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# Fundations® Levels K-5

## Alignment to

## Common Core State Standards

## English Language Arts

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# Fundations® 3e Level K

# Fundations® Level K Alignment to Common Core State Standards for English Language Arts

## Reading Standards: Foundational Skills

| PRINT CONCEPTS | | |
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| **Std. #** | **Standard** | **Primary Citations** |
| RF 1a. | Demonstrate understanding of the organization and basic features of print.<br>*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***<br>Storytime activities recommend books and direct teachers to discuss print and book awareness such as **Storytime**: (Unit 1: p. 122-123; p. 132-133; p. 183); (Unit 2: p. 199; p. 208-209; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406); and **Make it Fun** (Unit 5: p. 395; p. 405).<br>Additional Storytime activities have students read text from top to bottom and left to right with a return sweep: **Storytime**: (Unit 1: p. 102-103; p. 162-163) (Unit 3: p. 275) (Unit 4: p. 331; p. 340).<br>Print awareness in Fundations is also demonstrated and reinforced during several activities that use Sentence Frames including **Teach Trick Words**, **Trick Word Practice**, **Word Play-Word Awareness**, **Word Play-Read Sentences**, and **Dictation/Sentences.** These activities emphasize that sentences are read left to right, words are separated by print.<br>**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)<br>**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)<br>**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) |

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| **Std. #** | **Standard** | **Primary Citations** |
| | | **Word Play – Read Sentences:** (Unit 4: p. 316-317, p. 326-327, p. 336-337), (Unit 5: p. 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403)<br><br>**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)<br><br>**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)<br><br>**Make it Fun-Change the Sentence:** (Unit 5: p. 355; p. 364-365; p. 375)<br><br>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 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. 20). |
| RF 1b. | Demonstrate understanding of the organization and basic features of print.<br><br>*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. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words.<br><br>**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. |

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| | | 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)<br><br>**Introduce New Concepts**: (Unit 2: p. 190-191), (Unit 3: p. 236-237), (Unit 4: p. 302-303), (Unit 5: p. 349)<br><br>**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)<br><br>**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)<br><br>Additional Make it Fun activities support the skill of students blending spoken phonemes to form one-syllable words.<br><br>**Make it Fun:** (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 337)<br><br>Other Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes.<br><br>**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)<br><br>**Make it Fun** (Unit 1: p. 68; p. 78; p. 98-99; p. 129; p. 148-149; p. 158) (Unit 3: p. 243; p. 263; p. 273; p. 293).<br><br>More activities are provided in the **Home Support Packet** (p. 38, 57, 89, 95) and online **Fundations Learning Community** (See Expert Tips/Ideas section).<br><br>The **Student Practice Book** provides targeting practice for students in recognizing that spoken words are represented in written language by specific sequences of letters (from page 3). |

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| | | **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). |
| RF 1c. | Demonstrate understanding of the organization and basic features of print.<br>*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.**<br>**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)<br>**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)<br>**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)<br>**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)<br>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right<br>**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)<br>**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) |

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| | | **Make it Fun-Change the Sentence**: (Unit 5: p. 355; p. 364-365; p. 375)<br><br>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 Learning Community** (See Expert Tips/Ideas section). |
| RF 1d. | Demonstrate understanding of the organization and basic features of print.<br><br>*Recognize and name all upper- and lowercase letters of the alphabet.* | Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter.<br><br>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.**<br><br>**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)<br><br>**Drill Sounds/Warm-Up (description p. 30-31)**: (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p; 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) |

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| | | **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)<br><br>**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)<br><br>**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)<br><br>**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)<br><br>**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)<br><br>**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) |

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| | | **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)<br><br>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).<br><br>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. In the **Student Notebook**, students practice upper and lowercase letter formation. |

| PHONOLOGICAL AWARENESS | | |
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| RF 2a. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br><br>*Recognize and produce rhyming words.* | Instruction emphasizing phonological activities such as rhyming is included in Fundations Levels K during the **Which Ones Belong?**, **Make It Fun** and **Storytime** activities.<br><br>**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)<br><br>**Make it Fun (description p. 48)**: (Unit 1: p. 108-109; p. 118; p. 129), (Unit 2: p. 206)<br><br>**Storytime (description p. 48)**: (Unit 1: p. 112-113; p. 122-123; p. 183).<br><br>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). |
| RF 2b. | Demonstrate understanding of spoken | Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the **Word Play** activity in Unit 1. |

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| | words, syllables, and sounds (phonemes).<br><br>*Count, pronounce, blend, and segment syllables in spoken words.* | **Word Play (description p. 48)**: (Unit 1: p. 100-101, p. 110-111; p. 120-121)<br><br>Teachers have access to additional phonemic awareness resources provided in **Home Support Packet** (p. 31) and online **Fundations Learning Community** (See Expert Tips/Ideas section). |
| RF 2c. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br><br>*Blend and segment onsets and rimes of single-syllable spoken words.* | Phonological awareness pertains to understanding that words may sound alike, as in rhyme, and the ability to distinguish between words that rhyme. Throughout Unit 1, instruction emphasizes phonological activities that include identifying and segmenting onsets and rimes while teaching letter-sound correspondences.<br><br>**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)<br><br>**Make It Fun (description p. 48)**: (Unit 1: p. 108-109), (Unit 2: p. 206)<br><br>**Storytime (description p. 48)**: (Unit 1: p. 112-113, p. 122-123; p. 183)<br><br>**Word Play (description p. 48):** (Unit 1: p. 192-193), (Unit 4, p. 304; p. 316)<br><br>**Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239)<br><br>Teachers have access to additional phonemic awareness resources provided in the **Home Support Packet** and online **Fundations Level K Learning Community** (See Expert Tips/Ideas section including Additional Phonological Awareness Activities to Target Specific Skills).<br><br>The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness, including onset and rime. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42). |
| RF 2d. | Demonstrate understanding of spoken | 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** |

