WILSON fundations™ | Literacy for All



Fundations® 3e Levels K-3

Alignment to

Arizona High Academic Standards for Students

English Language Arts

WILSON fundations™ | Literacy for All



Fundations® 3e Level K

Fundations® Level K Alignment to Arizona High Academic Standards for Students: English Language Arts Standards (2017)

Reading Foundations Standards

PRINT CONCEPTS		
Std. #	**Standard Language**	**Primary Citations**
K.RF.1a	Demonstrate understanding of the organization and basic features of print. *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*** In Fundations®, print awareness is developed through varied practice designed to advance students' understanding that print has different purposes and is an ordered system that must be approached in a way that unlocks its meaning. Fundations Level K **Storytime** activities recommend books and direct teachers to discuss print and book awareness. **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) Additional **Storytime** and **Make it Fun** 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). **Make it Fun** (Unit 5: p. 395; p. 405). Print awareness is also demonstrated and reinforced during several activities that use blue Sentence Frames (see Word Awareness, p. 70 for an example). The activities emphasize that sentences are read left to right and words are separated by spaces, including: **Teach Trick Words**, **Trick Word Practice**, **Word Play-Word Awareness**, **Word Play-Read Sentences**, and **Dictation/Sentences.** **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)

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		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) **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), **Student Practice Book** (p. 55, 59, 63, 67, etc.), and the **Fundations Readers Level K**, which specifically aligns with the scope and sequence of Fundations. The **Fundations Level K Alphabet Book Readers** provide practice in print awareness, following words from left to right, top to bottom, and page by page. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 17, p. 20, p. 42).
K.RF.1b	Demonstrate understanding of the organization and basic features of print. *Recognize that spoken words are represented in written language by specific sequences of letters.*	Fundations 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. The Wilson® finger tapping technique is used to analyze spoken words, blending to read words and segmenting to spell words. In all the following activities, the students visually recognize that individual letters make up a word. **Introduce New Concepts**: (Unit 2: p. 190-191), (Unit 3: p. 236-237), (Unit 4: p. 302-303), (Unit 5: p. 349)

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		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. 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) **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) The **Student Practice Book** provides targeting practice for students in recognizing that spoken words are represented in written language by specific sequences of letters, as referenced by the TM. **Fundations Readers Level K**, which specifically aligns with the scope and sequence of Fundations, provide students with practice in print concepts, recognizing that spoken words are represented in written language by specific sequences of letters. (See the **Fundations Readers Teacher's Guide Level K**, p. 20).
K.RF.1c	Demonstrate understanding of the organization and basic features of print.	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**:

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	Identify that a sentence is made up of a group of words.	**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) **Word Play – Read Sentences (**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 **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) **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 351, p. 379; 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. 31) and the online **Fundations Level K Learning Community** (see Expert Tips/Ideas section).
K.RF.1d	Demonstrate understanding of the organization and basic features of print. *Recognize the difference between a letter and a printed word.*	Standard Sound Cards and Letter Tiles demonstrate the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multimodal way to see the difference between a letter and a printed word. In all **Word Play-Make Words for Decoding** and **Echo/Find Words**, students visually emphasize that individual letters make up a word. **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: 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.

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PRINT CONCEPTS		
Std. #	**Standard Language**	**Primary Citations**
		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) **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) **Make it Fun:** (Unit 2: p. 206) (Unit 4: p. 306-307; p. 317)
K.RF.1e	Demonstrate understanding of the organization and basic features of print. *Understand that words are separated by spaces in print.*	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)

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		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 Support Packet** (p. 31), **Student Practice Book** (p. 55, 59, 62, 63, 67, etc.), and the online **Fundations Level K Learning Community** Expert Tips/Ideas section, including Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K and 1).
K.RF.1f	Demonstrate understanding of the organization and basic features of print. *Recognize and name all upper and lowercase letters of the alphabet.*	Kindergarten students not only learn to recognize and name letters but also 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),

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Std. #	**Standard Language**	**Primary Citations**
		(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) **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)

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		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) 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 **Fundations 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.

PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
K.RF.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Identify and produce sounds (phonemes) in a spoken word.*	Fundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). Throughout Fundations Level K, instruction emphasizes phonological and phonemic activities across the continuum while teaching letter-sound correspondences. Instruction tunes students into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). See the **Fundations® Levels K–2 Phonological & Phonemic Awareness Table,** p. PREFACE 14 to see when specific skills are introduced and practiced, including phoneme isolation. Students identify and produce the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes *orally first* in a spoken word before writing is emphasized in the procedure of **Dictation Words** and **Echo/Find Words** activities, and in some **Make It Fun** activities.

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		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. **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) **Make It Fun:** (Unit 1: p. 68), (Unit 3: p. 243; p. 263; p. 273; p. 293) Every lesson starts with **Drill Sounds/Warm-Up**. Daily activities are varied and will address letter-sound associations, phonemic awareness, and word automaticity. The activity **Which Ones Belong?** requires students to orally identify and produce initial, final, or medial phonemes in words. **Which Ones Belong? (Drill Sounds/Warm-Up, description p. 30–31):** (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. 135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 155; p. 156; p. 158; p. 160; p. 162; p. 165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; 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)
K.RF.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Fundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences).

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
	Recognize and produce rhyming words.	Throughout Fundations Level K, instruction emphasizes phonological and phonemic activities across the continuum while teaching letter-sound correspondences. See the **Fundations® Levels K–2 Phonological & Phonemic Awareness Table,** p. PREFACE 14 to see when specific skills are introduced and practiced, including rhyming. Instruction emphasizing phonological activities such as rhyming is included in Fundations Levels K during the **Which Ones Belong, Make It Fun** and **Storytime** activities. **Drill Sounds/Warm Up - Which Ones Belong? (description p. 30–31):** (Unit 1: p. 72; p. 84; p. 92; p. 138; p. 150; p. 152; p. 162; p. 170), (Unit 2: p. 196; p. 198; p. 202; p. 204; p. 208; p. 210; p. 218) **Make it Fun (description p. 48)**: (Unit 1: p. 108-109; p. 118; p. 129), (Unit 2: p. 206) **Storytime (description p. 48)**: (Unit 1: p. 112-113; p. 122-123; p. 183). Teachers have access to additional phonemic awareness resources provided in the **Home Support Packet** (p. 16) and online **Fundations Learning Community** (See Expert Tips/Ideas section, including Additional Phonological Awareness Activities to Target Specific Skills.
K.RF.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).*	Fundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). Throughout Fundations Level K, instruction emphasizes phonological and phonemic activities across the continuum while teaching letter-sound correspondences. See the **Fundations® Levels K–2 Phonological & Phonemic Awareness Table,** p. PREFACE 14 to see when specific skills are introduced and practiced, including syllable awareness, onset/rime, and phoneme blending. Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count, blend, and segment syllables. This skill is practiced in the **Word Play** activity in Unit 1. **Word Play (description p. 48)**: (Unit 1: p. 100-101, p. 110-111; p. 120-121)

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		Students blend and segment onsets and rimes starting Unit 1 during the activities W**ord Play, Make it Fun, Storytime,** and **Echo/Find Words**. **Word Play (description p. 48)**: (Unit 1: p. 192-193) **Make It Fun (description p. 48)**: (Unit 1: p. 108), (Unit 2: p. 206) **Storytime (description p. 48)**: (Unit 1: p. 112-113, p. 122-123; p. 183) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237, p. 239) Beginning in Unit 2, students' phonemic awareness is established through the **Word Play** and **Make it Fun** activities to blend spoken phonemes to form one-syllable words. **Make it Fun:** (Unit 2: p. 197; p. 216) (Unit 3: p. 253: p. 283) (Unit 4: p. 327; p. 337) 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. **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: 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) Teachers have access to additional phonemic awareness resources provided in the **Home Support Packet** (p. 20, 31, 57) and online **Fundations Level K Learning Community**. See

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		Expert Tips/Ideas section, including Additional Phonological Awareness Activities to Target Specific Skills.
K.RF.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words.*	Fundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). Throughout Fundations Level K, instruction emphasizes phonological and phonemic activities across the continuum while teaching letter-sound correspondences. See the **Fundations® Levels K–2 Phonological & Phonemic Awareness Table,** p. PREFACE 14 to see when specific skills are introduced and practiced, including phoneme isolation. Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes *orally first* in a spoken word is emphasized in the procedure of **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds. **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) **Word Play – Listen for Sounds** requires students to distinguish between long and short vowel sounds orally.

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		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) The activity **Which Ones Belong?** requires students to orally identify and produce sounds in words including medial vowels and final phonemes. **Which Ones Belong? (Drill Sounds/Warm-Up, description p. 30–31):** (Unit 1: p. 88; p. 90; p. 92; p. 96; p. 98; p. 100; p. 112; p. 120; p. 122; p. 124; p. 128; p. 130; p. 136; p. 138; p. 150; p. 152; p. 156; p. 168; p. 170; p. 178; p. 180), (Unit 2: p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 208; p. 218; p. 220; p. 228) Additional activities are provided in the **Home Support Packet**, as referenced by the TM. Teachers have access to additional phonemic awareness resources provided in the online **Fundations Level K Learning Community**. See Expert Tips/Ideas section, including Additional Phonological Awareness Activities to Target Specific Skills.
K.RF.2e	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.*	Fundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). Throughout Fundations Level K, instruction emphasizes phonological and phonemic activities across the continuum while teaching letter-sound correspondences. See the **Fundations® Levels K–2 Phonological & Phonemic Awareness Table,** p. PREFACE 14 to see when specific skills are introduced and practiced, including phoneme manipulation (addition, deletion, substitution.) During each **Echo Find Words** activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. **Introduce New Concepts** (Unit 2: p. 190-191), (Unit 3: p. 236-237) **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)

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		Drill Sounds/Warm Up: Echo/Change (description p. 31): (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) **Word Play (description p. 48)**: (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210) **Make It Fun (description p. 48)**: (Unit 2: p. 206) Additional activities are provided in the **Home Support Packet** (p. 38, 57, 89, 95) and the online **Fundations Level K Learning Community**. See Expert Tips/Ideas section, including Additional Phonological Awareness Activities to Target Specific Skills.

PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
K.RF.3a	Know and apply phonics and word analysis skills in decoding words. *Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.*	Kindergarten students not only learn to recognize and name letters but also simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when "a" says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Fundations Level K is the closed syllable type and the short vowel sounds.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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, 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) **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)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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 following: **Home Support Packet** (p.7-19; p. 21-23; p. 25-30; p. 32-37; p. 39-51; p. 62-79) Online **Fundations (Level K) Learning Community** (see Expert Tips/Ideas section). **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.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
K.RF.3b	Know and apply phonics and word analysis skills in decoding words. *Decode regularly spelled closed-syllable words.*	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 regularly spelled 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), (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: 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) **Storytime** (Unit 4: p. 331; p. 340) Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community**. **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.RF.3c	Know and apply phonics and word analysis skills in decoding words. *Read 50 common high-frequency words by sight from a research-based word list.*	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 Fundations. See **High Frequency "Trick" Words**, p. PREFACE 14. 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 support word

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		meaning when necessary. 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.** **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) In Level K, students learn to read and spell phonetically regular words up to three sounds, including common high-frequency words. 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. Level K students will be able to read high-frequency words that have regular VC and CVC sound spelling patterns including the following words: **in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.** **Introduce New Concepts**: (Unit 2 p. 190-191), (Unit 4: p. 302-303), (Unit 5: p. 349) **Word Play-Make Words for Decoding (description p. 48)**: (Unit 2: p. 192; p. 196; p. 198; p. 204; p. 212; p. 214; p. 220; p. 222; p. 224), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 248; p. 256; p. 266; p. 268; p. 276; p. 278; p. 282; p. 284; p. 292), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 317; p. 320; p. 328; p. 330; p. 336), (Unit 5: p. 348; p. 350; p. 360; p. 370; p. 378; p. 380; p. 382; p. 388; p. 392) **Storytime (description p. 48):** (Unit 4: p. 331; p. 340) Additional activities are provided in the **Home Support Packet** (p. 81-82; p. 91; p. 100-101) and the online **Fundations (Level K) Learning Community** (see Expert Tips/Ideas section). 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.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Fundations Readers Level K, which specifically align with the scope and sequence of Fundations, provide students with practice applying grade-level phonics and word analysis skills in reading common high-frequency words by sight. (See the **Fundations Readers Teacher's Guide Level K**, p. 24-25).
K.RF.3d	Know and apply phonics and word analysis skills in decoding words. *Distinguish between similarly spelled words by identifying the sounds of the letters that differ.*	With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added, or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises, such as word chaining. **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) **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. 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) **Make it Fun:** (Unit 2: p. 206) (Unit 4: p. 306-307; p. 317; p. 355, p. 364-365, p. 375) **Fundations Readers Level K**, which specifically align with the scope and sequence of Fundations, provide students with practice applying grade-level phonics and word analysis skills in distinguishing between similarly spelled words. (See the **Fundations Readers Teacher's Guide Level K**).

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Fundations Level K Learning Community provides additional resources to practice word chains, including Word Chains Guided Practice Resource Level K.

FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
K.RF.4	Read emergent-reader texts with purpose and understanding.	Although Fundations is not a comprehensive core program, Fundations does provide instruction to help students learn how to think actively while reading and to self-monitor their understanding. This instruction includes the development of students' ability to form visual image or construct mental picture from words using a process called Wilson Comprehension S.O.S.™. (See **Comprehension Strategies** PREFACE 19-20). Also see **Appendix: Ways to Engage with Decodable Readers**, p. 434-437. Students apply their decoding skills in **Word Play – Read Sentences** and **Trick Word Practice** with decodable sentences written on Sentence Frames. These activities develop prosody (reading a sentence with appropriate phrasing) and reading for meaning. Students also read the decodable stories in **Storytime**. **Storytime (description p. 48):** (Unit 1: p. 102-103; p. 172-173); (Unit 2: p. 199; p. 208-209; p. 218); (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285) **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. 384; p. 394; p. 404) **Sentence Reading:** (Unit 5: p. 349, p. 351) **Word Play–Read Sentences:** Unit 4: p 316-317, 326-327, 336-337), (Unit 5: p. 348, p. 351, p. 352-353; p. 358-359, p. 360-361, p. 362-363, p. 368-369; p. 371, p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403 **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375) Students proofread the written sentence which requires students to read connected text:

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
		Dictation/Sentences (description p. 28-29): (Unit 5: p. 351, p. 358-359, p. 361, p. 368-369, p. 371, p. 379, p. 381, p. 383, p. 389, p. 395, p. 403). The **Student Practice Book** provides targeted practice in reading previously taught grapheme-phoneme correspondences in connected text, as referenced by the TM. **Fundations Readers Level K** provide practice in applying grade-level phonics and word analysis skills. The Fundations Readers are engaging, 95%+ decodable storybooks that align directly with the Fundations scope and sequence. The 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 Level K Readers Teacher's Guide**, p. 5, p. 24-25, p. 43). In addition, Wilson collaborated with Great Minds to create the **Geodes® Level K Classroom Library**, which provides 48 titles explicitly corresponding to Fundations' scope and sequence for grade K. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding skills aligned with Fundations scope and sequence along with Fundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.

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Writing Foundations Standards

SOUND-LETTER BASICS AND HANDWRITING		
Std. #	**Standard Language**	**Primary Citations**
K.WF.1a	Demonstrate and apply handwriting skills. *Match upper and lower case manuscript letters.*	Automatic, fluent handwriting instruction is an integral part of Fundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters using verbal cues, repetition, skywriting, tracking, and writing practice. In Unit 1 students learn the lower-case letter formation. Starting in Unit 2, students learn the upper-case letter formation. Once a letter is taught for both lower-and upper-case formation students match the letters in the activities **Echo/Letter Formation** and **Student Notebook**. When students are introduced to a new letter-sound they are shown a Large Sound Card that includes both the upper- and lower-case manuscript letter. **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) **Echo/Letter Formation (description p. 36-37)**: (Unit 2: 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) **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) The **Student Practice Book** provides additional practice tracing and matching upper- and lower- case letters in the activity **Make a Match**.
K.WF.1b	Demonstrate and apply handwriting skills. *Write upper and lower manuscript letters, with reference to a model.*	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

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SOUND-LETTER BASICS AND HANDWRITING		
Std. #	**Standard Language**	**Primary Citations**
		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. Students learn about letter formation procedures with guidance in the Orientation and are reinforced during all writing activities. See **Orientation Introduction**, p. 50-51. **Teach the Wilson Letter Formation Grid,** p. 52, p. 54 **Teach How to Follow Verbalizations,** p. 53 **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) **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.

