 170-197) Unit 9 (p. 360-398) Unit 14 (p. 528-555). During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes. Word of the Day (description p. 66-67): (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 9: p. 368; p. 370; p. 378-379; p. 380; p. 390-391), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) Word Talk (description p. 68-69): (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550). The Student Practice Book provides targeted practice in identifying the meaning of and use of affixes, as referenced in the TM. Fun Hub Practice provides students in identifying the meaning of and use of affixes through activities called Build Words with Echo and Word Find Fun, as referenced in the TM. The Home Support Pack provides targeted practice pages in identifying the meaning of and use of affixes, as referenced in the TM.

Language

Although Foundations is not a comprehensive core ELA 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.

STYLE Conventions involve the correct use of mechanics in writing.		
Std. #	Standard Language	Primary Citations
3.L.9.S	Use comparative and superlative adjectives (e.g., larger, largest).	Forming and using comparatives and superlatives is taught within the study of word structure for reading and spelling: Introduce New Concepts (description p. 70): (Unit 2: p. 122-123, p. 124-125, p. 126, p. 130-131), (Unit 4: p. 178-179, p. 184), (Unit 7: p. 308), (Unit 10: p. 426-427), (Unit 14: p. 542-543) Word of the Day (description p. 66-67): (Unit 4: p. 176, p. 180, p. 186, p. 190), (Unit 7: p. 300, p. 302, p. 310, p. 312-313), (Unit 9: p. 368, p. 370, p. 378, p. 380, p. 390-391), (Unit 10: p. 407, p. 410, p. 418, p. 420, p. 428, p. 430), (Unit 14: p. 536, p. 538, p. 546-547, p. 548)

Collaborative Communication

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

ORAL LANGUAGE Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.		
Std. #	Standard Language	Primary Citations
3.CC.1.OL	Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.	<i>All</i> lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See: Using Questioning PREFACE 8; Principles of Instruction PREFACE 10-12 (Scaffolding Step 3: You Do It Together); Comprehension Strategies PREFACE 18-19; Foundations Level 3 Learning Activities and Skills PREFACE 21; Differentiated Instruction PREFACE 25-26; Learning Activity Overview Section p. 31-70; and Storytime on Foundations Learning Community, Level 3.
3.CC.2.OL	Ask and answer questions about what a speaker says to gather additional information and clarify understanding.	