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| | words, syllables, and sounds (phonemes).<br><br>*Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words[1]. (This does not include CVCs ending with /l/, /r/, or /x/.)* | **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.<br><br>**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)<br><br>**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).<br><br>**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)<br><br>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.<br><br>**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)<br><br>Additional **Word Play** and **Make it Fun** activities support the skill of isolating and individual phonemes in spoken words. |

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| | | **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)<br><br>**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)<br><br>Additional activities are provided in the **Home Support Packet** (p. 38, 57, 89, 95)<br><br>Teachers have access to additional phonemic awareness resources provided in the online **Fundations Learning Community** (See Expert Tips/Ideas section).<br><br>**Fundations Readers Level K** library also provide practice with identifying pictures that begin with the sound that was orally produced.<br><br>The **Fundations Progress Monitoring Tool Level K** assesses student's ability to isolate and pronounce sounds in CVC words. |
| RF 2e. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br><br>*Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.* | 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.<br><br>**Introduce New Concepts** (Unit 2: p. 190-191), (Unit 3: p. 236-237)<br><br>**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)<br><br>**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) |

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| PHONOLOGICAL AWARENESS | | |
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| | | **Word Play (description p. 48)**: (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210)<br><br>**Make It Fun (description p. 48)**: (Unit 2: p. 206)<br><br>Additional activities are provided in the **Home Support Packet** (p. 38, 57, 89, 95) and the online **Fundations Learning Community**. |

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| RF 3a. | Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>*Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.* | Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal manner using engaging materials. **Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun**<br><br>**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)<br><br>**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; |

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| PHONICS AND WORD RECOGNITION | | |
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| | | 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)<br><br>**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)<br><br>**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)<br><br>**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)<br><br>**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)<br><br>**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. |

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| | | 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)<br><br>**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)<br><br>**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)<br><br>Additional activities are provided in the following:<br><br>**Home Support Packet** (p.7-19; p. 21-23; p. 25-30; p. 32-37; p. 39-51; p. 62-79)<br><br>Online **Fundations (Level K) Learning Community** (see Expert Tips/Ideas section).<br><br>**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.<br><br>**Fundations Readers Level K**, which specifically align with the scope and sequence of Fundations, provide students with decoding practice. (See the **Fundations Readers Teacher's Guide Level K**). |
| RF 3b. | Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>*Associate the long and short sounds with common spellings (graphemes) for the five major vowels.* | 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 |

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| | | 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.<br><br>**Drill Sounds/Warm-Up (description p. 30-31):** (Unit 1: 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. 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), (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. 315; p. 318; p. 320; p. 322; 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; p386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406)<br><br>**Echo/Find Letters (description p. 32-33)**: (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: 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)<br><br>**Letter-Keyword-Sound (description p. 38-39)**: (Unit 1: p. 84; p. 94; p. 104; p. 124)<br><br>**Echo/Letter Formation (description p. 36-37):** (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 271; 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)<br><br>**Student Notebook (description p. 42-43):** (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p. 157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193) |

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| | | **Word Play (description p. 48): (**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)<br><br>**Word Play – Listen for Sounds** introduces students to the long vowel sound. This activity helps students distinguish between long and short 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)<br><br>Also, the **Student Practice Book** and the **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 decoding words and associating the long and short sounds with common spellings for the five major vowels. (See the **Student Practice Book and Fundations Readers Teacher's Guide Level K**). |
| RF 3c. | Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>*Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).* | 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. Starting in Unit 3, several trick words are introduced and practiced in the **Teach Trick Words** and **Trick Word Practice** activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading and to aid in defining the word when necessary.<br><br>**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)<br><br>**Trick Word Practice (description p. 46-47):** (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) Words taught as Trick Words in Level K: **the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do; one.** Level K students will be able to ***read*** high-frequency words that have regular VC and CVC sound spelling patterns; |

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| | | including the following words from Fry's first 100 list: **in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.**<br><br>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).<br><br>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.<br><br>**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). |
| RF 3d. | Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>*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.<br><br>**Introduce New Concepts**: (Unit 2 p. 190-191); (Unit 3, p. 236-237); (Unit 4, p. 302-303); (Unit 5, p. 349)<br><br>**Echo/Find Words (description p. 34-35)**: (Unit 3, p. 237)<br><br>**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. |