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SOUND-LETTER BASICS AND HANDWRITING		
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) 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 Fundations 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.
K.WF.1c	Demonstrate and apply handwriting skills. *Write left to right using appropriate spacing between words.*	During **Sentence Dictation** activities in Unit 5, students demonstrate many conventions of print including proper directionality, accurate letter placement within words, and separating words by spaces. **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) The **Student Practice Book** provides targeted practice to trace and write letters, as referenced by the TM. Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community**. See Expert Tips/Ideas section, including Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K and 1).
K.WF.2a	Demonstrate and apply sound-letter concepts when writing. *Orally segment the phonemes in any single-syllable, spoken word.*	Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes *orally first* in a spoken word before writing is emphasized in the procedure of **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out

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SOUND-LETTER BASICS AND HANDWRITING		
Std. #	**Standard Language**	**Primary Citations**
		the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds. **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)**: 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) **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).
K.WF.2b	Demonstrate and apply sound-letter concepts when writing. *Demonstrate and understand that each syllable is organized around a vowel sound.*	In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when "a" says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. 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. Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. The focus of Fundations Level K is the closed syllable type and the short vowel sounds. **Letter-Keyword-Sound (description p. 38-39)**: (Unit 1: p. 84; p. 94; p. 104; p. 124)

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SOUND-LETTER BASICS AND HANDWRITING		
Std. #	**Standard Language**	**Primary Citations**
		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. 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)**: 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) **Make It Fun (description p. 48–49):** (Unit 3: p. 263; p. 273; p. 293) **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) The **Student Practice Book** provides targeted practice applying grade-level phonics and word analysis skills in encoding words with the VC and CVC closed syllable patterns.

SPELLING		
Std. #	**Standard Language**	**Primary Citations**
K.WF.3a	Know and apply phonics and word analysis skills when encoding words. *Represent phonemes in simple words, using letter-sound 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)

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SPELLING		
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 in Units 4 and 5. Additional activities are provided in the **Home Support Packet** (p. 89; p. 95; p. 106-110) and the online Fundations (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.WF.3b	Know and apply phonics and word analysis skills when encoding words. *Write or select an initial or final consonant when a medial vowel is provided.*	With the mastery of sound-to-letter correspondence and the development of encoding skills, students will be able to encode all words presented with CVC and VC pattern. The skill of isolating phonemes in a spoken word is emphasized in the procedure of Echo/Find Words and Dictation Activities. Several words are studied with each lesson which helps students recognize when a specified phoneme is added, changed, or removed. **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;

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		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) Research has shown that spelling proficiency is linked to fluency (Reed, 2012). Fluent readers must reach a level of automaticity with word recognition that is only achieved when students develop strong orthographic mapping memory using sounds and spelling word patterns. During **Echo/Find** teachers can use word chains during encoding to help students become more automatic. **Introduce New Concepts:** (Unit 3: p. 236-237) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237, p. 239) The **Student Practice Book** provides targeted practice identifying and writing initial sounds when given the medial vowel and final consonant in the activity **Junior Word Detective**, as referenced by the TM starting in Unit 2. **Fundations Level K Learning Community** provides additional resources to incorporate word chains into daily lessons, including Word Chains Guided Practice Resource Level K.
K.WF.3c	Know and apply phonics and word analysis skills when encoding words. *Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.*	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 with short vowel sounds. **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) **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)

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		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.WF.3d	Know and apply phonics and word analysis skills when encoding words. *Accurately write grade-level appropriate words, as found in a research-based word list.*	In Level K, students learn to read and spell phonetically regular words up to three sounds, including common high-frequency words. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to encode all words presented with CVC and VC pattern. Level K students will be able to accurately write high-frequency words that have regular VC and CVC sound spelling patterns including the following words: **in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get; which.** Students write Trick Words (irregular high frequency words) during sentence dictation with guidance and support, including teacher modeling and using the **Student Notebook,** p. 99 to check spelling. **Introduce New Concepts:** (Unit 5: p. 351; p. 379) **Dictation/Words (description p. 26-27):** (Unit 3: p. 293) (Unit 4: p. 309; p. 317) (Unit 5: p. 363; p. 365; p. 375; p. 379; p. 383; p. 393; p. 399; p. 405) **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)
K.WF.3e	Know and apply phonics and word analysis skills when encoding words. *Attempt phonetic spelling of unknown words.*	Because students are taught to segment and associate letters with sounds rather than memorize words, students will be able to attempt to spell unknown words with the VC and CVC spelling patterns. Students independently write simple sentences during **Dictation**. They also develop their proofreading skills with guidance by checking the spelling of words and correcting mistakes. 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. Students are also encouraged to write in **My Fundations Journal**.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		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) **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) **My Fundations Journal**: (Unit 1: p. 163), (Unit 2: p. 199), (Unit 4: p. 340), (Unit 5: p. 367; p. 387; p. 396) See the **Fundations Level K Learning Community** Expert Tips/Ideas section, including Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K and 1).

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Additional Arizona Standards Supported by Fundations

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

In addition to the reading and writing foundational skills, Fundations also strongly supports **Arizona's English Language Arts Standards** in other domains. Students learn through explicit instruction in the following speaking & listening and language standards.

Reading Literature Standards

Although Fundations® 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.

KEY IDEAS AND DETAILS		
Std. #	**Standard Language**	**Primary Citations**
K.RL.1	With prompting and support, ask and answer 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) **Make it Fun:** (Unit 5: p. 395; p. 405).
K.RL.2	With prompting and support, retell familiar stories, including key details.	**Storytime (description p. 48)**: (Unit 1: p. 82; p. 92-93, p. 102-103; p. 112-113; p. 122-123; p. 143; p. 153; p. 162-163; p. 183), (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.RL.3	With prompting and support, identify characters, settings, and major events in a story.	**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).

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CRAFT AND STRUCTURE		
Std. #	**Standard Language**	**Primary Citations**
K.RL.4	With prompting and support, ask and answer questions about unknown words in a text.	**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)
K.RL.5	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.	**Storytime (description p. 48)**: (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)
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**Storytime (description p. 48)**: (Unit 1: p. 112-113; p. 122-123; p. 132-133; p. 162-163), (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)

INTEGRATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**Storytime (description p. 48)**: (Unit 1: p. 92-93; p. 102-103; p. 162-163; p. 172-173), (Unit 3: p. 265; p. 275; p. 285), (Unit 4: p. 311)
K.RL.9	With prompting and support, compare and contrast the adventures	**Storytime (description p. 48)**: (Unit 1: p. 162-163; p. 172-173), (Unit 3: p. 245; p. 255; p. 265; p. 285; p. 295), (Unit 4: p. 311; p. 321), (Unit 5: p. 366-367; p. 386-387)

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INTEGRATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
	and experiences of characters in familiar stories.	

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
Std. #	**Standard Language**	**Primary Citations**
K.RL.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	**Storytime (description p. 48):** (Unit 1: p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; 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: 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406)

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Reading Informational Text Standards

Although Fundations® 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.

KEY IDEAS AND DETAILS		
Std. #	**Standard Language**	**Primary Citations**
K.RI.1	With prompting and support, ask and answer questions about key details in a text.	**Storytime (description p. 48)**: (Unit 1: p. 102-103; p. 122-123; p. 132-133; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406)
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.	**Storytime (description p. 48)**: (Unit 3: p. 285; p. 295), (Unit 4: p. 311), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387, p. 396)
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**Storytime (description p. 48)**: (Unit 1: p. 143), (Unit 3: p. 245), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396)

CRAFT AND STRUCTURE		
Std. #	**Standard Language**	**Primary Citations**
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.	**Storytime (description p. 48)**: (Unit 5: p. 356; p. 376; p. 396)
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	**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)

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CRAFT AND STRUCTURE		
Std. #	**Standard Language**	**Primary Citations**
K.RI.6	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**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)

INTEGRATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
K.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	**Storytime (description p. 48)**: (Unit 3: p. 295); (Unit 4: p. 321), (Unit 5: p. 376; p. 396)
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	**Storytime (description p. 48)**: (Unit 1: p. 143), (Unit 3: p. 245), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396)
K.RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Storytime (description p. 48)**: (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406)

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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
Std. #	**Standard Language**	**Primary Citations**
K.RI.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	**Storytime (description p. 48)**: (Unit 1: p. 112-113; p. 122-123; 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)

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Speaking and Listening Standards

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

COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
K.SL.1a	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. *Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).*	All Fundations 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** Section 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)
K.SL.1b	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. *Continue a conversation through multiple exchanges.*	
K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; 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. 366-367; p. 376; p. 386-387; p. 396; p. 406)

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PRESENTATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; 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. 366-367; p. 376; p. 386-387; p. 396; p. 406) **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. 150-151; p. 160-161; p. 170-171; p. 180-181)
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	**My Fundations Journal**: (Unit 1: p. 163), (Unit 2: p. 199), (Unit 4: p. 340), (Unit 5: p. 367; p. 387; p. 396)
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; 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. 366-367; p. 376; p. 386-387; p. 396; p. 406) **Make It Fun:** (Unit 5: p. 385; p. 395; p. 405)

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Language Standards

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

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

CONVENTIONS OF STANDARD ENGLISH		
Std. #	**Standard Language**	**Primary Citations**
K.L.1a	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. *Use frequently occurring nouns and verbs.*	**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.1c	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. *Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).*	**Word Play (description p. 48):** (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 110-111; p. 150-151; p. 160-161; p. 180-181)
K.L.1d	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. *Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).*	**Teach Trick Words (description p. 44-45):** (Unit 3: 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. 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)

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CONVENTIONS OF STANDARD ENGLISH		
Std. #	**Standard Language**	**Primary Citations**
K.L.1e	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. *Produce and expand complete sentences in shared language activities.*	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; 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)
K.L.2a	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. *Capitalize the first word in a sentence and the pronoun I.*	The following dictation activities have students writing sentences with attention to capitalization 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); **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); **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375). The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation: **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); **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 **Fundations Learning Community** (See Expert Tips/Ideas section). See **Student Practice Book**, as noted in the teacher's manual (p. 67, p. 73, p. 80, p. 90, etc.)
K.L.2b	Demonstrate command of the conventions of Standard English	The following dictation activities have students writing sentences with attention to capitalization and punctuation: **Introduce New Concepts**: (Unit

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CONVENTIONS OF STANDARD ENGLISH		
Std. #	**Standard Language**	**Primary Citations**
	capitalization, punctuation, and spelling when writing. *Recognize and name end punctuation.*	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 – Review Sentence Dictation** (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) The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation. **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) **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 **Fundations Learning Community** (See Expert Tips/Ideas section). See **Student Practice Book**, as referenced in the TM (p. 67).

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
K.L.5a	With guidance and support from adults, explore word relationships and nuances in word meanings. *Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.*	Teachers are prompted to develop vocabulary while doing word building activities. See **Vocabulary,** PREFACE 19 and **Skills and Procedures Taught in Fundations** PREFACE 22. **Word Play (description p. 48):** (Unit 1: p. 150–151; p. 170–171) **Storytime:** (Unit 5: p. 406)
K.L.5c	With guidance and support from adults, explore word relationships and nuances in word meanings. *Identify real-life connections between words and their use (e.g., note places at school that are colorful).*	Teachers are prompted to develop vocabulary while doing word building activities. See **Vocabulary,** PREFACE 19 and **Skills and Procedures Taught in Fundations** PREFACE 22. **Word Play (description p. 48):** (Unit 2: p. 196)
K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	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 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). 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

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WILSON fundations™ | Literacy for All



Fundations® 3e Level 1

Fundations® Level 1 Alignment to Arizona High Academic Standards for Students: English Language Arts Standards (2017)

Reading Foundations Standards

PRINT CONCEPTS		
Std. #	**Standard Language**	**Primary Citations**
1.RF.1a	Demonstrate understanding of the organization and basic features of print. *Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 1*** Fundations® Level 1 continues to build upon the print awareness skills introduced in Kindergarten. Students systematically learn features of a sentence. Beginning concepts of sentence structure are taught using manipulatives (blue 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. See **Skills and Procedures Taught in Fundations: Punctuation and Capitalization** (PREFACE 21). Students must recognize the features of the sentence and many conventions of print, including upper- and lowercase letters, spacing between words, reading from left to right, and ending punctuation in the activities **Make it Fun – Scrambled Sentences, Teach Trick Words – Reading,** and **Sentence Dictation.** During **Sentence Dictation** activities, students demonstrate many conventions of print including writing sentences starting with a capital letter, using correct ending punctuation, and separating words by spaces. Students follow a proofreading procedure to check for these features of a sentence after writing. Students reread the sentence, following words from left to right while scooping into meaningful phrases. See **Proofreading Procedure**, p. 36 **Introduce New Concepts:** (Unit 2: p. 115, p. 119), (Unit 3: p. 147) **Make It Fun – Scrambled Sentences:** (Unit 6: p. 224-225), (Unit 8: p. 277), (Unit 10: p. 355), (Unit 12: p. 408-409), (Unit 13: p. 446-447) **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.

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PRINT CONCEPTS		
Std. #	**Standard Language**	**Primary Citations**
		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) **Dictation/Sentences (description p. 36-37;** Proofreading Procedure**):** (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 **Storytime Mark Words** activity provides students with additional practice identifying capital letters at the beginning of a sentence and ending punctuation within connected text. **Storytime – Mark Words:** (Unit 3: p. 141), (Unit 4: p. 167), (Unit 7: p. 245), (Unit 8: p. 282-283), (Unit 9: p. 311), (Unit 10: p. 337), (Unit 13: p. 451) Additional practice in print awareness activities is provided in the **Student Notebook** (see Reference page: Capitalization and Punctuation, p. 212) and with the stories in the **Fundations® Readers Level 1.** These are engaging, 95%+ decodable storybooks that align directly with the Fundations scope and sequence. The **Student Practice Book** reinforces students' recognition of the distinguishing features of a sentence as they read and write sentences, as referenced by the TM. Additional resources on print awareness and using the proofreading procedure are located on the **Fundations Level 1 Learning Community** including Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K and 1).

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
1.RF.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Distinguish long from short vowel sounds in spoken single-syllable words.*	Fundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (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 Fundations, vowel letter-sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1 in the **letter-keyword-sound** activity. In Unit 9, students are introduced to the open syllable type and distinguish between closed (short vowel) and open (long vowel) sounds. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. See **Unit 11 Introduction,** p. 362-363. Words with both long and short vowel sounds are included in word resources for Units 11-14 for decoding and encoding activities. (**Resources:** p. 396-398; p. 434-436; p. 472-474; p. 500-502) **Letter-Keyword-Sound (description p. 38):** (Unit 1: p. 74; p. 76; p. 80; p. 84) **Introduce New Concepts:** (Unit 9: 312-313), (Unit 11: p. 366-367, p. 368-369) **Drill Sounds/Warm-Up (Echo/Change):** (Unit 11: p. 380; p. 388; p. 394), (Unit 12: p. 414; p. 420; p. 426; p. 428), (Unit 13: p. 442), (Unit 14: p. 482; p. 486; p. 488) **Drill Sounds/Warm-Up (Vowel Sounds Poster):** (Unit 11: p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384) **Make it Fun (description p. 60):** (Unit 5: p. 189), (Unit 8: p. 287), (Unit 11: p. 371; p. 381; p. 390-391), (Unit 12: p. 429) **Word Talk (description p. 58-59):** (Unit 11: p. 374; p. 380; p. 390; p. 394)

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		Word Play (description p. 60): (Unit 11: p. 386; p. 392) Distinguishing between long and short vowels by orally segmenting phonemes in a word is reinforced in spelling activities **Echo Find Words**, **Dictation/Words**. **Echo/Find Words (description p. 42-45)**: (Unit 11: p. 369; p. 371; p. 379; p. 387) **Dictation/Words (description p. 30-31)**: (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) Also see the **Student Practice Book**: Junior Word Detective (Unit 11: p. 84)
1.RF.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.*	The Fundations 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 Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). In addition to the Wilson finger tapping technique (See **Skills and Procedures Taught in Fundations** PREFACE 16-17), phonemic awareness instruction in Fundations 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. The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the **Word of the Day** and **Word Talk** activities, and in some **Introduce New Concepts** and **Word Play** activities. Blends are introduced in Level 1, Unit 8 (see **Unit 8 Introduction:** p. 270). **Word Play (Warm Up):** (Unit 2: p. 116), (Unit 10: p. 338) **Make it Fun (Wrap-Up):** (Unti 3: p. 146); (Unit 9: p. 315); (Unti 13: p. 467)

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		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) **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 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) In addition, students practice blending sounds to produce single-syllable words in these activities: The **Fundations 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.RF.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.*	The skill of isolating phonemes in a spoken word is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted ***orally*** before students then identify letter tiles or write the word applying the alphabetic principle. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks). **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)

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		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) **Introduce New Concepts:** (Unit 2: p. 108-109; p. 111), (Unit 3: p. 135; p. 144-145; p. 147), (Unit 4: p. 168), (Unit 6: p. 202-203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368-369; p. 387) **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) In addition, students practice isolating and pronouncing 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 **Fundations 1 Home Support Pack** (e.g., p. 65 and p. 69) provides targeted practice of isolating and manipulating sounds in single syllable words, as referenced in the TM. **Fun Hub Practice** provides practice with isolating and manipulating sounds in the Activity **Make a Change**, as referenced in the TM.
1.RF.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/).*	The skill of segmenting 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. Spoken one syllable words with three sounds are segmented in Echo/Find and Dictation beginning in Unit 2, up to four sounds beginning in Unit 8, and up to five sounds beginning in Unit 10. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted ***orally*** before students 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

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks). **Introduce New Concepts:** (Unit 9: p. 305), (Unit 10: p. 331) **Make it Fun:** (Unit 8: p. 287) **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/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) 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 **Fundations 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.RF.2e	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Previous instruction in the Fundations Level **K** emphasized phonological activities such as rhyming. In Level 1, students continue to focus on higher-level skills on the phonological awareness continuum, that of distinguishing phonemes in a word (phonemic awareness). See **Fundations® Levels K–2 Phonological & Phonemic Awareness Table**, p. PREFACE 14 for overview of when rhyming is taught, practiced, and reintroduced.