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| | | 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)<br><br>**Make it Fun:** (Unit 2: p. 206) (Unit 4: p. 306-307; p. 317; p. 355, p. 364-365, p. 375)<br><br>**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**). |
| 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.)<br><br>**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)<br><br>Students also read connected text with prosody and expression in sentences in:<br><br>**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)<br><br>**Sentence Reading:** (Unit 5: p. 349, p. 351)<br><br>**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<br><br>**Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375)<br><br>Students proofread the written sentence which requires students to read connected text: **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 351, p. 358-359, p. 361, p. 368-369, |

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| | | p. 371, p. 379, p. 381, p. 383, p. 389, p. 395, p. 403)<br><br>**Important Note for Consideration**: Fundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading grade-level text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, **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. 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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# Reading Standards for Literature

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** | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| 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)<br>**Make it Fun:** These two activities are an extension of the Storytime**:** (Unit 5: p. 395; p. 405). |
| 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)<br>**Make it Fun:** These two activities are an extension of the Storytime**:** (Unit 5: p. 395; p. 405). |
| 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)<br>**Make it Fun:** These two activities are an extension of the Storytime**:** (Unit 5: p. 395; p. 405). |

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| CRAFT AND STRUCTURE | | |
|---|---|---|
| **Std. #** | **Standard Language** | **Primary Citations** |
| RL 4. | 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) |
| RL 5. | Recognize common types of texts (e.g., storybooks, poems). | **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) |
| 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** |
| 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) |
| RL 9. | With prompting and support, compare and contrast the adventures and | **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** |
| | experiences of characters in familiar stories. | |

| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY | | |
|---|---|---|
| **Std. #** | **Standard Language** | **Primary Citations** |
| RL 10. | 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) |

## Reading Standards for Informational Text

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** |
| RI 1. | With prompting and support, ask and answer questions about key details in a text. | **Storytime (description p. 48):** (Unit 5: p. 356; p. 366–367; p. 376; p. 386–387; p. 396; p. 406) |

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| KEY IDEAS AND DETAILS | | |
|---|---|---|
| **Std. #** | **Standard Language** | **Primary Citations** |
| 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) |
| 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** |
| 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) |
| RI 5. | 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) |
| RI 6. | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | **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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| INTEGRATION OF KNOWLEDGE AND IDEAS | | |
|---|---|---|
| **Std. #** | **Standard Language** | **Primary Citations** |
| 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) |
| 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) |
| 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) |

| RANGE OF READING AND LEVEL OF TEXT COMPLEXITY | | |
|---|---|---|
| **Std. #** | **Standard Language** | **Primary Citations** |
| RI 10. | 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** |
| SL 1a. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<br><br>*Follow agreed-upon rules for discussions (e.g., listening to others and 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 pages 21-48.<br><br>**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) |
| SL 1b. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<br><br>*Continue a conversation through multiple exchanges.* | |
| 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** |
| 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)<br><br>**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) |
| 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) |
| 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)<br><br>**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** |
| L 1a. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>*Print many upper- and lowercase 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, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. The following activities directly teach handwriting: **Echo/Letter Formation**, **Skywrite/Letter Formation**, **Student Notebook.**<br>**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);<br>**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. |

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| CONVENTIONS OF STANDARD ENGLISH | | |
|---|---|---|
| **Std. #** | **Standard Language** | **Primary Citations** |
| | | 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)<br><br>**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)<br><br>Additional activities are provided in the **Home Support Packet** (p.7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online **Fundations Learning Community** (See Expert Tips/Ideas section). |
| L 1b. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>*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)<br><br>**Word Play:** (Unit 5: p. 360-361) |
| L 1d. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>*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) |

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| CONVENTIONS OF STANDARD ENGLISH | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| L 1e. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>*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)<br>**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) |
| L 1f. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>*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) |
| L 2a. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*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).<br>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-** |

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| CONVENTIONS OF STANDARD ENGLISH | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| | | **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).<br><br>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).<br><br>See **Student Practice Book**, as noted in the teacher's manual (p. 67, p. 73, p. 80, p. 90, etc.) |
| L 2b. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>*Recognize and name end punctuation.* | 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. 28-29):** (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)<br><br>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)<br><br>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).<br><br>See **Student Practice Book**, as referenced in the TM (p. 67). |

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| CONVENTIONS OF STANDARD ENGLISH | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| L 2c. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>*Write a letter or letters for most consonant and short-vowel sounds (phonemes).* | Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. Starting in **Unit 1**, students learn all short vowel and consonant letter name-keyword-sounds, as well as the lowercase formation for each letter (See **Unit 1 Introduction**, p. 60-62).<br><br>In the following activities, students identify, name, and write name letters including short vowels, consonants and consonant digraphs: **Letter-Keyword-Sound**, **Drill Sounds**, **Echo/Find Letters, Dictation/Sounds**, **Skywrite/Letter Formation**, **Student Notebook**, and **Make it Fun.**<br><br>**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)<br><br>**Introduce New Concepts**: (Unit 3: p. 241)<br><br>**Drill Sounds/Warm-Up (description p. 30-31)**: (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p; 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) |

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| CONVENTIONS OF STANDARD ENGLISH | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| | | **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; p. 237; p. 239; p. 247; p. 249), (Unit 3: 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)<br><br>**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)<br><br>**Dictation/Words (description p. 24–25):** (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)<br><br>**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), (Unit 4: p. 319)<br><br>**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)<br><br>**Make it Fun (description p. 48)**: (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 139; p. 148-149; p. 158; p. 178) |