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
	Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/).	**Make It Fun:** (Unit 2: p. 110-111) (Unit 3: p. 137) (Unit 7: p. 238; p. 250) **Word Play (description p. 60):** (Unit 2: p. 114) (Unit 3: p. 134) (Unit 4: p. 160) (Unit 6: p. 216) (Unit 7: p. 248) (Unit 8: p. 286) (Unit 11: p. 386) For additional resources to teach and practice generating rhyming words see the **Fundations Level 1 Learning Community**, including Additional Phonological Awareness Activities to Target Specific Skills.
1.RF.2f	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.*	Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of manipulating phonemes in a spoken word is emphasized in the procedure of the **Dictation Words, Echo/Find Words, Echo/Change** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. During **Echo/Change** students *orally* manipulate phonemes by adding, changing, or deleting phonemes to make new words. **Drill Sounds/Warm Up - Echo/Change (description p. 38-39):** (Unit 1: p. 78; p. 88; p. 98), (Unit 2: p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124), (Unit 3: p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150), (Unit 4: p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176), (Unit 5: p. 184; p. 186; p. 188; p. 190; p. 192), (Unit 6: 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 7: p. 238; p. 240; p. 242; p. 244; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264), (Unit 8: p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320), (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. 352; p. 354; p. 356), (Unit 11: 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), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466; p. 468; p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486; p. 488; p. 490; p. 492; p. 494; p. 496; p. 498) 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

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PHONOLOGICAL AWARENESS		
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		the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. During each **Echo Find Words** and **Dictation/Words** activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. **Dictation/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) **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) **Introduce New Concepts:** (Unit 2: p. 108-109; p. 111), (Unit 3: p. 135; p. 144-145; p. 147), (Unit 4: p. 168), (Unit 6: p. 202-203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368-369; p. 387) **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 Fundations 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 Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make

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		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. The use of Sounds Cards and tapping to isolate phonemes are including 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 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. 312-313), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 366-367; p. 387), (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443; p. 452-453; p. 462) **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 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; p. 216), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392) **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), (Unit 12: p. 408-409; p. 418-419; p. 428-429), (Unit 13: p. 446-447; p. 457; p. 467) **Fun Hub Practice** provides students with practice recognizing when a specific phoneme is changed in spoken words through an activity called **Make a Change**, as referenced in the TM.

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		Additional resources on phonemic awareness activities and prompts are located on the **Fundations Level 1 Learning Community** including Additional Phonological Awareness Activities to Target Specific Skills.

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1.RF.3a	Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. *Know the spelling-sound correspondences for common consonant digraphs.*	The concept of digraphs was taught in Level K Fundations and is again explicitly taught in Unit 3 (See **Unit 3 Introduction,** p. 130-153). Digraphs are included in word resources for **all** units following for all decoding and 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; 500-502.) **Introduce New Concepts:** (Unit 3: p. 132-133, p. 135, p. 144-145), (Unit 8: p. 274-275, 284-285) **Drill Sounds/Warm Up (description p. 38-39)** (Unit 3: p. 132, p. 134, p. 136, p. 138, p. 140, p. 142, p. 144, p. 146, p. 148, p. 150), (Unit 4: p. 158, p. 160, p. 162, p. 164, p. 166, p. 168, p. 170, p. 172, p. 176), (Unit 5: p. 184, p. 186, p. 188, p. 190, p. 192), (Unit 6: 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 7: p. 237, 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), (Unit 8: p. 274, p. 276, p. 278, p. 280, p. 282, p. 284, p. 286, p. 288, p. 290, p. 292), (Unit 9, p. 302, p. 304, p. 306, p. 308, p. 310, p. 312, p. 314, p. 316, p. 318, p. 320), (Unit 10: p. 328, p. 330, p. 332, p. 334, p. 336, p. 338, p. 340, p. 344, p. 346, p. 348, p. 350, p. 352, p. 354, p. 356), (Unit 11: 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), (Unit 12: p. 404, p. 406, p. 408, p. 410, p. 412, p. 414, p. 416, p. 418, p. 420, p. 422, p. 424, p. 426, p. 428, p.430, p. 432), (Unit 13: p. 442, p. 444, p. 446, p. 448, p. 450, p. 452, p. 454, p. 456, p. 458, p. 460, p. 462, p. 468, p. 470), (Unit 14: p. 480, p. 482, p. 484, p. 486, p. 488, p. 490, p. 492, p. 494, p. 496, p. 498) **Echo/Find Letters (description p. 40-41)** (Unit 3, p. 138-139, p. 145), (Unit 4, p. 159, p. 173), (Unit 6: p. 206-207, p. 210-211, p. 220, p. 226-227), (Unit 7: p.243, p. 247, p. 253, p. 257), (Unit 8: p. 280-281, p. 285, p. 291), (Unit 9: p. 303, p. 319), (Unit 10: p. 333, p. 341, p. 345, p.

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		349), (Unit 11: p. 369, p. 371, p. 379, p. 387), (Unit 12: p. 424, p. 429), (Unit 13: p. 468-469), (Unit 14: p. 490-491) **Dictation/Sounds (description p. 28)** (Unit 3: p. 135, p. 139, p. 147), (Unit 4: p. 163, p. 167, p. 169), (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. 251, p. 253, p. 255), (Unit 8: p. 261, p. 281, p. 287, p. 291), (Unit 9: p. 305, p. 309, p. 311, p. 313, p. 315, p. 317, p. 319), (Unit 10: p. 331, p. 335, 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. 457, p. 459, p. 461, p. 465, p. 467, p. 469), (Unit 14: p. 487, p. 489, p. 491, p. 493, p. 495) **Word Play (description p. 60):** (Unit 3: p. 134) **Make It Fun (description p. 60):** (Unit 8: p. 287) Students also practice spelling-sound correspondences for common consonant digraphs in these activities: **Student Practice Book:** (p. 19-25, p. 47-50; p. 53; p. 55-57; p. 60-63; p. 66-67; p. 69-75; p. 77; p. 79-80) and **Student Notebook** (Storytime: Unit 3: p. 98-99). **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, as referenced in the TM. **Fundations Fluency Kit 1, Fundations® Readers Level 1,** and **Geodes™ Library 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. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that

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		build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.
1.RF.3b	Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. *Decode regularly spelled one-syllable words.*	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 2: p. 106-107; p. 108-109; p. 111), (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), (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443; p. 452-453; p. 462) **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), (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 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; 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), (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)

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		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), (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 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), (Unit 13: p. 448), (Unit 14: p. 480-481; p. 484; p. 490) **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) The **Student Practice Book** provides targeted practice decoding one-syllable words, as referenced by the TM. **Fun Hub Practice** provides students with practice decoding regularly spelled one-syllable words in an activity called **Word Find FUN** as referenced in the TM. The **Fundations 1 Home Support Pack** provides targeted practice blending one-syllable words, as referenced in the TM. **Fundations Fluency Kit 1** (e.g., see Unit 9, Real Words)**, Fundations® Readers Level 1,** and **Geodes™ Library 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. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.

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1.RF.3c	Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. *Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.*	Fundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Fundations Level 1, students first learn to decode closed, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards and white Syllable Frames, which are used to provide a multisensory approach to teaching syllable division. Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed. **Introduce New Concepts** (Unit 9: p. 302-303; p. 305; p. 312; p. 313) (Unit 11: p 366-367), (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443; p. 452-453; p. 462) **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 11: p. 386-387; p. 392), (Unit 13: p. 448), (Unit 14: p. 480-481; p. 484; p. 490) **Echo/Find:** (Unit 10: 333)

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		Students also practice applying knowledge of syllable awareness in the **Student Practice Book** (e.g., p. 91, p. 93), **Fundations 1 Home Support Pack** (e.g., p. 95), and the **Student Notebook** (p. 116-117), as referenced in the TM. **Fundations Fluency Kit 1, Fundations Stories Set 1** (included in Teacher's Kit), **Fundations® Readers Level 1,** and **Geodes™ Library 1** also provide students with this practice**. Fundations® Readers Level 1** align specifically with the scope and sequence of Fundations® Level 1. They 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. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.
1.RF.3d	Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. *Recognize and apply all six syllable types when decoding grade level texts.*	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; 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 and encode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. All words and text students decode in Fundations is aligned with the phonics patterns in the **Fundations Level 1 Scope and Sequence**, PREFACE 34-37 including: **CVC words with**

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		short vowels (Unit 2), **closed and open syllables** (Unit 9), **vowel-consonant-e** (Unit 11), **multisyllabic words** (Unit 12). **Vowel-r combinations** (Unit 8) and **vowel teams** (Unit 9) are introduced in the **Drill Sounds/Warm Up** activity. Learning these syllables in Level 1 helps with students' reading, but because these present more of a challenge for spelling, and because Fundations focuses on reading and spelling together, in-depth word study for those syllables happens in Level 2. ***CVC Words with Short Vowels*** **Short vowels** are introduced in Fundations Level K and reviewed in Level 1 Unit 1 (See **Unit 1 Introduction**, p. 66). Students decode words with **short vowels** throughout Level 1. The concept of decoding CVC words with short vowels is taught in Fundations Level K and is explicitly taught in Level 1 Unit 2 (See **Unit 2 Introduction,** p. 102). Once introduced, students decode CVC words throughout Level 1. **Letter-Keyword-Sound (description p. 38):** (Unit 1: p. 74; p. 76; p. 80; p. 84) **Introduce New Concepts:** (Unit 2: p. 106-107; p. 108-109; p. 111) ***Closed Syllable*** In Unit 9, students learn about closed syllables. This Unit reviews the reading and spelling of previous word patterns. See **Unit 9 Introduction**, p. 298. **Introduce New Concepts:** (Unit 9: p. 302-303; p. 312-313), (Unit 12: p. 406; p. 414) **Make it Fun (description p. 60)**: (Unit 9: p. 309; p. 314) **Word Play (description p. 60):** (Unit 14: p. 490) ***Open Syllable*** Teachers demonstrate open syllables in one-syllable words in Leve 1 Unit 9. Students will study open syllables in depth in Level 2, but it is useful to introduce it now for easy one-syllable words such as **go**, **no**, **hi**, etc. (See **Unit 9 Introduction**, p. 298) In Level 1, students learn to read words with long vowels in open syllables through the Trick Words by identifying phonetic part(s) of the word already learned and tricky parts

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		not yet taught. The long vowel open syllable words in Level 1 include **we, he, she, be, me, I, why, by, my, try.** **Introduce New Concepts:** (Unit 9: p. 312-313) **Teach Trick Words – Reading (description p. 52-53):** (Unit 3: p. 142), (Unit 4: p. 165), (Unit 7: p. 240) ***Vowel-consonant-e syllable*** In Fundations letter/sound correspondences are taught in relation to the syllable type being studied. The vowel-consonant-e syllable type is taught in Unit 11. See **Unit 11 Introduction**, p. 362. **Introduce New Concepts:** (Unit 11: p. 366-367, p. 387), (Unit 12: p. 414; p. 417) **Make it Fun (description p. 60):** (Unit 11: p. 371; p. 381; p. 391) **Word Play (description p. 60):** (Unit 14: p. 482) ***Multisyllabic Words*** 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 and syllable frames. In Level 2, students learn to decode all six syllable types with multisyllabic words, including words with closed and open syllables. **Introduce New Concepts:** (Unit 12: p. 404-405; p. 406-407; p. 414; p. 417), (Unit 13: p. 442-443) **Make it Fun (description p. 60):** (Unit 12: p. 418-419; p. 428-429) **Word Play (description p. 60):** (Unit 14: p. 490) ***Vowel-r Syllable*** **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.

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		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) ***D Syllable (Vowel Teams)*** **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) --- All texts students decode are aligned with phonics patterns taught according to the **Fundations Level 1 Scope and Sequence**, PREFACE 34-37. In the activity **Storytime** students decode current phonics patterns as they are introduced and review previously taught patterns, including close syllable and vowel-consonant-e syllable types. Storytime involves listening, reading, and writing activities with narrative and information al text. Storytime is designed to develop students' awareness of print; understanding of story structure; cohesion of story events; visualization skills; 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 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: p. 488-489) The **Student Practice Book** provides targeted practice for decoding words in decodable connected text and is aligned to the Fundations Level 1 Scope and Sequence, as referenced in the TM.

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Std. #	**Standard Language**	**Primary Citations**
		Fundations Readers Level 1 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, with the goal to lead students to independently read connected text by scaffolding key foundational literacy skills. (See the **Fundations Level 1 Readers Teacher's Guide**, p. 3.) In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers. Fundations provides further guidance by providing recommendations for ways to engage with all text types, depending on student needs. In the **Fundations Level 1 Learning Community, Expert Tip:** Moving Students Through Different Texts teachers are provided with guidance on how to plan instruction with both controlled and noncontrolled (grade-level) text, depending on students' needs.
1.RF.3e	Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. *Read words with inflectional endings.*	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)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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) **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 reading and spelling words with inflectional endings, as referenced in the TM. See also the **Fundations Fluency Kit 1**, **Fundations® Readers Level 1**, and **Geodes™ Library 1**, which provide additional decoding practice directly aligned to the Fundations Level 1 scope and sequence. **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. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope

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		and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.
1.RF.3f	Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. *Recognize and read grade-appropriate irregularly spelled 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.) 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), (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.

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		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: **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: p. 488-489) The **Student Practice Book** provides targeted practice reading grade-appropriate irregularly spelled words, as reference in the TM. **Fun Hub Practice** provides targeted practice reading grade level irregular words, in an activity **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), **Fundations® Readers Level 1** (e.g., the Teacher's Guide, p. 5)**, and Geodes™ Library 1,** which provide additional decoding practice 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. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
1.RF.4a	Read with sufficient accuracy and fluency to support comprehension. *Read on-level text with purpose and understanding.*	Although Fundations is not a core ELA program, it does provide instruction to help students build the foundational skills necessary to read grade-level text with accuracy and understanding. In Fundations®, students have multiple opportunities to develop automatic word recognition while also developing prosody and expression through reading of connected text. Increased emphasis is placed on the importance of accuracy and automaticity of word reading necessary for building fluency. See **Fluency**, PREFACE 17. The **Storytime** activity students read the same text over multiple lessons to develop accuracy, appropriate rate, and expression. **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) Throughout **Storytime**, teachers model and explicitly teach strategies that build understanding. Students are equipped with meaningful, transferable strategies, most notably the **Comprehension S.O.S.** strategy, a foundational tool that grows with them, supporting comprehension in increasingly complex reading experiences. The goal of **Comprehension S.O.S**. is to help students develop visualization and metacognitive strategies that support them in replaying and retelling the story. See **Comprehension Strategies**, PREFACE 19-20. **Storytime (description p. 60):** (Unit 3: p. 151), (Unit 4: p. 176), (Unit 7: p. 254), (Unit 8: p. 292), (Unit 9: p. 320), (Unit 10: p. 346-347), (Unit 11: p. 384-385), (Unit 12: p. 422-423), (Unit 13: p. 460) To support integration of these strategies to grade-level text, Fundations offers additional resources such as Additional Literacy Activities, Graphic Organizers, and Oral Discussion Prompts on the **Fundations Level 1 Learning Community, Storytime Activities**. Using these materials during direct instruction helps to build strategies which can be applied to other readings and supports all learners to engage with varied text. Fundations provides further guidance by providing recommendations for ways to engage with all text types, depending on student needs. In the **Fundations Level 1 Learning Community, Expert Tip: Moving Students Through Different Texts** teachers are
1.RF.4b	Read with sufficient accuracy and fluency to support comprehension. *Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.*	

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Std. #	**Standard Language**	**Primary Citations**
		provided with guidance on how to plan instruction with both controlled and noncontrolled (grade-level) text, depending on students' needs. The **Level 1 Fluency Kit** provides timed exercises for sounds, word, Trick Words, and phrases to develop automaticity, accuracy, and prosody. Timed readings are used for progress monitoring while reading for meaning is emphasized. See **Level 1 Fluency Kit**, p. 1-7. In addition, the **Fundations® Readers Level 1** and **Geodes™ Library 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**, p. 5, p. 17-18). The **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.
1.RF.4c	Read with sufficient accuracy and fluency to support comprehension. *Use context to confirm or self-correct word recognition and understanding, rereading 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 rate 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

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		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; p. 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: 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) For student practice, also see the **Fun Hub Practice**, **Fluency Kit 1** and **Fundations 1 Home Support Pack,** 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. In addition, the **Fundations® Readers Level 1** and **Geodes™ Library 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**, p. 5, p. 17-18).

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
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Writing Foundations Standards

SOUND-LETTER BASICS AND HANDWRITING		
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1.WF.1a	Demonstrate and apply handwriting skills. *Write upper and lower case manuscript alphabet from memory using correct letter formation.*	Automatic, fluent handwriting instruction is an integral part of Fundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. The lower-case letters are reviewed in Level 1; the uppercase letters are not retaught unless needed. Fundations provides direct and explicit instruction with language and tools to teach students about size, shape, spacing, slant, and stroke for letter formation. See **Skills Taught in Fundations: Automaticity of Handwriting**, p. PREFACE 20. Students use gross-motor memory to learn letter formation following teacher verbalizations. The **Sky Write/Letter Formation** activity 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. The **Echo/Letter Formation** activity reinforces this sound-symbol correspondence. The Level 1 Teacher's Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see **Formation Guides**). **Teach the Wilson Letter Formation Grid:** (Orientation: p. 64) **Teach How to Follow Verbalizations:** (Orientation: p. 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). **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) After Unit 1 students are held accountable for legible handwriting in all Dictation activities and on the Unit Tests. See **Unit 2 Introduction**, p. 102. During Dictation/Sounds students write the taught grapheme(s) for each dictated phoneme. During **Sentence Dictation** activities, students demonstrate many conventions of print including proper directionality, accurate letter placement within words, and separating words by spaces. Students follow a proofreading procedure to check for these features of a sentence after writing. See **Proofreading Procedure**, p. 36
1.WF.1b	Demonstrate and apply handwriting skills. *Write the common grapheme (letter or letter group) for each phoneme.*	
1.WF.1c	Demonstrate and apply handwriting skills. *Write with appropriate spacing between letters and words.*	

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SOUND-LETTER BASICS AND HANDWRITING		
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		Introduce New Concepts: (Unit 2: p. 115, p. 119), (Unit 3: p. 147) **Dictation/Sounds (description p. 28)**: (Unit 2: p. 113; p. 123), (Unit 3: p. 135, p. 139, p. 147), (Unit 4: p. 163, p. 167, p. 169), (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. 251, p. 253, p. 255), (Unit 8: p. 261, p. 281, p. 287, p. 291), (Unit 9: p. 305, p. 309, p. 311, p. 313, p. 315, p. 317, p. 319), (Unit 10: p. 331, p. 335, 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. 457, p. 459, p. 461, p. 465, p. 467, p. 469), (Unit 14: p. 487, p. 489, p. 491, p. 493, p. 495) **Dictation/Sentences (description p. 36-37;** Proofreading Procedure**):** (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) **Unit Test:** (Unit 1: p. 99), (Unit 2: p. 125), (Unit 3: p. 151), (Unit 4: p. 177), (Unit 5: p. 193), (Unit 6: p. 229), (Unit 7: p. 265), (Unit 8: p. 293), (Unit 9: p. 321), (Unit 10: p. 357), (Unit 11: p. 395), (Unit 12: p. 433), (Unit 13: p. 471), (Unit 14: p. 499) The **Student Practice Book** provides additional practice printing both uppercase and lowercase letters, as referenced by the TM. The **Fundations 1 Home Support Pack** provides targeted practice of letter formation, as referenced in the TM. Also see the **Fundations Level 1 Learning Community** for additional letter formation resources on letter verbalizations, print awareness, proofreading procedure, and appropriate positioning/pencil grip.

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SOUND-LETTER BASICS AND HANDWRITING		
Std. #	**Standard Language**	**Primary Citations**
1.WF.2a	Demonstrate and apply sound-letter concepts. *Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.*	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 and syllable frames. See Unit 12 Introduction, p. 400-402 for examples of using Syllable Frames and the Standard Sound Cards to visually support students with syllable work. Students identify the initial, medial, and final sounds in each syllable with the Wilson tapping technique. The skill of isolating phonemes *orally first* in a spoken word before writing is emphasized in the procedure of **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds. **Introduce New Concepts:** (Unit 10: p. 331), (Unit 12: p. 406-407; p. 415; p. 417; p. 424) **Make it Fun (description p. 60):** (Unit 8: p. 287) (Unit 12: p. 418-419; p. 428-429) **Word Play (description p. 60):** (Unit 14: p. 490) **Echo/Find Words (description p. 42-45)**: (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Dictation (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35), Dictation/Sentences: (description p. 36-37)**: (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)
1.WF.2b	Demonstrate and apply sound-letter concepts. *Write the letters used to represent vowel phonemes and those used to represent consonants,*	In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound.

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SOUND-LETTER BASICS AND HANDWRITING		
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	knowing that every syllable has a vowel.	The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when "a" says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed syllable pattern is key. Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. The focus of Fundations Level 1 is the closed syllable and vowel-consonant-e syllable types. See **Phonics and Word Study: Instruction for Decoding, Word Recognition, and Spelling,** p. PREFACE 16-17. In the activity **Dictation/Sounds** students write the letter(s) that correspond to a dictated sound, including short and long vowels. This activity supports the development of the alphabetic principle and helps students solidify both sound-symbol correspondence and letter formation. In the activity **Dictation/Words**, students show their understanding of word structures using a marking system. Students metacognitively engage in analyzing word parts to orthographically map words, including marking the syllable type and vowels. See **Student Notebook,** p. 22 and p. 212 for syllable types and marking examples. **Introduce New Concepts:** (Unit 9: p. 302-303; p. 305); (Unit 11: p. 366-367; p. 368) **Echo/Find:** (Unit 10: 333) **Dictation/Sounds (description p. 28)**: (Unit 2: p. 113; p. 123), (Unit 3: p. 135, p. 139, p. 147), (Unit 4: p. 163, p. 167, p. 169), (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. 251, p. 253, p. 255), (Unit 8: p. 261, p. 281, p. 287, p. 291), (Unit 9: p. 305, p. 309, p. 311, p. 313, p. 315, p. 317, p. 319), (Unit 10: p. 331, p. 335, 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. 457, p. 459, p. 461, p. 465, p. 467, p. 469), (Unit 14: p. 487, p. 489, p. 491, p. 493, p. 495) **Dictation (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35), 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)

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SOUND-LETTER BASICS AND HANDWRITING		
Std. #	**Standard Language**	**Primary Citations**
		(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)

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Std. #	**Standard Language**	**Primary Citations**
1.WF.3a	Know and apply phonics and word analysis skills when encoding words. *Spell common, regular, single-syllable words using:* *1. Short vowels and single consonants.* *2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).* *3. Initial and final consonant blends (e.g., must, slab, plump).*	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; 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 and encode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. All words students decode are aligned with the phonics patterns in the **Fundations Level 1 Scope and Sequence**, PREFACE 34-37 including: **Letter-Sounds for consonants and vowels** (Unit 1), **CVC words with short vowels** (Unit 2), **consonant digraphs** (Unit 2), **bonus letters** (Unit 4), **consonant blends** (Unit 8), **vowel-r combinations** (Unit 8), **closed and open syllables** (Unit 9), **vowel-consonant-e** (Unit 11), **multisyllabic words** (Unit 12). ***Short Vowels and Single Consonants:***

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	4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry). *5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).*	**Short vowels** are introduced in Fundations Level K and reviewed in Level 1 Unit 1 (See **Unit 1 Introduction**, p. 66). Students encode words with **short vowels** throughout Level 1. The concept of encoding CVC words with short vowels is taught in Fundations Level K and is explicitly taught in Level 1 Unit 2 (See **Unit 2 Introduction,** p. 102). Once introduced, students encode CVC words throughout Level 1. **Letter-Keyword-Sound (description p. 38):** (Unit 1: p. 74; p. 76; p. 80; p. 84) **Introduce New Concepts:** (Unit 2: p. 108-109, p. 119) **Make It Fun (description p. 60):** (Unit 2: p. 123) ***Consonant Digraphs and Blends*** The concept of digraphs is taught in Fundations Level K and is again explicitly taught in Level 1 Unit 3 (See **Unit 3 Introduction,** p. 130). The concept of blends is explicitly taught in Unit 8 (See **Unit 8 Introduction,** p. 270). **Introduce New Concepts:** (Unit 3: p. 135, p. 144-145, p. 147), (Unit 8: p. 274-275, 284-285) **Make It Fun (description p. 60):** (Unit 3: p. 137), (Unit 8: p. 287) ***Double Letters (Bonus Letters)*** In Unit 4, students learn the **ff**, **ll**, **ss** bonus letter rule. The extra **f**, **l**, or **s** is considered a **bonus letter** because it is extra and does not make a sound. See **Unit 4 Introduction**, p. 154 **Introduce New Concepts:** (Unit 4: p. 158-159; p. 168), (Unit 14: p. 483) **Make it Fun:** (Unit 4: p. 165; p. 173) ***Long Vowels in One-syllable Words*** Teachers demonstrate **long vowels in open syllables** in one-syllable words in Leve 1 Unit 9. Students will study open syllables in depth in Level 2, but it is useful to introduce it now for easy one-syllable words such as **go**, **no**, **hi**, etc. (See **Unit 9 Introduction**, p. 298). In Level 1, students learn to read words with long vowels in open syllables through the Trick Words by identifying phonetic part(s) of the word already learned and tricky parts

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		not yet taught. The long vowel open syllable words in Level 1 include **we, he, she, be, me, I, why, by, my, try.** **Introduce New Concepts:** (Unit 9: p. 312-313) **Teach Trick Words – Spelling (description p. 54-55):** (Unit 3: p. 143), (Unit 4: p. 165), (Unit 7: p. 241) **Long vowels with v-consonant-e** syllable type is taught in Unit 11 in single-syllable words. (See **Unit 11 Introduction**, p. 362). **Introduce New Concepts:** (Unit 11: p. 366-367; p. 368-369; p. 387) **Make it Fun (description p. 60):** (Unit 11: p. 381; p. 391) **Vowel Teams** are introduced in the **Drill Sounds/Warm Up** activity beginning in Unit 9. **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) ***Vowel-r combinations:*** 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. **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;

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		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) --- All words students decode and encode are aligned with phonics patterns taught according to the **Fundations Level 1 Scope and Sequence**, PREFACE 34-37. In the activities **Echo/Find Words, Dictation/Words,** and **Dictation/Sentences** students encode current phonics patterns and Trick Words as they are introduced and review previously taught patterns. **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 (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35), 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 **Student Practice Book** provides targeted practice for encoding words and is aligned to the Fundations Level 1 Scope and Sequence, as referenced in the TM.

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		Additional activities are provided in the **Home Support Packet** and the online **Fundations Level 1 Learning Community** (see Expert Tips/Ideas section). In Fundations Level 2 students continue to encode one-syllable words with long vowel phonics patterns, including open syllables and vowel teams.
1.WF.3b	Know and apply phonics and word analysis skills when encoding words. *With prompting and support, spell on-level words with inflectional endings:* *1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).* *2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).* *3. Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).*	In Fundations, 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. 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. **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) **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)

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1.WF.3c	Know and apply phonics and word analysis skills when encoding words. *With prompting and support, spell on-level two-syllable words, including:* *1. Words that end in -y or -ly (e.g., smelly, gladly).* *2. Common compound words (e.g., hotdog, mailbox).* *3. Words with two closed syllables (e.g., rabbit, wagon).*	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 and syllable frames. In Level 2, students learn to decode all six syllable types with multisyllabic words, including words with closed and open syllables. Words with -y, -ly are taught in Level 2 when the open syllable is taught or as suffixes as appropriate. **Introduce New Concepts:** (Unit 12: p. 406-407; p. 415; p. 417; p. 424) **Make it Fun (description p. 60):** (Unit 12: p. 418-419; p. 428-429) **Word Play (description p. 60):** (Unit 14: p. 490) **Echo/Find Words (description p. 42-45)**: (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Dictation (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35), Dictation/Sentences: (description p. 36-37)**: (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)
1.WF.3d	Know and apply phonics and word analysis skills when encoding words. *Spell grade-level appropriate words in English as found in a research-based list including:* *1. Irregular words (e.g., said, what, are, they, was).* *2. Pattern based words (e.g., he, him, for, in, by, like).*	In Level 1, students learn high frequency words for spelling. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Fundations. Level 1 students will also be able to spell high-frequency words that have regular sound spelling patterns taught in the Level I curriculum that includes closed syllable and vowel-consonant-e syllable. including the following high frequency words from Fry's first 100 list: **and, in; that; it; on; with; at; this; had; but; not; all; when; can; use, an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made** The **Teach Trick Words-Spelling** activity helps students learn to spell high frequency words using gross-motor memory. Students practice spelling learned Trick Words and pattern based words in the **Dictation** activity in isolation and in sentence dictation. **Teach Trick Words - Spelling (description p. 54-55)** (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137, p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p.

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		205; p. 214; p. 223), (Unit 7: p. 241; p. 249; p. 259; p. 263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; p. 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) **Dictation (Composition Book): Dictation/Trick Words (description p.34-35); Dictation/Sentences (description p. 36-37):** (Unit 2: p. 123), (Unit 3: p. 135; p. 139; p. 147), (Unit 4: p. 163; p. 167; 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. 251; p. 253; p. 255; p. 261), (Unit 8: p. 281; p. 283; p. 287; p. 291;), (Unit 9: p. 305; p. 309; p. 311; p. 315; p. 313; p. 317; p. 319; p. 331), (Unit 10: p. 331; p. 335; 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. 457; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p.487; p. 489; p. 491; p. 493; p. 495) The **Student Practice Book** provides targeted practice to encode high frequency words, as referenced by the TM. The **Fundations 1 Home Support Pack** provides targeted practice pages for spelling high-frequency words, as referenced in the TM.
1.WF.3e	Know and apply phonics and word analysis skills when encoding words. *Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.*	Fundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed. Because students are taught to segment and associate letters with sounds rather than memorize words, students will be able to attempt to spell unknown words with closed and vowel-consonant-e syllable types in single 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 Fundations Levels 2 and 3.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		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. They also develop their proofreading skills with guidance by checking the spelling of words and correcting mistakes. **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) **Dictation (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35), 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) **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) **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)

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		The **Student Practice Book** provides targeted practice for spelling words using sound-spelling patterns, as referenced in the TM. The **Fundations 1 Home Support Pack** and **Student Practice Book** provide targeted practice spelling grade-appropriate words, as referenced in the TM. **Fun Hub Practice** provides students with practice spelling words with sound symbol patterns through an activity called **Build Words with Echo**, as referenced in the TM. Additional resources using the proofreading procedure are located on the **Fundations Level 1 Learning Community** including Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K and 1).

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Additional Arizona Standards Supported by Fundations

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

In addition to the reading and writing foundational skills, Fundations also strongly supports **Arizona's English Language Arts Standards** in other domains. Students learn through explicit instruction in the following speaking & listening and language standards.

Reading Literature Standards

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 The **Storytime Activity** provides opportunities for students to engage in reading for purpose and understanding. Starting in Unit 2, students learn to retell a narrative story in sequence and detail. In Unit 3, picture notes and visualization are introduced to enhance understanding and retelling, and students begin to answer questions about how characters are feeling and make connections between themselves and the text. In Unit 4, students learn to identify character, setting, and main events in narrative stories. In Units 6 and 7, students learn to distinguish the characteristics of informational vs narrative text.

KEY IDEAS AND DETAILS		
Std. #	**Standard Language**	**Primary Citations**
1.RL.1	Ask and answer questions such as who, what, where, why, when, and how 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) Also see the **Storytime Activities** on the **Fundations Learning Community, Fundations® Readers Level 1,** and **Geodes™ Library 1** for additional practice with asking and answering questions about key details in a text.
1.RL.2	Retell stories, including key details, and demonstrate	**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),

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KEY IDEAS AND DETAILS		
Std. #	**Standard Language**	**Primary Citations**
	understanding of their main idea, central message, or lesson.	(Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) Also see **Fluency Kit 1** Materials, **Fundations® Readers Level 1**, and **Geodes™ Library 1**.
1.RL.3	Describe characters, settings, and major events in a story, using key details.	**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), (Unit 13: p. 450-451; p. 460), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community, Fundations® Readers Level 1,** and **Geodes™ Library 1** for additional practice with describing characters, settings, and major events in a story, using key details.

CRAFT AND STRUCTURE		
Std. #	**Standard Language**	**Primary Citations**
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**Storytime (description p. 60):** (Unit 3: p. 151), (Unit 4: p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 254), (Unit 9: p. 320), (Unit 10: p. 346-347), (Unit 11: p. 384-385), (Unit 12: p. 422-423), (Unit 13: p. 460), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**Storytime (description p. 60):** (Unit 6: p. 218; p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395); (Unit 12: p. 432-433), (Unit 13: p. 470), (Unit 14: p. 498). Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
1.RL.6	Identify who is telling the story at various points in a text.	See the **Storytime Activities** on the **Fundations Learning Community**.