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| CONVENTIONS OF STANDARD ENGLISH | | |
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| | | The **Student Practice Book** provides targeted practice identifying and writing all uppercase and lowercase letters, as referenced in the TM.<br><br>Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community** (see Expert Tips/Ideas section). |
| L 2d. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>*Spell simple words phonetically, drawing on knowledge of sound-letter relationships.* | Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.<br><br>**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)<br><br>**Dictation/Words (description p. 26-27)**: **Teach Word Dictation**: (Unit 3: p. 241); **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)<br><br>**Introduce New Concepts**: (Unit 5: p. 351; p. 379)<br><br>**Dictation/Sentences (description p. 28):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405)<br><br>**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)<br><br>**Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375)<br><br>Additional activities are provided in the **Student Practice Books** (as noted in the Teacher's Manual), **Home Support Packet** (p. 89, p. 95, pp. 106-110) and the online **Fundations Learning Community** (See Expert Tips/Ideas section) |

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| VOCABULARY ACQUISITION AND USE | | |
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| L 4a. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.<br>*Identify new meanings for familiar words and apply them accurately (e.g., knowing* duck *is a bird and learning the verb* to duck*).* | While Fundations' focus is on foundational skills, teachers are prompted to develop vocabulary while doing word building activities: PREFACE 19, PREFACE 22<br>**Echo/Find Words (description, p. 34-35):** p. 249, p. 349<br>**Word Play**: p. 150-151, p. 170-171, p. 196, 212, 238-239, 248-249<br>**Make it Fun:** p. 206 |
| L 5c. | With guidance and support from adults, explore word relationships and nuances in word meanings.<br>*Identify real-life connections between words and their use (e.g., note places at school that are colorful).* | **Word Play – Word Awareness (description p. 48):** (Unit 1: p. 70-1; p. 80-81; p. 90-91; p. 100-101; p. 110-111) |

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WILSON fundations™ | Literacy for All




# Fundations® 3e Level 1

# Fundations® Level 1 Alignment to Common Core State Standards for English Language Arts

## Reading: Foundational Skills

| PRINT CONCEPTS | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| RF 1a. | Demonstrate understanding of the organization and basic features of print.<br>*Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)* | ***Unless otherwise indicated, all pages are from the Teacher's Manual Level 1***<br>Students systematically learn features of a sentence. 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. See **Skills and Procedures Taught in Fundations: Punctuation and Capitalization** (PREFACE 21).<br>**Introduce New Concepts: Word Awareness**: (Unit 2: p. 115, 119)<br>**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)<br>During **Teach Trick Words-Reading**, students must recognize the features of the sentence and many conventions of print, including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14.<br>**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)<br>During **Sentence Dictation** activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Fundations students practice print concepts with Sentence Dictation in **Dictation Dry Erase**, **Dictation Composition Book**, and **Unit Tests** from Unit 2 – Unit 14. |

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| PRINT CONCEPTS | | |
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| | | **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)<br><br>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.<br><br>**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)<br><br>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 **Fluency Kit 1** and the **Fundations® Readers Level 1,** which align specifically with the scope and sequence of Fundations® Level 1.These 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.<br><br>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.<br><br>The **Student Practice Book** reinforces students' recognition of the distinguishing features of a sentence as they read sentences (pp. 14, 17, 21,24, 28, 31, 39, 42, 45, 49, 52, 55, 59, 66, 75, 76, 83, 86, 93, 96, 103, 106, 109, 113). They also practice using a capital letter at the beginning of a sentence and are exposed to different ending punctuation on p. 44, 54, 68, 92. |

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| PHONOLOGICAL AWARENESS | | |
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| **Std. #.** | **Standard Language** | **Primary Citations** |
| RF 2a. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>*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).<br>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.<br>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.<br>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)<br>**Letter-Keyword-Sound (description p. 48-49):** (Unit 1: p. 74; p. 76; p. 80; p. 84)<br>**Introduce New Concepts:** (Unit 9: p. 302-304; p. 312-313), (Unit 11: p. 366-367, p. 368-369)<br>**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)<br>**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)<br>**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)<br>**Word Talk (description p. 58-59):** (Unit 11: p. 374; p. 380; p. 390; p. 394)<br>**Word Play (description p. 60):** (Unit 11: p. 386; p. 392) |

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| PHONOLOGICAL AWARENESS | | |
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| | | Distinguishing between long and short vowels by orally segmenting phonemes in a word is reinforced in spelling activities **Echo Find Words**, **Dictation/Words**.<br>**Echo/Find Words (description p. 42-45):** (Unit 11: p. 369; p. 371; p. 379; p. 387)<br>**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)<br>Also see the **Student Practice Book**: Junior Word Detective (Unit 11: p. 84) |
| RF 2b. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>*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).<br>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. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The 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).<br>**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) |

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| | | **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)<br>**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)<br>**Word Talk (description: p. 58-59):** (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394)<br>In addition, students practice blending sounds to produce single-syllable words in these activities:<br>Also see the **Fundations 1 Home Support Pack** provides targeted practice with blending phonemes, as referenced in the TM.<br>**Fun Hub Practice** provides students with practice blending phonemes through an activity called **Make a Change**, as referenced in the TM. |
| RF 2c. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>*Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.* | Every lesson starts with **Drill Sounds/Warm-Up**. Daily activities are varied and 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.<br>**Which Ones Belong? (description p. 48–49):** (Unit 1: p. 70; p. 72; p. 74; p. 76; p. 80; p. 82; p. 84; p. 86; p. 90; p. 92; p. 94; p. 96)<br>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, isolating and pronouncing phonemes in a word. 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, beginning in Unit 3 through the end of the year. |

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| | | **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)<br><br>**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)<br><br>**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)<br><br>**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)<br><br>In addition, students practice isolating and pronouncing sounds in:<br><br>**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)<br><br>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.<br><br>**Fun Hub Practice** provides practice with isolating and manipulating sounds in the Activity **Make a Change**, as referenced in the TM. |
| RF 2d. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | 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. 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 |

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| | *Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).* | applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks).<br>**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)<br>**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)<br>**Make it Fun:** (Unit 8: p. 287)<br>In addition, students practice segmenting sounds in:<br>**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)<br>The **Fundations 1 Home Support Pack** provides targeted practice with segmenting phonemes as referenced in the TM.<br>**Fun Hub Practice** provides students with practice segmenting phonemes through an activity called **Make a Change** as referenced in the TM. |

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| RF 3a. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*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 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.)<br><br>**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)<br><br>**Introduce New Concepts:** (Unit 3: p. 132-133, p. 135, p. 144-145), (Unit 8: p. 274-275, 284-285)<br><br>**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. 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)<br><br>**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) |

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| | | **Word Play (description p. 60):** (Unit 3: p. 134)<br><br>**Make It Fun (description p. 60):** (Unit 8: p. 287)<br><br>Students also practice spelling-sound correspondences for common consonant digraphs in these activities:<br><br>**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).<br><br>**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.<br><br>The **Fundations 1 Home Support Pack** provides targeted practice in applying knowledge of digraphs, as referenced in the TM.<br><br>**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.<br><br>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. |
| RF 3b. | Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>*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 |

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| | | syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed syllable pattern is key.<br><br>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:<br><br>**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)<br><br>**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)<br><br>**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)<br><br>**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),<br><br>**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 |

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| | | 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)<br><br>**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)<br><br>Students also practice spelling-sound correspondences for common consonant digraphs in these activities:<br><br>**Student Practice Book**: (p. 12-40; p. 42-50; p. 52-57; p. 59-77; p. 79-88; p. 90) and **Student Notebook** (Storytime: p. 110-111)<br><br>**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.<br><br>The **Fundations 1 Home Support Pack** provides targeted practice blending one-syllable words, as referenced in the TM.<br><br>**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.<br><br>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.<br><br>The r-controlled vowels and vowel teams are introduced in the **Quick Drill/Warm-Up** activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with students' reading, but because these vowel |

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| | | combinations present a bit more of a challenge for spelling, and because we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.<br><br>R-controlled vowels and vowel teams (vowel digraph/diphthong) are introduced in the **Drill Sounds/Warm Up** activity beginning in Unit 8. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.<br><br>**Drill Sounds/Warm Up (Description p. 38-39):** (Unit 8: p. 276; p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498)<br><br>Similarly, students in Level 1 are introduced to open syllables in the context of closed syllables but will move on to an in-depth word study of open syllables in Level 2. |
| RF 3c. | Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>*Know final -e and common vowel team conventions for representing long vowel sounds.* | In Fundations letter/sound correspondences are taught in relation to the syllable type being studied. The v-c-e syllable type is taught in Unit 11. The letter sound correspondence is then practiced daily in the **Drill Sounds activity.**<br><br>**Introduce New Concepts** (Unit 11: p. 366-367, p. 386-389, p. 387)<br><br>**Drill Sounds/Warm Up (Description p. 38-39):** 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)<br><br>**Make it Fun (description p. 60):** (Unit 11: p. 371; p. 381; p. 391)<br><br>**Word of the Day (description p. 56-57):** (Unit 11: p. 370, p. 372, p. 378, p. 382, p. 388, p. 393) |

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| | | **Word Play (description p. 60):** (Unit 11: p. 386; p. 392), (Unit 14: p. 482)<br><br>Sound mastery is taught in two directions: letter-to-sound and sound-to-letter. The **Echo/Find Letters** activity helps to solidify sound-to-symbol correspondence. Students will add the long-vowel sound in VCe syllable beginning in Unit 11 and onward.<br><br>**Echo/Find Letters (description p. 40):** (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 424; p. 429), (Unit 13: p. 468-469), (Unit 14: p. 490-491)<br><br>**Dictation/Sounds (description p. 28):** (Unit 11: p. 369; p. 377; p. 379, p. 381; p. 383, p. 389; p. 391; p. 393)<br><br>Vowel teams (vowel digraph/diphthong) are introduced in the **Drill Sounds/Warm Up** activity beginning in Unit 9. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.<br><br>**Introduce New Concepts:** (Unit 9: p. 306; p. 308), (Unit 10: p. 328, p. 334, p. 342)<br><br>**Drill Sounds/Warm Up (Description p. 38-39):** (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498)<br><br>Students also practice decoding VCe syllables and common vowel teams in these activities:<br><br>**Student Practice Book:** (p. 81-85; p. 87-88; p. 90), and **Student Notebook**: (p. 114-115)<br><br>**Fun Hub Practice** provides students with practice VCe syllables and common vowel teams words through an activity called **Word Find Fun** as referenced in the TM.<br><br>The **Fundations 1 Home Support Pack** (e.g., p. 87) provides practice reading VCe words and common vowel team word**s,** as referenced in the TM. |