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INTEGRATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or 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), (Unit 13: p. 450-451; p. 460), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
1.RL.9	Compare and contrast the adventures and experiences of characters in stories.	See the **Storytime Activities** on the **Fundations Learning Community**.
1.RL.10	With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.	**Skills and Procedures Taught in Fundations: Comprehension** (PREFACE 19) **Storytime** (Unit 3, p. 141), (Unit 4, p. 166), (Unit 5, p. 192), (Unit 6, 209), Unit 7 (p. 245), Unit 8 (p. 282-282), Unit 9 (p. 310-311), Unit 10 (p. 337), Unit 12 (p. 412-413), Unit 13 (p. 450-451), Unit 14 (p. 488-489) **Fundations Readers Teacher's Guide** (p. 6; p. 9; p. 15; p. 17; p. 19; p. 24)

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Reading Informational Text Standards

Although Fundations® is a supplemental program focusing on foundational skills, spelling, and handwriting, it does provide instruction in reading standards with the **Storytime** Activity. Storytime involves listening and reading activities with narrative and informational text. Storytime is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency The **Storytime Activity** provides opportunities for students to engage in reading for purpose and understanding. Starting in Unit 2, students learn to retell a narrative story in sequence and detail. In Unit 3, picture notes and visualization are introduced to enhance understanding and retelling, and students begin to answer questions about how characters are feeling and make connections between themselves and the text. In Unit 4, students learn to identify character, setting, and main events in narrative stories. In Units 6 and 7, students learn to distinguish the characteristics of informational vs narrative text. The PLC provides a list of Guiding Questions for teachers to support understanding.

KEY IDEAS AND DETAILS		
Std. #	**Standard Language**	**Primary Citations**
1.RI.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	**Storytime (description p. 60)**: (Unit 6: p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395), (Unit 12: p. 432-433), and (Unit 13: p. 470). Also see the **Storytime Activities** on the **Fundations Learning Community, Fundations® Readers Level 1,** and **Geodes™ Library 1** for additional practice with asking and answering questions about key details in text.
1.RI.2	Identify the main topic and retell key details of a text.	**Storytime (description p. 60):** (Unit 6: p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395), (Unit 12: p. 432-433), and (Unit 13: p. 470). Also see the **Storytime Activities** on the **Fundations Learning Community, Fundations® Readers Level 1,** and **Geodes™ Library 1** for additional practice with identifying the main idea and retell key details of text.
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.	**Storytime (description p. 60)**: (Unit 6: p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395), (Unit 12: p. 432-433), and (Unit 13: p. 470). Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice with describing the connection between two individuals, events, ideas, or pieces of information in a text.

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CRAFT AND STRUCTURE		
Std. #	**Standard Language**	**Primary Citations**
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**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.

INTEGRATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
1.RI.7	Use the illustrations and details in a text to describe its key ideas.	**Storytime (description p. 60):** (Unit 3, pp. 141 and 151); (Unit 4, pp. 166-167 and 176); (Unit 5, p. 192-193); (Unit 6, pp. 208-209 and 218-219); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282-283 and 292); (Unit 9, pp. 310-311 and 320); (Unit 10, pp. 337 and 346-347); (Unit 11, pp. 375 and 384-385); (Unit 12, pp. 412-413 and 422-423); (Unit 13, pp. 450-451 and 460); (Unit 14, p. 488-489). See the **Storytime Activities** on the **Fundations Learning Community**, **Fundations Readers Teacher's Guide**; and **Inside Geodes Teacher Resource** and Geodes books for additional practice.
1.RI.8	Identify the reasons an author gives to support points in a text.	**Storytime (description p. 60)**: (Unit 12: p. 432-433), (Unit 13: p. 470)
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Storytime (description p. 60)**: (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice with identifying basic similarities in and differences between two texts on the same topic.

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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
Std. #	**Standard Language**	**Primary Citations**
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.	**Skills and Procedures Taught in Fundations: Comprehension**, p. PREFACE 19 **Storytime (description p. 60)**: (Unit 12: p. 432-433), (Unit 13: p. 470) **Fundations Readers Teacher's Guide,** p. 6, p. 9; p. 15; p. 17; p. 19; p. 24

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Speaking and Listening Standards

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

COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
1.SL.1a	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).*	***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 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**. **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.
1.SL.1b	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *Build on others' talk in conversations by responding to the comments of others through multiple exchanges.*	
1.SL.1c	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *Ask questions to clear up any confusion about the topics and texts under discussion.*	
1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**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.

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COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
		422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**Storytime (description p. 60)**: (Unit 13, pp. 450-451, 460, and 470); (Unit 14, p. 489). Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.

PRESENTATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**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.
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**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), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.

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PRESENTATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be fully addressed in a core ELA program. Fundations supports this standard with the following activities: **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), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485) **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; 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), (Unit 13: p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **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. 433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489)

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Language Standards

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

CONVENTIONS OF STANDARD ENGLISH		
Std. #	**Standard Language**	**Primary Citations**
1.L.2a	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. *Capitalize dates and names of people.*	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. **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. 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).

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CONVENTIONS OF STANDARD ENGLISH		
Std. #	**Standard Language**	**Primary Citations**
1.L.2b	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. *Use end punctuation for sentences.*	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. **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.

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
1.L.4a	With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. *Use frequently occurring affixes as a clue to the meaning of a word.*	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 multimodal tool to teach suffixes. The concept of suffix -s is explicitly taught in **Unit 6** and are 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** and are 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 **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 activities.** **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)
1.L.4b	With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	
1.L.4c	With guidance and support from adults, determine or clarify the	Students enter new words and a sentence into a vocabulary dictionary, which is a section in their **Student Notebooks**.

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
	meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. *Use sentence-level context as a clue to the meaning of a word or phrase.*	**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), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485)
1.L.5b	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. *Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).*	**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), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485) **Word Talk (description p. 58):** (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; 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), (Unit 13: p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)
1.L.5c	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. *Identify real-life connections between words and their use (e.g.,*	**Word of the Day (description p. 56):** (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), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485) **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; p. 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p.

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
	note places at home that are cozy).	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), (Unit 13: p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)
1.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	**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)

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WILSON fundations™ | Literacy for All



Fundations® 3e Level 2

Fundations® Level 2 Alignment to Arizona High Academic Standards for Students: English Language Arts Standards (2017)

Reading Foundations Standards

PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
2.RF.3a	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. *Distinguish long and short vowels when reading regularly spelled one-syllable words.*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 2*** In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (**Resources**: 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) By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables *in both single and multisyllabic words.* **Unit 1 Introduction** (p. 70), **Unit 3 Introduction** (p. 126), **Unit 4 Introduction** (p. 142), **Unit 5 Introduction** (multisyllabic words) (p. 172), **Unit 6 Introduction** (p. 202), **Unit 7 Introduction** (p. 230), **Unit 10 Introduction** (p. 314), **Unit 11 Introduction** (p. 342), **Unit 13 Introduction** (p. 388), **Unit 14 Introduction** (p. 416), **Unit 15 Introduction** (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: **Dictation Dry Erase**, **Dictation (Composition Book)** and **Dictation (Day 5**

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Check Up), **Introduce New Concepts**, **Echo/Find Words**, **Word of the Day**, **Word Talk**, and **Make It Fun**. **Dictation/Words (description p. 30-35)**: (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) **Dictation/Sentences (description p. 38-39)**: (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) **Introduce New Concepts**: (Unit 4: p. 151), (Unit 10: p. 321), (Unit 13: p. 394-395), (Unit 15: p. 451) **Echo/Find Words (description p. 44-49)**: (Unit 3: p. 133), (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), Unit 15: p. 461), (Unit 17: p. 509) **Word of the Day (description p. 56-57)**: (Unit 3: p. 134-135; p. 138), (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. 258-259), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 15: p.459) **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), (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.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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) **Make It Fun (description p. 60)**: (Unit 3: p. 135), (Unit 4: p. 163), (Unit 5: p. 186-187; p. 193), (Unit 6: p. 214; p. 220-221), (Unit 7: p. 238-239; p. 248-249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 462-463). Students also have the opportunity to apply taught skills when using the **Fundations Fluency Kit** (e.g., Unit 3, Real Words), **Fundations® Readers Level 2** (e.g., see the Teacher's Guide, p. 5), and the **Geodes™ Library 2,** which all provide additional decoding practice specifically with the scope and sequence of Fundations® Level 2. Also see the **Student Practice Book** (e.g., p 64 and p. 70) and the **Student Notebook** (p. 90-139), which provides targeted practice in distinguishing between long and short vowel sounds in one-syllable and multi-syllable words, as referenced by the TM. **Fun Hub Practice** provides students with practicing to distinguish between long and short vowel sounds in one-syllable and multi-syllable words through the activity **Word Find Fun,** as referenced by the TM. **The Home Support Pack** provides targeted practice pages for distinguishing between long and short vowel sounds in one-syllable and multi-syllable words, as referenced by the TM.
2.RF.3b	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. *Know spelling-sound correspondences for additional common vowel teams.*	In Fundations, 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). Fundations 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**

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Erase), **Dictation (Composition Book)** and **Dictation (Day 5 Check Up)**, **Drill Sounds/Warm-Up**, **Introduce New Concepts**, **Echo/Find Letters and Words**, **Word of the Day**, **Word Talk**, and **Make It Fun**. Also, see **Unit 10 Introduction** (p. 314), **Unit 11 Introduction** (p. 342), **Unit 12 Introduction** (p. 370), **Unit 13 Introduction** (p. 388), **Unit 14 Introduction** (p. 416) **Unit 15 Introduction** (p. 444), **Unit 16 Introduction** (p. 472). **Dictation/Sounds (description p. 28-29)**: **Dictation (Dry Erase/Composition Books/Check-Up)**: (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) **Dictation/Words (description p. 30-35)**: **Dictation (Dry Erase/Composition Books/Check-Up)**: (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) **Dictation/Sentences (description p. 38-39)**: **Dictation (Dry Erase/Composition Books/Check-Up)**: (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) **Drill Sounds/Warm-Up (description p. 40-41)**: (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484) **Echo/Find Letters (description p. 42-43)**: (Orientation: p. 65), (Unit 10: p. 331) ,(Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461) **Echo/Find Words (description p. 44-49)**: (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431) (Unit 15: p. 461)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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) **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; 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) 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 two syllable 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 two syllable 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 Fundations' scope and sequence for grade 2. Fundations 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. In addition, **Geodes™ Library 2** (distributed by Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		sequence of the Fundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.
2.RF.3c	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. *Identify and apply all six syllable types to decode appropriate grade-level text.*	In Fundations, 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. All words students decode are aligned with phonics patterns in **Fundations Level 2 Scope and Sequence**, PREFACE 38-41 in the activities including: **Introduce New Concepts, Word of the Day, Word Talk, Make it Fun,** and **Storytime**. In Level 2, students learn to decode and encode all six syllable types: **closed** (Unit 1), **vowel-consonant-e** (Unit 6)**, open** (Unit 7)**, r-controlled** (Units 8-9)**, vowel teams** (Units 10-16), and **consonant-le** (Unit 17) in both single-syllable and multisyllabic words. Students learn to decode **multisyllabic words** starting in Unit 5. ***Closed Syllable*** In Unit 1, students review the closed syllable type that was previously taught in Fundations Level 1. Unit 5 reviews multisyllabic words with closed syllables. See **Unit 1 Introduction**, p. 70 and **Unit 5 Introduction**, p. 272. Students also learn about closed syllable exceptions in Unit 3. **Introduce New Concepts:** (Unit 1: p. 88-89), (Unit 3: p. 130-131), (Unit 5: p. 176-178) **Make it Fun:** (Unit 3: p. 135), (Unit 5: p. 186-187) (Unit 6: p. 214) ***Vowel-consonant-e Syllable*** In Unit 6, students review the vowel-consonant-e syllable type that was previously taught in Fundations Level 1 and combine with closed syllable to make multisyllabic words. See **Unit 6 Introduction**, p. 202. **Introduce New Concepts:** (Unit 6: p. 206-207; p. 210; p. 216-217; p. 219) **Make It Fun:** (Unit 6: p. 214; p. 220-221)

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		Open Syllable In Unit 7, students learn to decode open syllable words and combine with closed and vowel-consonant-e syllable to make multisyllabic words. See **Unit 7 Introduction**, p. 230. **Introduce New Concepts:** (Unit 7: p. 234-235; p. 240-241) **Make it Fun:** (Unit 7: p. 239) ***R-controlled Syllable*** R-controlled vowel sounds and taught in Unit 8 (**ar, or**) and Unit 9 (**er, ir, ur**) in both single-syllable and multisyllabic words. Students learn to read and spell these r-controlled syllables in isolation and when combined with other syllable types. See **Unit 8 Introduction** (p. 268) and **Unit 9 Introduction** (p. 286). **Introduce New Concepts:** (Unit 8: p. 272-273), (Unit 9: p. 290-291, p. 301) **Make it Fun:** (Unit 8: p. 275) ***D-Syllable (Vowel Teams)*** Starting in Unit 10, 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). See **Unit 10 Introduction** (p. 314), **Unit 11 Introduction** (p. 342), **Unit 12 Introduction** (p. 370), **Unit 13 Introduction** (p. 388), **Unit 14 Introduction** (p. 416) **Unit 15 Introduction** (p. 444), **Unit 16 Introduction** (p. 472). **Introduce New Concepts:** (Unit 10: p. 318-319; p. 322; p. 329), (Unit 11: p. 346; p. 350; p. 356-357; p. 358), (Unit 12: p. 374), (Unit 13: p. 392-393; p. 397), (Unit 14: p. 420-421; p. 423), (Unit 15: p. 448-449), (Unit 16: p. 476) **Make It Fun:** (Unit 12: p. 379), (Unit 14: p. 424) ***Consonant -le Syllable*** In Unit 17 the last of the six syllable types is taught: consonant-le. This syllable must be the last syllable in a multisyllabic word. See **Unit 17 Introduction** (p. 490). **Introduce New Concepts:** (Unit 17: p. 494-495; p. 504) **Make it Fun**: (Unit 17: p. 508)

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		——————————————————————————————— All words and texts students decode are aligned with phonics patterns taught according to the **Fundations Level 2 Scope and Sequence**, PREFACE 38-41. In the activities **Word of the Day, Word Talk,** and **Storytime** students read current phonics patterns as they are introduced and review previously taught patterns, including all six syllable types. **Word of the Day (description p. 56-57)**: (Unit 1: p. 76; p. 80; p. 85; p. 91), (Unit 2: p. 107; p. 119), (Unit 3: p. 134; p. 138); (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). **Word Talk (description p. 58-59)**: (Unit 2: p. 92; p. 120); (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), (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) Storytime involves listening, reading, and writing activities with narrative and informational text. Storytime is designed to develop students' awareness of print; understanding of story structure; cohesion of story events; visualization skills; 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. 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). The **Student Practice Book** provides targeted practice for decodable connected text and is aligned to the Fundations Level 2 Scope and Sequence, as referenced in the TM.

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		Fundations Readers Level 2 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, with the goal to lead students to independently read connected text by scaffolding key foundational literacy skills. (See the **Fundations Level 2 Readers Teacher's Guide**, p. 2-3.) In addition, **Geodes™ Library 2** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers. Fundations provides further guidance by providing recommendations for ways to engage with all text types, depending on student needs. In the **Fundations Level 2 Learning Community, Expert Tip:** Moving Students Through Different Texts teachers are provided with guidance on how to plan instruction with both controlled and noncontrolled (grade-level) text, depending on students' needs.
2.RF.3d	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. *Decode words with common prefixes and suffixes.*	Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including **un-, dis-, mis-, non-, trans-, pre-, pro-, re-,** and **de-** and with suffixes, including **-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly,** and **-ty**, beginning in Unit 4 (see **Unit 4 Introduction**: p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (**Resources**: 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, Word Talk, Make It Fun,** and **Storytime** activities. **Introduce New Concepts:** (Unit 4: p. 146-148; p. 151; p. 158-159; p. 161), (Unit 5: p. 188-189), (Unit 6: p. 210; p. 218–219), (Unit 7: p. 255), (Unit 13: p. 405)

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		Word of the Day (description p. 56–57): (Unit 4: p. 150–151; p. 152; p. 159; p. 160–161), (Unit 5: p. 190; p. 192–193), (Unit 7: p. 242, 258), (Unit 9: p. 302; p. 306–307), (Unit 11: p. 360), (Unit 13: p. 406–407) **Word Talk (description p. 58–59):** (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 7: p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326), (Unit 11: p. 354-355), (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) **Make It Fun:** (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 248; p. 258–259), (Unit 11: p. 361) 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** 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. In addition, **Geodes™ Library 2** (distributed by Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.
2.RF.3e	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words.	Students learn to identify words with inconsistent but common letter-sound correspondences when they learn both closed and vowel-consonant-e syllable exceptions. **Unit 3 Introduction** (p. 126), **Unit 6 Introduction** (p. 202). Once introduced, these exceptions are included in word resources for all units following, and students must distinguish between regular and inconsistent letter-sound correspondences in both single and multisyllabic words in the following activities: **Dictation (Dry Erase)**, **Dictation**

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	Identify words with inconsistent but common spelling-sound correspondences.	**(Composition Book)** and **Dictation (Day 5 Check Up)**, **Introduce New Concepts**, **Echo/Find Words**, **Word of the Day**, **Word Talk**, and **Make It Fun.** **Dictation/Words (description p. 30-35)**: (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) **Dictation/Sentences (description p. 38-39)**: (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) **Introduce New Concepts**: (Unit 4: p. 151), (Unit 6: p. 219), (Unit 10: p. 321) (Unit 13: p. 394-395) (Unit 15: p. 451) **Echo/Find Words (description p. 44-49)**: (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) **Word of the Day (description p. 56-57)**: (Unit 3: p. 134-135; p. 138) (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. 258-259), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 15: p. 459) **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), (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

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		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) **Make It Fun (description p. 60)**: (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 186-187; p. 193) (Unit 6: p. 214; p. 220-221) (Unit 7: p. 238-239; p. 248-249; p. 259), (Unit 10: p. 323; p. 332-333), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 462-463). **Fun Hub Practice** provides students with practicing decoding grade level words, through the activity of **Word Find Fun**, as referenced by the TM. The **Student Notebook** (e.g., p. 93), and the **Fundations Fluency Kit 2 provide** practice with this standard. The **Fundations Level 2 Home Support Pack** provides targeted practice pages for identifying grade level 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. In addition, **Geodes™ Library 2** (distributed by Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.
2.RF.3f	Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. *Recognize and read grade-appropriate irregularly spelled words.*	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Fundations) are taught as words to be automatically recognized. High frequency irregular sight words are taught for quick recognition to allow students access to connected text in advance of learning the phonics principles necessary for decoding them (Ehri, 2014), In Level 2 Fundations students will learn 81 trick words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (fry & Kress, 2006).