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| | | **The Fundations Fluency Kit 1** (e.g., Unit 11, Real Words), **Fundations® Readers Level 1,** and **Geodes™ Library 1** provide additional decoding practice aligned with the Fundations Level 1 scope and sequence. **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.<br><br>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. |
| RF 3d. | Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>*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. (In Level 2, students progress to learn all 6 syllable types within multisyllabic words.)<br><br>**Introduce New Concepts** (Unit 9: p. 302-303, 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)<br><br>**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)<br><br>**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) |

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| | | **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)<br><br>**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)<br><br>**Storytime (description p. 60)**: (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: 488-489)<br><br>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.<br><br>**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.<br><br>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. |
| RF 3e. | Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>*Decode two-syllable words following basic patterns by* | 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- |

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| | *breaking the words into syllables.* | consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards.<br><br>**Introduce New Concepts:** (Unit 12: p. 404-405)<br><br>**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)<br><br>**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)<br><br>**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)<br><br>**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)<br><br>**Storytime (description p. 60)**: (Unit 12: p. 412-413; p. 422-423;, (Unit 13: p. 460), (Unit 14: 488-489)<br><br>The **Fundations 1 Home Support Pack** (e.g., p. 94), **Student Practice Book** (e.g., p. 101, p. 103), and **Fun Hub Practice** (in Word Find Fun) provide students with practice decoding compound words, as referenced in the TM.<br><br>Also see the **Fundations Fluency Kit 1, Fundations Stories Set 1** (included in Teacher's Kit), and **Fundations® Readers Level 1**. The Readers align specifically with the scope and sequence of Fundations® Level 1.<br><br>Fundations teaches word structure cumulatively and thoroughly across the K-3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on. Fundations first teaches a new syllable type in isolation and then combines it with only other syllable types that have already studied. In grade 1, Fundations establishes multisyllabic word work with closed-closed and closed-vce syllable types only. Furthermore, the teaching of the syllable types are more thorough and intentional because Fundations teaches **both reading (decoding) and spelling (encoding) simultaneously with a multisensory,** |

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| | | **structured language and literacy approach** which explicitly teaches total word structure, not just phonics. **Encoding (spelling) skills** are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options. |
| RF 3f. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*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.<br>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.)<br>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.).<br>Suffix **-es** is explicitly taught in **Unit 13** (See p. 438-474). See **Resources** p. 500-502.)<br>The activities that include decoding words include: **Introduce New Concepts, Word of the Day**, **Word Talk**, **Make it Fun**, **Word Play**, and **Storytime.**<br>**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)<br>**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)<br>**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) |

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| | | **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)<br><br>**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)<br><br>**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)<br><br>Students also practice reading words with inflectional endings in the following activities:<br><br>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)<br><br>**Student Notebook** (e.g., p. 104-105)<br><br>**Fun Hub Practice** provides students with practice decoding words with inflectional endings through an activity called **Word Find Fun**, as referenced in the TM.<br><br>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.<br><br>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.<br><br>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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| RF 3g. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*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.)<br><br>Level 1 students will be able to read high-frequency words that have regular sound spelling patterns taught in the Level I curriculum; including the following high frequency words from Fry's first 100 list and the American Heritage Word Frequency Book (Caroll, et al., 1971): **and, in; that; it; on; with; at; this; had; but; not; all; when; can; use, an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made**<br><br>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**.<br><br>**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)<br><br>Students also practice trick words for automaticity by reading flashcards as a **Trick Word Drill** during the **Drill Sounds/Warm Up** activity.<br><br>**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. |

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| | | 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468, p. 470), (Unit 14: p. 480; p. 484; p. 486, p. 490; p. 492; p. 494; p. 496; p. 498)<br><br>Students also practice recognizing and reading grade-appropriate irregularly spelled words in the following activities:<br><br>**Student Practice Book**: (p. 18, p. 41, p. 44, p. 51, p. 54; p. 58; p. 68; p.78; p. 89; p. 92; p. 96; p. 108)<br><br>**Fun Hub Practice** provides targeted practice reading grade level irregular words, in an activity called **Not So Tricky!**, as referenced in the TM.<br><br>The **Home Support Pack** (e.g., p. 54) provides targeted practice reading grade-appropriate irregularly spelled words, as reference in the TM.<br><br>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.<br><br>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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| RF 4a. | Read with sufficient accuracy and fluency to support comprehension.<br>*Read grade-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.<br>Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as **Trick Word Reading**, **Word of the Day**, and **Storytime**. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing.<br>The **Storytime** Activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.<br>**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)<br>**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.<br>**Word of the Day (description p. 56-57)**: (Unit 6: p. 204; p. 210; p. 213; p. 222-223; 224), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494)<br>Additionally, phrasing is modeled and practiced during the **Teach Trick Words–Reading** activity, with sentences written on sentence frames.<br>**Teach Trick Words–Reading (description p. 52-53)**: (Unit 2: pp. 116-117; 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. |