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Std. #	**Standard Language**	**Primary Citations**
		Review Trick Words: (Unit 1: p. 86; p. 88) **Teach Trick Words (description p. 54-55)**: (Unit 2: p. 103; p. 113), (Unit 3: p. 133), (Unit 4: p. 151; p. 159), (Unit 5: p. 178; p. 190-191), (Unit 6: p. 207; p. 217), (Unit 7: p. 235; p. 244; p. 254), (Unit 8: p. 273), (Unit 9: p. 290; p. 301), (Unit 10: p. 319; p. 329), (Unit 11: p. 347; p. 357), (Unit 12: p. 375), (Unit 13: p. 393; p. 403), (Unit 14: p. 421; p. 431), (Unit 15: p. 449; p. 458), (Unit 16: p. 477), (Unit 17: p. 495) **Trick Word Practice (description p. 54-55)**: (Unit 1: p. 90), (Unit 2: p. 110; p. 116), (Unit 3: p. 136), (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192), (Unit 6: p. 215; p. 222), (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307), (Unit 10: p. 325; p. 331; p. 335), (Unit 11: p. 349; p. 353; p. 355; p. 359; p. 363), (Unit 12: p. 377; p. 381), (Unit 13: p. 394; p. 404; p. 408), (Unit 14: p. 422; p. 428; p. 433; p. 436), (Unit 15: p. 455; p. 460; p. 465), (Unit 16: p. 479; p. 482), (Unit 17: p. 497; p. 502; p. 511) **Dictation/Trick Words (description p. 36-37)**: (Unit 1: p. 87; p. 89), (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). **Fun Hub Practice**, provides targeted practice reading grade level irregular words, in an activity called **Not So Tricky**, as referenced in the TM. See also the **Fundations Fluency Kit 2** (e.g., Unit 4: Phrases, Unit 7: Trick Words), the **Home Support Pack**, and **Student Practice Book** (e.g., p. 82), which provide targeted practice reading irregular words, as referenced in the TM. Also see the **Fundations Readers Teacher's Guide** (p.5). **Fundations® Readers Level 2** and **Geodes™ Level 2** align specifically with the scope and sequence of Fundations® Level 2. **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.

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		In addition, **Geodes™ Library 2** (distributed by Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.

FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
2.RF.4a	Read with sufficient accuracy and fluency to support comprehension. *Read on-level text with purpose and understanding.*	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 rate of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. See **Skills and Procedures Taught in Fundations: Fluency**, p. PREFACE 17-18. 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. 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.RF.4b	Read with sufficient accuracy and fluency to support comprehension. *Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.*	
2.RF.4c	Read with sufficient accuracy and fluency to support comprehension. *Use context to confirm or self-correct word recognition and*	

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FLUENCY		
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	understanding, rereading as necessary.	**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). Throughout Storytime, teachers model and explicitly teach strategies that build understanding. Students are equipped with meaningful, transferable strategies, most notably the **Comprehension S.O.S.** strategy, a foundational tool that grows with them, supporting comprehension in increasingly complex reading experiences. The goal of **Comprehension S.O.S**. is to help students develop visualization and metacognitive strategies that support them in replaying and retelling the story. See **Comprehension Strategies**, PREFACE 19-20. **Storytime (Making a Movie / Digging Deeper):** (Unit 2: p. 108; p. 115), (Unit 4: p. 155; p. 163), (Unit 5: p. 183; p. 191), (Unit 6: p. 217), (Unit 7: p. 245), (Unit 9: p. 296; p. 300), (Unit 10: p. 327; p. 328), (Unit 11: p. 351; p. 357), (Unit 12: p. 376), (Unit 13: p. 398; p. 403), (Unit 14: p. 427; p. 432), (Unit 15: p. 457; p. 459), (Unit 17: p. 505; p. 507) **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 **Fundations 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 practice reading grade level words and connected text with accuracy and fluency, as reference in the TM. Also see the **Fundations Readers Teacher's Guide** (p. 5, p. 10-11, p. 16-17, p. 19-20). **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,

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		and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. In addition, **Geodes™ Library 2** (distributed by Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers. Fundations provides further guidance by providing recommendations for ways to engage with all text types, depending on student needs. In the **Fundations Level 2 Learning Community, Expert Tip:** Moving Students Through Different Texts teachers are provided with guidance on how to plan instruction with both controlled and noncontrolled (grade-level) text, depending on students' needs. Also see **Supporting Students with Self-Corrections of Errors** on the **Fundations Level 2 Learning Community.**

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Writing Foundations Standards

SOUND-LETTER BASICS AND HANDWRITING		
Std. #	**Standard Language**	**Primary Citations**
2.WF.1a	Demonstrate and apply handwriting skills. *Write legibly in manuscript using correct letter formation.*	Fundations Level K and Level 1 teach correct letter formation and automaticity of consistent letter formations in manuscript for all lower- and upper-case letters. Letters are practiced with sky writing and consistent verbalizations. Fundations provides direct and explicit instruction to teach students about size, shape, spacing, slant, and stroke for the formation of lower and uppercase letters. In Level 2, students are held accountable for proper letter formation during dictation to demonstrate mastery with accuracy and fluency in words and sentences. During **Sentence Dictation** activity students independently write sentences and follow a proofreading procedure to check conventions of print including capitalization, punctuation accurate letter placement within words, and separating words by spaces. See **Proofreading Procedure**, p. 38. Supplemental learning activities and resources are provided for continued instruction. See **Handwriting, Spelling, and Punctuation: Foundations for Written Composition,** p. PREFACE 20-21 **Echo/Letter Formation (Supplemental)**, p. 50-51 **Skywrite/Letter Formation (Supplemental)**, p. 52-53 **Orientation Introduction,** p. 62-63; **Day 2,** p. 66-67 **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 **Student Practice Book** provides targeted practice for handwriting, as referenced by the TM.
2.WF.1b	Demonstrate and apply handwriting skills. *Transcribe ideas in manuscript with automaticity and proper spacing.*	

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SOUND-LETTER BASICS AND HANDWRITING		
Std. #	**Standard Language**	**Primary Citations**
		The **Fundations Level 2 Learning Community** provides additional handwriting, including letter formation guides. See Resource Library > Writing/Letter Formation and Fundations Guided Proofreading Procedures Cue.
2.WF.2a	Demonstrate and apply sound-letter concepts. *Write the most common graphemes (letters or letter groups) for each phoneme. For example:* *1. Consonants: /s/= s, ss, ce, ci, cy; /f/= f, ff, ph; /k/= c, k, ck* *2. Vowels: /o/= o, o_e, oa, ow (long o); /a/= a, a_e, ai, ay, eigh (long a)*	In Fundations, reading and spelling are taught in tandem. Students learn to segment and associate letters with sounds to spell rather than memorizing words. For phonemes with multiple spelling options, students follow the **Spelling Options Procedure** (see p. 37). In **Dictation/Sounds** students write all taught graphemes that correspond to a dictated phoneme. This activity supports the development of the alphabetic principle and helps students solidify both sound-symbol correspondence and letter formation. **Introduce New Concepts:** (Unit 1: p. 84), (Unit 6: p. 212), (Unit 9: p. 290-291), (Unit 10: p. 321), (Unit 11: p. 349), (Unit 12: p. 377), (Unit 13: p. 394-395), (Unit 14: p. 423), (Unit 15: p. 451), (Unit 16: p. 479) **Dictation/Sounds (description p. 30-39)**: (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) **Unit Test (Sounds):** (Unit 1: p. 93-94), (Unit 2: p. 121-122), (Unit 3: p. 139-140), (Unit 4: p. 167-168), (Unit 5: p. 197-198), (Unit 6: p. 225-226), (Unit 7: p. 263-264), (Unit 8: p. 281-282), (Unit 9: p. 309-310), (Unit 10: p. 337-338), (Unit 11: p. 365-366), (Unit 12: p. 383-384), (Unit 13: p. 411-412), (Unit 14: p. 439-440), (Unit 15: p. 467-468), (Unit 16: p. 485-486), (Unit 17: p. 513-514)

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
2.WF.3a	Know and apply phonics and word analysis skills when encoding words. *Spell on-level, regular, single-syllable words that include:* *1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).* *2. Complex consonant blends (e.g., scr, str, squ).* *3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).* *4. Vowel-r combinations (e.g., turn, star, third, four, for).* *5. Contractions (e.g., we'll, I'm, they've, don't).* *6. Homophones (e.g., bear, bare; past, passed).* *7. Plurals and possessives (e.g., its, it's).*	In Fundations, 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. All words students encode are aligned with phonics patterns in **Fundations Level 2 Scope and Sequence**, PREFACE 38-41 in the activities including: **Introduce New Concepts, Dictation, Echo/Find,** and **Make it Fun**. The concept of *position-based patterns* and *complex consonant blends* are taught beginning in **Unit 1.** See **Unit 1 Introduction**, p. 70. (Note: *tch*, *dge* are taught in Level 3.) **Introduce New Concepts:** (Unit 1: p. 77; p. 78-79; p. 83; p. 84-85) **Make it Fun:** (Unit 1: p. 82; p. 87) Starting in Unit 10, students learn to read and spell words with *vowel teams*, including vowel digraphs and diphthongs (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). See **Unit 10 Introduction** (p. 314), **Unit 11 Introduction** (p. 342), **Unit 12 Introduction** (p. 370), **Unit 13 Introduction** (p. 388), **Unit 14 Introduction** (p. 416) **Unit 15 Introduction** (p. 444), **Unit 16 Introduction** (p. 472). **Introduce New Concepts:** (Unit 10: p. 321; p. 322; p. 329), (Unit 11: p. 349; p. 350; p. 356-357; p. 358), (Unit 12: p. 377), (Unit 13: p. 394-395; p. 397), (Unit 14: p. 423), (Unit 15: p. 448-449; p. 451) **Make It Fun:** (Unit 13: p. 401; p. 407) *R-controlled vowel* sounds and syllable type are taught in Unit 8 (**ar, or**) and Unit 9 (**er, ir, ur**) in both single-syllable and multisyllabic words. Students learn to read and spell these r-controlled syllables in isolation and when combined with other syllable types. See **Unit 8 Introduction** (p. 268) and **Unit 9 Introduction** (p. 286). **Introduce New Concepts:** (Unit 8: p. 275), (Unit 9: p. 290-292, p. 301) **Make it Fun:** (Unit 9: p. 295) *Homophones* are taught starting in Unit 10 based on spelling options for the same vowel sound.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		Introduce New Concepts: (Unit 10: p. 322-323), (Unit 11: p. 350), (Unit 13: p. 397) **Make It Fun:** (Unit 10: p. 322-323) Fundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word including forming *plurals* beginning in Unit 4. See **Unit 4 Introduction**, p. 142. **Introduce New Concepts:** (Unit 4: p. 146-147; p. 151), (Unit 6: p. 210); (Unit 13: p. 405)) **Make It Fun:** (Unit 4: p. 163) **Dictation Trick Words (description p. 36-37):** (Unit 5: p. 183; p. 185; p. 187) *Contractions* are explicitly taught in Fundations Level 3. Common abbreviations are included in Trick Word instruction and used in various activities. _____ All words students decode and encode are aligned with phonics patterns in **Fundations Level 2 Scope and Sequence**, PREFACE 38-41. In the activities **Echo/Find Words, Dictation/Words,** and **Dictation/Sentences** students encode current phonics patterns as they are introduced and review previously taught patterns in both single-syllable and multisyllabic words. **Echo/Find Words (description p. 44-49)**: (Unit 2: p. 113), (Unit 3: p. 133), (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461), (Unit 17: p. 509) **Dictation/Words (description p. 30-35)**: (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; 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)

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		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 **Student Practice Book** provides targeted practice for encoding words and is aligned to the Fundations Level 2 Scope and Sequence, as referenced in the TM. Additional activities are provided in the **Home Support Packet** and the online **Fundations Level 2 Learning Community** (see Expert Tips/Ideas section).
2.WF.3b	Know and apply phonics and word analysis skills when encoding words. *With prompting and support, spell two- and three-syllable words that:* *1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).* *2. Include familiar compound words (e.g., houseboat, yellowtail).* *3. Include the most common prefixes and*	In Fundations, spelling strategies for phonetically regular words including syllable division are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to encode **closed (Unit 5), vowel-consonant-e (Unit 6), open (Unit 7), r-controlled (Units 8-9), vowel teams (Units 10-16),** and **consonant -le (Unit 17)** syllables in multisyllabic words. White Syllable Frames are used to provide a multimodal approach to teaching syllable division for spelling (see Unit 5, Introduce New Concepts p. 181 as an example). Syllable division rules are taught for spelling when multisyllabic words are addressed for each of the syllable types. Syllable division rules are taught when *multisyllabic words* are addressed for each of the syllable types once they are introduced. Students practice encoding words using knowledge of syllable division rules during all activities that include encoding once multisyllabic words are addressed in Unit 5. See **Unit 5 Introduction** (p. 172), **Unit 6 Introduction** (p. 202), and **Unit 7 Introduction** (p. 230) 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).

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
	derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).	**Introduce New Concepts:** (Unit 5: p. 181), (Unit 6: p. 216-217), (Unit 7: p. 240-241), (Unit 8: p. 273; p. 275); (Unit 9: p. 301); (Unit 10: p. 329), (Unit 17: p. 497) **Make It Fun (description p. 60):** (Unit 5: p. 186-187), (Unit 6: p. 220-221), (Unit 15: p. 462-463), (Unit 17: p. 508) Students learn how to read and spell multisyllabic words with all six syllable types, including *compound words*. **Introduce New Concepts:** (Unit 5: p. 176-178), (Unit 6: p. 216-217), (Unit 8: p. 273) **Make It Fun (description p. 60):** (Unit 5: p. 186-187), (Unit 6: p. 220-221) Fundations explicitly teaches about the base word and *prefixes/suffixes*, focusing on how these change the meaning of the base word. Students learn to encode words with prefixes, including **un-, dis-, mis-, non-, trans-, pre-, pro-, re-,** and **de-** and with suffixes, including **-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly,** and **-ty**, beginning in Unit 4. See **Unit 4 Introduction**, p. 142. **Introduce New Concepts:** (Unit 4: p. 151; p. 161), (Unit 5: p. 188-189), (Unit 6: p. 210), (Unit 7: p. 255), (Unit 13: p. 405) **Make It Fun:** (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 248-249; p. 259) _____ Students practice encoding words using knowledge of syllable division rules during all activities that include encoding once multisyllabic words are addressed in Unit 5 aligned with phonics patterns in **Fundations Level 2 Scope and Sequence**, PREFACE 38-41. In the activities **Echo/Find Words, Dictation/Words,** and **Dictation/Sentences** students encode current phonics patterns as they are introduced and review previously taught patterns. **Dictation/Multisyllabic Words (description p. 32-33)**: (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.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		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) **Dictation/Sentences (description p. 38-39)**: (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. 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) **Echo/Find Words (description p. 44-49)**: (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461), (Unit 17: p. 509) **Introduce New Concepts:** (Unit 5: p. 181), (Unit 6: p. 216-217), (Unit 7: p. 240-241), (Unit 8: p. 275), (Unit 9: p. 301), (Unit 10: p. 329), (Unit 11: p. 356-357), (Unit 12: p. 377), (Unit 13: p. 394-395), (Unit 15: p. 451), (Unit 17: p. 494-495; p. 497; p. 504) **Make It Fun (description p. 60):** (Unit 5: p. 186-187), (Unit 6: p. 220-221), (Unit 11: p. 361), (Unit 13: p. 407), (Unit 15: p. 462-463), (Unit 17: p. 499) The **Student Practice Book** provides targeted practice for spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word, as referenced by the TM. **Fun Hub Practice** provides students with practicing spelling words using knowledge of syllable division patterns through the activity of **Build Words with Echo**, as referenced by the TM. The **Home Support Pack** provides targeted practice pages for spelling words using knowledge of syllable division patterns, as referenced by the TM.
2.WF.3c	Know and apply phonics and word analysis skills when encoding words.	Fundations Level 2 explicitly teaches spelling of the base word and suffixes with unchanging bases. Students learn to categorize suffixes as vowel suffixes or consonant suffixes. For spelling, students will learn to isolate, say, and spell the base word of a word before adding the suffix. Categorizing suffixes and isolating base words lays an important foundation for Fundations Level 3 which explicitly teaches suffix spelling rules.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
	With prompting and support, spell words with suffixes that require: *1. Consonant doubling (e.g., running, slipped).* *2. Dropping silent e (e.g., smiled, paving).* *3. Changing y to i (e.g., cried, babies).*	Advanced spelling conventions with suffixes that require changes to the base word are introduced and mastered in the Fundations Level 3 curriculum (See Level 3 Unit 2, Unit 4, Unit 7, Unit 9). In Level 2, students learn to encode words with suffixes with nonchanging base words, 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). When spelling words with suffixes, students will first isolate the base word by saying it and then spelling it before adding the suffix, laying an important foundation to understanding how to spell words with suffixes. Students practice encoding words with suffixes once the 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), (Unit 13: p. 405) **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 **Student Practice Book** provides targeted practice for spelling words with suffixes, including inflectional endings, as referenced by the TM. **Fun Hub Practice** provides students with practicing spelling words with suffixes, 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 suffixes, including inflectional endings, as referenced by the TM.
2.WF.3d	Know and apply phonics and word analysis skills when encoding words. *Spell grade-level appropriate words in English, as found in a*	In Fundations, high frequency words are called Trick Words, and these words are not tapped out. Across Levels K and 1, students learned 107 Trick Words for both quick and automatic recognition and for spelling. Combined with students' developing phonetic knowledge, learning these Trick Words will allow students to achieve mastery of the first