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| | | 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463); and (Unit 14: p. 481; p. 497)<br><br>For student practice, see the **Student Practice Book** (p. 17, 24, 31, 42, 52, 59, 76, 86, 103).<br><br>Also, the **Fluency Kit** (e.g., Unit 8: The Pink Dress) includes exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. The **Progress Monitoring Tool** also includes oral reading fluency measure.<br><br>The **Home Support Pack** provides targeted practice reading grade level text, as referenced in the TM.<br><br>**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. 6, and p. 9-10).<br><br>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. |
| RF 4b. | Read with sufficient accuracy and fluency to support comprehension. | 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 |

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| | *Read grade-level text orally with accuracy, appropriate rate, and expression.* | focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards.<br><br>Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing.<br><br>The Storytime activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.<br><br>**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)<br><br>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.<br><br>**Word of the Day (description p. 56)**: (Unit 6: p. 204; p. 210; p. 213; p. 222-223; 224), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494)<br><br>Additionally, phrasing is modeled and practiced during the **Teach Trick Words–Reading** activity, with sentences written on sentence frames.<br><br>**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) |

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| | | For student practice, also see the **Student Notebook** (e.g., p. 106), **Student Practice Book** (e.g., p. 103), **Fun Hub Practice**, **Fluency Kit 1** and the **Home Support Pack** (e.g., p. 79), which provide targeted practice reading grade level text, as referenced in the TM.<br><br>The **Fluency Kit** include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. The Progress Monitoring Tool also includes oral reading fluency measure.<br><br>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. 11, p. 15-16).<br><br>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. |
| RF 4c. | Read with sufficient accuracy and fluency to support comprehension.<br><br>*Use context to confirm or self-correct word recognition and* | 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. |

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| FLUENCY | | |
|---|---|---|
| **Std #** | **Standard Language** | **Primary Citatons** |
| | *understanding, rereading as necessary.* | 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.<br><br>The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.<br><br>**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)<br><br>**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.<br><br>**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)<br><br>Additionally, phrasing is modeled and practiced during the **Teach Trick Words – Reading** activity, with sentences written on sentence frames.<br><br>**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)<br><br>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 |

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| FLUENCY | | |
|---|---|---|
| **Std #** | **Standard Language** | **Primary Citatons** |
| | | the TM. The **Fluency Kit** includes exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. The **Progress Monitoring Tool** also includes oral reading fluency measure.<br><br>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).<br><br>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. |

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# Reading Standards for Literature

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 Citatons** |
| RL 1. | Ask and answer questions about key details in a text. | **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460), (Unit 14: 488-489)<br>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. |
| RL 2. | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | **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)<br>Also see **Fluency Kit 1** Materials, **Fundations® Readers Level 1**, and **Geodes™ Library 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) |

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| KEY IDEAS AND DETAILS | | |
|---|---|---|
| **Std. #.** | **Standard Language** | **Primary Citatons** |
| | | 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** |
| 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)<br>Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice. |
| 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).<br>Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice. |
| RL 6. | Identify who is telling the story at various points in a text. | See the **Storytime Activities** on the **Fundations Learning Community**. |

| INTEGRATION OF KNOWLEDGE AND IDEAS | | |
|---|---|---|
| **Std. #.** | **Standard Language** | **Primary Citations** |
| RL 7. | Use illustrations and details in a story to | **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: |

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| INTEGRATION OF KNOWLEDGE AND IDEAS | | |
|---|---|---|
| **Std. #.** | **Standard Language** | **Primary Citations** |
| | describe its characters, setting, or events. | 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)<br>Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice. |
| RL 9. | Compare and contrast the adventures and experiences of characters in stories. | See the **Storytime Activities** on the **Fundations Learning Community**. |
| RL 10. | With prompting and support, read prose and poetry of appropriate complexity for grade 1. | **Skills and Procedures Taught in Fundations: Comprehension** (PREFACE 19)<br>**Storytime (description p. 60):** (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)<br>**Fundations Readers Teacher's Guide** (p. 6; p. 9; p. 15; p. 17; p. 19; p. 24) |

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# Reading Standards for Informational Text

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** |
| RI 1. | Ask and answer questions 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. |
| 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).<br>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. |
| RI 3. | Describe the connection between two individuals, events, ideas, or pieces of information 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** 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** |
| 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** |
| RI 7. | Use the illustrations and details in a text to describe its key details. | **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).<br>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. |
| 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) |
| 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** |
| RI 10. | With prompting and support, read informational texts appropriately complex for grade 1. | **Skills and Procedures Taught in Fundations: Comprehension** (PREFACE 19)<br>**Storytime (description p. 60)**: (Unit 12: p. 432-433), (Unit 13: p. 470)<br>**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** |
| SL 1a. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.<br>*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**.<br>**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)<br>See the **Storytime Activities** on the **Fundations Learning Community** for additional practice. |
| SL 1b. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.<br>*Build on others' talk in conversations by responding to the comments of others through multiple exchanges.* | **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)<br>Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice. |
| SL 1c. | Participate in collaborative conversations with diverse partners about grade 1 | **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 |