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
	research-based list including: *1. Irregular words (e.g., against, many, enough, does).* *2. Pattern-based words (e.g., which, kind, have).*	200 words on the Fry list and 95% of the first 300 words on the American Heritage Word Frequency Book list by the end of Level 2. Students learn to encode *irregular words* during the **Teach Trick Words** activity students are taught to identify part(s) of the Trick Word that are phonetically regular and part(s) that are "tricky." Students practice spelling these words in **Trick Word Practice** and **Dictation/Trick Words**. **Teach Trick Words (description p. 54-55)**: (Unit 2: p. 103; p. 113), (Unit 3: p. 133), (Unit 4: p. 151; p. 159), (Unit 5: p. 178; p. 190-191), (Unit 6: p. 207; p. 217), (Unit 7: p. 235; p. 244; p. 254), (Unit 8: p. 273), (Unit 9: p. 290; p. 301), (Unit 10: p. 319; p. 329), (Unit 11: p. 347; p. 357), (Unit 12: p. 375), (Unit 13: p. 393; p. 403), (Unit 14: p. 421; p. 431), (Unit 15: p. 449; p. 458), (Unit 16: p. 477), (Unit 17: p. 495) **Trick Word Practice (description p. 54-55)**: (Unit 1: p. 90), (Unit 2: p. 110; p. 116), (Unit 3: p. 136), (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192), (Unit 6: p. 215; p. 222), (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307), (Unit 10: p. 325; p. 331; p. 335), (Unit 11: p. 349; p. 353; p. 355; p. 359; p. 363), (Unit 12: p. 377; p. 381), (Unit 13: p. 394; p. 404; p. 408), (Unit 14: p. 422; p. 428; p. 433; p. 436), (Unit 15: p. 455; p. 460; p. 465), (Unit 16: p. 479; p. 482), (Unit 17: p. 497; p. 502; p. 511) **Dictation/Trick Words (description p. 36-37)**: (Unit 1: p. 87; p. 89), (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) Phonetically regular *pattern-based* words, including identified high frequency words, are included in review word and current unit word resources for all units for all encoding activities.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		Resources - Review Words/Current Unit Words: (Unit 1: p. 95), (Unit 2: p. 123), (Unit 3: p. 141), (Unit 4: p. 169-170), (Unit 5: p. 199), (Unit 6: p. 227-228), (Unit 7: p. 265-266), (Unit 8: p. 283), (Unit 9: p. 311-312), (Unit 10: p. 339-340), (Unit 11: p. 367-368), (Unit 12: p. 385-386), (Unit 13: p. 413-414), (Unit 14: p. 441-442), (Unit 15: p. 469-470), (Unit 16: p. 488), (Unit 17: p. 516) Many of the Level K and Level 1 Trick Words become fully decodable in Level 2 and are included in **Dictation/Sentences**. These words include **and, be, by, day, down, each, first, for, good, he, her, how, little, look, may, me, my, now, number, or, over, own, say, see, she, too, try, way, we, when, why, you.** **Dictation/Sentences (description p. 38-39):** (Unit 1: p. 87), (Unit 2: p. 109; p. 111), (Unit 4: p. 165), (Unit 5: p. 183), (Unit 6: p. 213; p. 223), (Unit 7: p. 243; p. 251; p. 253; p. 257), (Unit 8: p. 279), (Unit 9: p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 333; p. 335), (Unit 11: p. 351; p. 363), (Unit 12: p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 437), (Unit 15: p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 507; p. 511) The **Student Practice Book** provided targeted practice for encoding high frequency words, as referenced by the TM.

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Additional Arizona Standards Supported by Fundations

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

In addition to the reading and writing foundational skills, Fundations also strongly supports **Arizona's English Language Arts Standards** in other domains. Students learn through explicit instruction in the following speaking & listening and language standards.

Reading Literature Standards

Although Fundations 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.

KEY IDEAS AND DETAILS		
Std. #	**Standard Language**	**Primary Citations**
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	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 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); and (Unit 9, p. 295, p. 296, p. 300, and p. 303). Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
2.RL.3	Describe how characters in a story respond to major events and challenges.	**Storytime – Literary Text (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. 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)

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CRAFT AND STRUCTURE		
Std. #	**Standard Language**	**Primary Citations**
2.RL.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	**Storytime – Literary Text (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. 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)

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Reading Informational Text Standards

Although Fundations 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.

KEY IDEAS AND DETAILS		
Std. #	**Standard Language**	**Primary Citations**
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	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, pp. 105, 108, 115, and 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, p. 481); and (Unit 17, p. 500, p. 505, p. 507, p. 509). Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
2.RI.2	Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	**Storytime (description p. 60)**: (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); and (Unit 9, p. 295, p. 296, p. 300, p. 303) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.

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Writing Standards

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

TEXT TYPES AND PURPOSES		
Std. #	**Standard Language**	**Primary Citations**
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	**Storytime (description p. 60)**: (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)
2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**Storytime (description p. 60)**: (Unit 6: p. 223), (Unit 9: p. 303)
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.	**Storytime (description p. 60)**: (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509)

RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
Std. #	**Standard Language**	**Primary Citations**
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.	**Storytime (description p. 60)**: (Unit 2: p. 117), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 13: p. 409), (Unit 17: p. 509)

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Speaking and Listening Standards

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

COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
2.SL.1a	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. *Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*	*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 Learning Community**, Level 2. 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)
2.SL.1b	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. *Build on others' talk in conversations by linking their comments to the remarks of others.*	
2.SL.1c	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. *Ask for clarification and further explanation as needed about the topics and texts under discussion.*	

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COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	*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 **Comprehension Strategies** on PREFACE 19-20; **Learning Activity Overview Section** pages 27-60; and **Storytime** on the **Fundations Learning Community**, Level 2. 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).
2.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	*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**

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COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
		Overview Section pages 27-60; and **Storytime** on the **Fundations Learning Community**, Level 2. 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).

PRESENTATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	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: 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;

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PRESENTATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
		p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509).
2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	While audio recordings are not conducted, students do create drawings/visual displays to recount the story and use those to orally retell stories in the **Storytime** activity. **Storytime (description p. 60):** (Unit 2: p. 108), (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 211), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p 351), (Unit 13: p. 398), (Unit 14: p. 427), (Unit 15: p. 457), (Unit 17: p. 500; p. 505)
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Although Fundations is not a comprehensive core ELA program, this standard is addressed in an incidental way throughout *all* lesson components, as procedures and routines require students to share oral information in complete sentences and clearly.

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Language Standards

Fundations supports 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 OF STANDARD ENGLISH		
Std. #	**Standard Language**	**Primary Citations**
2.L.2a	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. *Capitalize holidays, product names, and geographic names.*	Although Fundations 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. **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)
2.L.2d	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. *Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).*	Students learn to segment and spell words in correspondence to decoding patterns. **Dictation/Words (description p. 30-35)**: (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; 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) **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.

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CONVENTIONS OF STANDARD ENGLISH		
Std. #	**Standard Language**	**Primary Citations**
		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) **Echo/Find Words (description p. 44-49)**: (Unit 3: p. 133), (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461), (Unit 17: p. 509)
2.L.2e	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. *Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.*	Students are encouraged to use their **Student Notebook**. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and "look words up" as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups. **Word of the Day (description p. 56)**: (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; p. 294; p. 302; p. 306), (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; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 506; p. 510) **"Look words up" in Student Notebook Level 2 (description p. 54)**

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KNOWLEDGE OF LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
2.L.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. *Compare formal and informal uses of English.*	**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) **Dictation**: (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; 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. 404; p. 401; 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)

VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
2.L.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. *Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).*	Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including **un-, dis-, mis-, non-, trans-, pre-, pro-, re-,** and **de-** and with suffixes, including **-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly,** and **-ty**, beginning in Unit 4 (see **Unit 4 Introduction**: p. 142). During **Introduce New Concepts, Word of the Day, Word Talk,** and **Make it Fun** activities in these units, teachers discuss meaning of words with affixes.
2.L.4b	Determine or clarify the meaning of unknown and multiple-meaning words and	

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
	phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. *Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).*	**Introduce New Concepts:** (Unit 4: p. 146-148; p. 151; p. 158-159; p. 161), (Unit 5: p. 188-189), (Unit 6: p. 210; p. 218–219), (Unit 7: p. 255), (Unit 13: p. 405) **Word of the Day (description p. 56–57):** (Unit 4: p. 150–151; p. 152; p. 159; p. 160–161), (Unit 5: p. 190; p. 192–193), (Unit 7: p. 242, 258), (Unit 9: p. 302; p. 306–307), (Unit 11: p. 360), (Unit 13: p. 406–407) **Word Talk (description p. 58–59):** (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 7: p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326), (Unit 11: p. 354-355), (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) **Make It Fun:** (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 248; p. 258–259), (Unit 11: p. 361)
2.L.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. *Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).*	**Introduce New Concepts:** (Unit 5: p. 176-177)
2.L.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. *Use sentence-level context as a clue to the meaning of a word or phrase.*	**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.

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
		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.L.4e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. *Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.*	Students are encouraged to use their **Student Notebook**. Students add the **Word of the Day** and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and "look words up" as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups. **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). See also "**Look words up" in Student Notebook Level 2 (description p. 54).**
2.L.5a	Demonstrate understanding of word relationships and nuances in word meanings. *Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).*	**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)

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
2.L.5b	Demonstrate understanding of word relationships and nuances in word meanings. *Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).*	**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.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	**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. 352; 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)

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WILSON fundations™ | Literacy for All



Fundations® 3e Level 3

Fundations® Level 3 Alignment to Arizona High Academic Standards for Students: English Language Arts Standards (2017)

Reading Foundations Standards

PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
3.RF.3a	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. *Identify and know the meaning of the most common prefixes and derivational suffixes.*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 3*** Fundations explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including **con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro,** and **re**, beginning in the Bonus Unit (see **Bonus Unit Introduction**: p. 264). For 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). 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 both derivational and common Latin 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 Fundations 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).
3.RF.3b	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. *Decode words with common Latin suffixes.*	

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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. 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 identifying the meaning of and use of affixes, as referenced by the TM. **Fun Hub Practice** provides students with targeted practice in identifying the meaning of and use of affixes through activities called **Build words with Echo** and **Word Find Fun,** as referenced by the TM.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		The **Home Support Pack** provides targeted practice pages in identifying the meaning of and use of affixes, as referenced by the TM.
3.RF.3c	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. *Apply knowledge of the six syllable types to read grade-level words accurately.*	In Fundations, 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 multimodal approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). Multisyllabic words are introduced in Unit 3 and then included in word resources for all units following for all decoding activities. See **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). Fundations activities for decoding words with these syllable types include: **Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play** and **Make It Fun** activities. **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. 188-189) (Unit 5: p. 202-203; p. 216-217) (Unit 6: p. 230-231; p.232-233; p.236-237; p.240-241; p.250-251; p.255) (Bonus Unit: p. 269-271; p. 272-273; p. 280-281; p. 282-283; p. 284-285) (Unit 7: p. 296-297; p.298-299; p.306-307; p.308) (Unit 8: p. 324-325; p.334-335; p.336; p.344-345) (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. 532-533; 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. 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.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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. 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. 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 syllable types, as referenced in the TM. **Fun Hub Practice** provides students with decoding practice across varied syllable types through the activity **Word Find Fun,** as referenced in the TM. The **Home Support Pack** provides targeted practice pages for reading words with a variety of syllable types, as referenced in the TM.
3.RF.3d	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. *Read grade-level appropriate irregularly spelled words.*	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called Trick Words in Fundations) are taught as words to be automatically recognized in Fundations Levels K, 1 and 2. By the end of Level 2, Fundations students are prepared to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the **Trick Words** activity (description p. 64-65). See **Level 1 Review Trick Words** (p. 593) and **Level 2 Review Trick Words** (p. 594) high frequency word lists.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		During **Dictation/Sentences** students write sentences that include irregularly spelled Trick Words. After writing, students follow a proofreading procedure to read and check the spelling of all words, including Trick Words. See **Proofreading Procedure,** p. 42. **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; 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) The **Level 3 Fluency Readers** are transitional bridge texts designed to help students apply and practice their growing decoding and fluency skills with connected text, progressively reinforcing phonics patterns taught in Fundations Level 3. Each Fluency Reader includes a **Skills & Knowledge Guide** at the beginning of each chapter that provides a list of phonetically irregular words students will read in the text. See the **Fluency Reader's Getting Started Guide**, **Irregular Words** for an example. The **Student Practice Book** provides targeted practice in reading homophones or sound-alike words, many of which are high-frequency words, as referenced in the TM. **Fun Hub Practice** provides students with decoding homophones or sound alike words, many of which are high frequency words through the **Sound Alike Scramble** activity, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for decoding homophones or sound alike words, many of which are high frequency words, as referenced in the TM.

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
3.RF.4a	Read with sufficient accuracy and fluency to support comprehension. *Read grade-level text with purpose and understanding.*	With the foundational skills acquired from the cumulative Fundations curriculum, students in Level 3 are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and rate of reading, students learn how to read in phrases that connect meaning. Fundations 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 Level K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. See **Skills and Procedures Taught in Fundations: Fluency:** PREFACE 16-17. Each Level 3 **Unit Introduction** provides suggestions for grade-appropriate non-controlled text as well as additional Fundations resources to support fluency. Also see **Charting,** p. 585-592 for word lists and passages aligned with Fundations Level 3 Units. **Unit Introduction: Connected Text:** (Unit 1: p. 88), (Unit 2: p. 116), (Unit 3: p. 154), (Unit 4: p. 172), (Unit 5: p. 200), (Unit 6: p. 228), (Bonus Unit: p. 266), (Unit 7: p. 294), (Unit 8: p. 322), (Unit 9: p. 362), (Unit 10: p. 402), (Unit 11: p. 442), (Unit 12: p. 470), (Unit 13: p. 500), (Unit 14: p. 530) The **Level 3 Fluency Readers** are transitional bridge texts designed to help students apply and practice their growing decoding and fluency skills with connected text, progressively reinforcing phonics patterns taught in Fundations Level 3. With these texts, students practice in multiple ways, including echo and chorally reading passages and teachers model prosody by scooping sentences into phrases. See the **Fluency Reader's Getting Started Guide** for how these texts support automaticity, accuracy, prosody, appropriate rate, vocabulary, and reading with understanding and meaning. The **Student Practice Book** also provides opportunities for students to practice fluency and comprehension in connected text in activities such as **Phrase Reading/Unlock the Challenge** and **Adventures of Dev and Tess**, as referenced by the TM. Additional resources and Expert Tips on the **Fundations Learning Community** to provide more opportunities for students to practice fluency including Storytime Practice: Read!
3.RF.4b	Read with sufficient accuracy and fluency to support comprehension. *Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*	
3.RF.4c	Read with sufficient accuracy and fluency to support comprehension. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*	

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
		Read! Read!; Moving Students Through Different Texts; Supporting Students with Self-Correction of Errors.

Writing Foundations Standards

SOUND-LETTER BASICS AND HANDWRITING		
Std. #	**Standard Language**	**Primary Citations**
3.WF.1a	Demonstrate and apply handwriting skills. *Read and write cursive letters, upper and lower case.*	Fundations Level K and Level 1 teach correct letter formation and automaticity of consistent letter formations in manuscript for all lower- and upper-case letters. Letters are practiced with sky writing and consistent verbalizations. Fundations provides direct and explicit instruction to teach students about size, shape, spacing, slant, and stroke for the formation of lower and uppercase letters. Cursive handwriting is explicitly taught and integrated into the Fundations Level 3. 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. Fundations 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. students are held accountable for proper letter formation during dictation to demonstrate mastery with accuracy and fluency in words and sentences. The following Fundations 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),
3.WF.1b	Demonstrate and apply handwriting skills. *Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.*	

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SOUND-LETTER BASICS AND HANDWRITING		
Std. #	**Standard Language**	**Primary Citations**
		(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) During **Dictation/Sentences** students independently write sentences in cursive or manuscript. After writing, students follow a proofreading procedure by reading each sentence and scooping into phrases. See **Proofreading Procedure,** p. 42. **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; 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) The **Student Practice Book** provides opportunities to practice using cursive, as referenced by the TM and introduction student letter. The **Home Support Pack** provides targeted practice pages for cursive: letters, connectives, words, phrases and sentences, as referenced in the TM. The **Fundations Level 3 Learning Community** provides additional handwriting resources including: Using My Fundations Journal®: Letter Formation and Beyond; Fundations Guided Proofreading Procedures Cue; Wilson Cursive Writing Home Support.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
3.WF.3a	Know and apply spelling conventions and patterns. *Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).*	Students learn to segment and spell words simultaneously while learning to decode and blend sounds to read whole words. In Level 3, students learn all syllable types for decoding and spelling and other advanced phonics and word study skills, including less common and complex graphemes. When students learn to segment words into individual sounds for spelling, they use the Wilson® finger-tapping procedure to isolate each sound, so it is easier to say or write each letter (or grapheme) associated with the sound. For multisyllabic words, students segment and spell one syllable at a time (See **Unit 3 Introduce New Concepts**, p. 162-163 for an example.). In Fundations Level 2 Unit 3 students learned closed-syllable exceptions including: **ild, ind, old, olt**, and **ost**. These are reviewed in Fundations Level 3 Unit 1. Students learn to spell additional complex graphemes in single-syllable and multisyllabic words throughout Level 3. Once a sound-symbol correspondence is introduced, it is included in **Dictation** activities. **Introduce New Concepts:** (Unit 1: p. 104-105), (Unit 4: p. 174-175), (Unit 6: p. 236-237), (Unit 9: p. 368-369; p. 374-375; p. 384-385; p. 386), (Unit 10: p. 406; p. 408-409; p. 424-425), (Unit 13: p. 502; p. 504; p. 507; p. 512-513; p. 515) **Make It Fun:** (Unit 1: p. 106-107), (Unit 6: p. 238-239), (Unit 9: p. 383), (Unit 13: p. 510-511; p. 516-517) **Echo/Find Words (description p. 48-53)**: (Unit 12: p. 474-475), (Unit 13: p. 505) **Dictation/Words and Sentences (description p. 34-39, 42-43):** (Unit 1: p. 107), (Unit 2: p. 127; p. 135), (Unit 3: p. 163), (Unit 4: p. 181; p. 187; p. 191), (Unit 5: p. 207; p. 219), (Unit 6: p. 237; p. 239; p. 247; p. 249), (Bonus Unit: p. 275; p. 285), (Unit 7: p. 301; p. 303), (Unit 8: p. 329; p. 333; p. 337), (Unit 9: p. 371; p. 373; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 429), (Unit 11: p. 451; p. 459), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 541; p. 545; p. 549) Students also review and spell the following Trick Words with complex graphemes during the activity **Dictation/Trick Words:** *bought, brought, thought, laugh.* **Dictation/Trick Words (description p. 40-41):** (Unit 4: p. 189), (Unit 8: p. 339), (Unit 9: p. 373; p. 383), (Unit 10: p. 419; p. 431), (Unit 11: p. 449), (Unit 13: p. 507; p. 511; p. 517; p. 519), (Unit 14: p. 545)

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
3.WF.3b	Know and apply spelling conventions and patterns. *Identify language of origin for words, as noted in dictionaries.*	Fundations Level 3 explicitly teaches both dictionary skills and word origins, developing the foundational skills for this standard. In **Unit 5** students learn and practice dictionary skills to help them look up words with spelling options using the Standard Sound Card setup as a guide. Students are explicitly encouraged and taught to use both print and electronic dictionaries for reference. **Introduce New Concepts:** (Unit 5: p. 214-215; p. 216-217), (Unit 10: p. 414-415) **Make It Fun:** (Unit 5: p. 218), (Unit 10: p. 412; p. 423), (Unit 13: p. 517), (Unit 14: p. 549) In the **Bonus Unit**, students are introduced the concept of word origins through Latin roots with closed-syllable roots such as **rupt** (**disrupt**) and **ject** (**subject**). See **Bonus Unit Introduction**, p. 264-266. **Introduce New Concepts:** (Bonus Unit: p. 280-281; p. 282-283; p. 284), (Unit 14: p. 532) **Make It Fun:** (Bonus Unit: p. 283; p. 285; p. 286) Students also enter words and a defining sentence into a vocabulary dictionary and homophones ("Sound Alikes") dictionary in the **Student Notebook**. They are directed to this as a reference tool when spelling words. See **Activity Cue Cards: Dictation Words**, p. 567 and **Echo/Find Words**, p. 572.
3.WF.3c	Know and apply spelling conventions and patterns. *Spell singular and plural possessives (e.g., teacher's, teachers').*	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. In Level 3 students review how to form plurals with the suffixes **-s** and **-es** starting in Unit 2. When spelling words with suffixes, students will first isolate the base word by saying it and then spelling it before adding the suffix, laying an important foundation to understanding how to spell plural possessives. They also learn that some plurals are formed in an unusual or irregular way. See the **Student Notebook Spelling Rules** on p. 38-39 and **Unit 2 Introduction,** p. 114-116. **Introduce New Concepts:** (Unit 2 p. 118-119), (Unit 4: p. 178), (Unit 7: p. 306-307) **Make it Fun:** (Unit 2: p. 126), (Unit 4: p. 181), (Unit 7: p. 311)

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		Students also learn about the concept of possessives through the possessive pronouns *its* and *their* in the **Guess Which One** activity, where they use context in the sentence to determine the correct Sound Alike word to spell. **Guess Which One (description p. 55-56):** (Unit 11: p. 446; p. 456) The **Fundations Learning Community** Expert Tips provide additional opportunities for students to learn about using apostrophes to form possessives.
3.WF.3d	Know and apply spelling conventions and patterns. *Spell regular two-and three-syllable words that:* *1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.* *2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).*	In Fundations, spelling strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to encode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multimodal approach to teaching syllable division for spelling (see Unit 3, **Introduce New Concepts** p. 162-163 as an example). Syllable division rules are taught for spelling when multisyllabic words are addressed for each of the syllable types. *Multisyllabic words* are included in word resources for all units following Unit 3 for all encoding activities. See **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). Students practice encoding words using knowledge of syllable division rules during all activities that include encoding once multisyllabic words are addressed in Unit 3. **Introduce New Concepts (description p.70):** (Unit 3: p. 162-163) (Unit 4: p. 175; p. 178-179; p. 184-185), (Unit 5: p. 204-205; p. 212), (Unit 6: p.234-235; p.242; p. 252), (Bonus Unit: p. 270-271; p. 272-273; p. 282-283) (Unit 7: p. 296-297; p.298-299; p.308), (Unit 8: p.326; p.328-329; p.346) (Unit 9: p.366-367; p.374-375; p.376; p.386; p. 388-389), (Unit 10: p. 408-409; p. 414-415; p. 416; p. 426-427), (Unit 12: p. 472-473; p.484-485; p.486-487), (Unit 13: p.504; p.515), (Unit 14: p.534-535; p.544-545) **Make It Fun (description p.70):** (Unit 4: p. 181, p.189), (Unit 5: p. 208-209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: 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. p. 431), (Unit 12: p. 481; p. 487;, (Unit 13: p. 516-517), (Unit 14: p. 549).

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		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 (description p. 70):** (Bonus Unit: p. 270-271; p. 272-273; p. 282-283) **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). 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 (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. 306-307; 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) **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) **_____**

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		Students practice encoding *multisyllabic words* and words with *prefixes and suffixes* during the activities **Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words** once the concept has been taught. **Dictation/Words and Sentences (description p. 34-39, 42-43):** (Unit 2: p. 125; p. 127; 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. 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) The **Student Practice Book** provides targeted practice in encoding words using knowledge of syllable division patterns and affixes, as referenced in the TM. **Fun Hub Practice** provides students with encoding words using knowledge of syllable division patterns and affixes through the activity called **Build Words with Echo**, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for encoding words using knowledge of syllable division patterns and affixes, as referenced in the TM.
3.WF.3e	Know and apply spelling conventions and patterns. *Spell grade-level appropriate words in English, as found in a research-based list including:*	Phonetically *irregular high frequency words* and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Fundations) are taught as words to be automatically recognized in Fundations Levels K, 1 and 2. By the end of Level 2, Fundations students are prepared them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for decoding when students encode during the **Dictation (Dry Erase)**, **Dictation (Composition Book)** and **Dictation (Day 5**

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
	1. Irregular words. *2. Pattern-based words.*	**Check Up)** activities. There is an option for supplemental support with the **Trick Words** activity **(description p. 64-65)**. See **Level 1 Review Trick Words** (p. 593) and **Level 2 Review Trick Words** (p. 594) high frequency word lists. **Dictations/Sound Alike & Trick Words (description p. 40-41)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (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), (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) **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; 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). In Fundations, 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 *regularly spelled, pattern-based words* for 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. Fundations activities for encoding words with these syllable types include: **Dictation (Dry Erase)**, **Dictation (Composition Book)** and **Dictation (Day 5 Check Up)**, **Echo/Find Words**, **Guess Which One**, **Introduce New Concepts**, and **Make It Fun**. For single-syllable words, students must segment sounds and identify the letter(s) that go with each

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162-163 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. **Dictation/Words (description p. 34-35; p. 36-37; p. 38-39)**: (Orientation: p. 81; p. 83), (Unit 1: p. 95; p. 97; p. 99; p. 107), (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) **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; 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. 48-49; p. 50-51; p. 52-53)**: (Orientation p. 79), (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) **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),

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		(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 1: p. 104-105), (Unit 3: p. 156-157; p. 158-159 p. 162-163), (Unit 4: p. 175; p. 178-179; p. 184-185), (Unit 5: p. 204-205; p. 212-213), (Unit 6: p. 234-235; p. 242; p. 252) (Bonus Unit: p. 270-271; p. 272-273; p. 282-283) (Unit 7: p. 296-297; p. 298-299; p. 308) (Unit 8: p. 326; p. 328-329; p. 346-347) (Unit 9: p. 366-367; p. 375; p. 376-377; p. 386; p. 388-389) (Unit 10: p. 406; p. 408-409; p. 414-415; p. 416; p. 426-427) (Unit 11: p. 444-445; p. 446-447; p. 456-457), (Unit 12: p. 473; p. 485; p. 486-487), (Unit 13: p. 504; p. 515), (Unit 14: p. 534-535; p. 544-545) **Make It Fun (description p. 70)**: (Unit 2: p. 126; p. 144) (Unit 4: p. 181, p.189), (Unit 5: p. 208-209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: 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 11: p. 452-453), (Unit 12: p. 481; p. 487), (Unit 13: p. 516-517), (Unit 14: p. 549). The **Student Practice Book** provides targeted practice encoding sound-alike words, many of which are high-frequency words and targeted practice encoding regularly spelled, pattern-based words, as referenced in the TM. **Fun Hub Practice** provides students with targeted practice encoding homophones or sound alike words, many of which are high frequency words through the **Sound Alike Scramble** activity and targeted practice encoding regularly spelled, pattern-based words, through the activity called **Build Words with Echo**, as referenced in the TM.

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Additional Arizona Standards Supported by Fundations

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

In addition to the reading and writing foundational skills, Fundations also strongly supports **Arizona's English Language Arts Standards** in other domains. Students learn through explicit instruction in the following speaking & listening and language standards.

Speaking and Listening Standards

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

COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
3.SL.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. *Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See: **Using Questioning** PREFACE 8; **Principles of Instruction** PREFACE 10-12 (Scaffolding Step 3: You Do It Together); **Comprehension Strategies** PREFACE 18-19;
3.SL.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	

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COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	**Fundations Level 3 Learning Activities and Skills** PREFACE 21; **Differentiated Instruction** PREFACE 25-26; **Learning Activity Overview Section** p. 31-70; and **Storytime** on Fundations Learning Community, Level 3.
3.SL.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. *Explain their own ideas and understanding based on the discussion.*	
3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See: **Using Questioning** PREFACE 8; **Principles of Instruction** PREFACE 10-12 (Scaffolding Step 3: You Do It Together); **Comprehension Strategies** PREFACE 18-19; **Fundations Level 3 Learning Activities and Skills** PREFACE 21; **Differentiated Instruction** PREFACE 25-26; **Learning Activity Overview Section** p. 31-70; and **Storytime** on Fundations Learning Community, Level 3.

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Language Standards

Fundations® supports this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning at 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 OF STANDARD ENGLISH		
Std. #	**Standard Language**	**Primary Citations**
3.L.1b	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. *Form and use regular and irregular plural nouns.*	Fundations student learn to form plurals with **-s** and **-es**, as well as to form irregular plural nouns. **Unit 2 Introduction:** (p. 114-115) **Introduce New Concepts:** (Unit 2 p. 118-119), (Unit 4: p. 178), (Unit 7: p. 306-307) **Word of the Day (description p. 66-67):** (Unit 7: p. 310)
3.L.1g	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. *Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.*	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) **Word Talk (description p. 68-69)**: (Unit 4: p. 182, p. 192), (Unit 5: p. 210, p.2 20), (Unit 6: p. 238, p. 248, p. 258), (Unit 7: p. 304, p. 314), (Unit 8: p. 342, p. 352), (Unit 9: p. 373, 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. 520), (Unit 14: p. 540, p. 550)
3.L.1i	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	In Level 3, students construct simple, compound and complex sentences using vocabulary words with proper capitalization and punctuation. Students practice writing complete sentences during activities that include: **Dictation/Sentences** and **Word of the Day.** In **Word of the Day**, students add a sentence to the Vocabulary section of their **Student Notebooks**.

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CONVENTIONS OF STANDARD ENGLISH		
Std. #	**Standard Language**	**Primary Citations**
	Produce simple, compound, and complex sentences.	**Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; 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) **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 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; 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) The **Student Practice Book** also provides opportunities for students to construct written responses with complete sentences, as referenced by the TM.

VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
3.L.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Fundations introduces the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Level 3 explicitly teaches about the base word, suffixes and prefixes, focusing on how these change the meaning of the base word.

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	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** are the focus **Unit 2** (p. 114-151), **Unit 4** (p. 170-197) **Unit 9** (p. 360-398) **Unit 14** (p. 528-555). Students learn 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). During **Word of the Day**, **Make it Fun**, and **Word Talk** activities in these units, teachers discuss meaning of words with affixes and roots. **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) **Make It Fun (description p.70):** (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286) **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.
3.L.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. *Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).*	
3.L.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	In Level 3, students will become increasingly aware of structures of words and their meanings. They learn homophones called "sound alike" words. These are words that sound alike but have different spellings and different meanings. Students practice using sentence-level context clues to determine the meaning of a word or phrase in activities that include: **Guess Which One** and **Dictation/Sound Alike & Trick Words.** **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;

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
	Use sentence-level context as a clue to the meaning of a word or phrases.	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) **Dictations/Sound Alike & Trick Words (description p. 40-41)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (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), (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) 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. 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.L.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing	Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their **Student Notebooks**. Students learn a "Word of the Day" selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller's list (Beimiller, 2010), so that they not only learn word structure, they learn the meaning of words

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
	flexibly from a range of strategies. *Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.*	with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or "Sound Alike" words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the Guess Which One activity in all Units. Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. **Introduce New Concepts** (Unit 5: p. 214-215; p. 216-217) **Make It Fun** (Unit 5: p. 218), (Unit 10: p. 412; p. 422-423), (Unit 13: p. 516-517), (Unit 14: p. 549). Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the **Introduce New Concepts** activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials such as Fundations classroom posters, Cursive Writing Desk Strips, etc. See **Engaging Students in Rigorous Work**: PREFACE 8 and **Skills and Procedures Taught in Fundations**: PREFACE 17-18, 20. **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).

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	Teachers are directed to incorporate vocabulary instruction in the Fundations activities to create a vocabulary rich environment. See **Skills and Procedures Taught in Fundations** PREFACE 17. All the Fundations Learning Activity procedures and routines require students to speak coherently and encourage the use of academic vocabulary. See **Using Questioning** on PREFACE 8; **Comprehension Strategies** on PREFACE 18-19; **Learning Activity Overview Section** pages 31-70; and Storytime on **Fundations (Level 3) Learning Community**. Explicit vocabulary instruction is included in the **Guess Which One, Word of the Day, Word Talk** activities. **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) **Word Talk (description p. 68-69):** (Unit 1: p. 108), (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)

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