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| COMPREHENSION AND COLLABORATION | | |
|---|---|---|
| | topics and texts with peers and adults in small and larger groups.<br>*Ask questions to clear up any confusion about the topics and texts under discussion.* | 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)<br>Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice. |
| 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. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489)<br>Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice. |
| 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** |
| 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)<br>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** |
| 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. |
| SL 6. | Produce complete sentences when appropriate to task and situation. | 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:<br>**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)<br>**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)<br>**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** |
| L 1a. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>*Print all upper- and lowercase letters.* | Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. **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).<br>Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. **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).<br>Students are held accountable for legible handwriting in all dictation activities and on the Unit Tests.<br>**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)<br>**A note on upper case letter formations**: Fundations students are explicitly taught the letter formations of all 26 letters, upper- and lowercase, in Level K. Given the systematic and cumulative nature of Fundations, and the expectation that the program is implemented across grades, skills were well established in Kindergarten. The lower-case letters are reviewed in |

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| | | Level 1; the uppercase letters are not retaught unless it is needed. The Level 1 Teacher's Manual (PREFACE 20) includes an explicit note about the potential need to review or teach uppercase letters in Level 1, depending on the background of the students. The Level 1 Manual includes explicit instructions to teach letter formation (**Echo/Letter Formation** . 46-47, **Sky Write/Letter Formation** p. 50-51), and the Level 1 Teacher's Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see **Formation Guides**).<br>**Student Practice Book**: Student have additional practice with lowercase letters (p. 3-6, 9-11) and practice writing both uppercase and lowercase letters through the activities in the book.<br>The **Fundations 1 Home Support Pack** provides targeted practice of letter formation, as referenced in the TM. |
| L 1e. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>*Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).* | **Introduce New Concepts**: (Unit 10: p. 348-349), (Unit 11: p. 387), (Unit 13: p. 442-443; p. 445)<br>**Word of the Day (description p. 56-57)**: (Unit 10: p. 349; p. 352) |
| L 2a. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 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 |

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| | *Capitalize dates and names of people.* | students to write sentences with attention to capitalization. tudents follow a proofreading procedure to check spelling and conventions after writing.<br><br>**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)<br><br>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.<br><br>**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)<br><br>Students practice writing names with uppercase letters in the **Student Practice Book** (p. 20, p. 28). |
| L 2b. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 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. tudents follow a proofreading procedure to check spelling and conventions after writing. See **Proofreading Procedure**, p. 36.<br><br>**Introduce New Concepts:** (Unit 2: p. 115, p. 119), (Unit 3: p. 147) |

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| | *Use end punctuation for sentences.* | **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)<br><br>**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).<br><br>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.<br><br>**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)<br><br>Although not scored on the **Unit Test**, teachers check student mastery of skills such as legibility, capitalization, and punctuation to provide additional guidance and practice, as needed.<br><br>**Unit Test:** (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)<br><br>The **Fundations 1 Home Support Pack** provides targeted practice with capitalization, punctuation, and spelling, as referenced in the TM. |

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| L 2d. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.* | 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 for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.<br>**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)<br>**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)<br>**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. 205; p. 214-215; 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)<br>**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)<br>The **Fundations 1 Home Support Pack and Student Practice Book** provide targeted practice spelling grade-appropriate words, as referenced in the TM. |

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| | | **Fun Hub Practice**, provides targeted practice reading grade level irregular words, in an activity called **Not So Tricky**, as referenced in the TM. |
| L 2e. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*Spell untaught words phonetically, drawing on 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.<br>**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)<br>**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)<br>**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)<br>The **Fundations 1 Home Support Pack** and **Student Practice Book** provide targeted practice spelling grade-appropriate words, as referenced in the TM.<br>**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. |

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| L 4a. | 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.<br>*Use sentence-level context as a clue to the meaning of a word or phrase.* | Students enter new words and a sentence into a vocabulary dictionary, which is a section in their **Student Notebooks**.<br>**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) |
| L 4b. | 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.<br>*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.)<br>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.**<br>**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)<br>**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)<br>**Word Talk (description p. 58):** (Unit 13: p. 446; p. 449; p. 450, p. 458), (Unit 14: p. 486; p. 496; p. 498) |
| L 4c. | 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.<br>*Identify frequently occurring root words (e.g.,* | |

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| | *look) and their inflectional forms (e.g., looks, looked, looking).* | **Word Play (description p. 60):** (Unit 13: p. 448), (Unit 14: p. 482; p. 484; p. 490)<br>**Make It Fun (description p. 60):** (Unit 13: p. 457, p. 467), (Unit 14: p. 486-487, p. 493, p. 495) |
| L 5a. | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.<br>*Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.* | Supported throughout Fundations activities |
| L 5b. | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.<br>*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).* | Opportunities to teach multiple word meanings is provided in the following activities:<br>**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)<br>**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) |
| L 5c. | With guidance and support from adults, demonstrate understanding of figurative language, word | **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. |

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| | relationships and nuances in word meanings.<br>*Identify real-life connections between words and their use (e.g., note places at home that are cozy).* | 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)<br>**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) |
| 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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# Fundations® 3e Level 2

# Fundations® Level 2 Alignment to Common Core State Standards for English Language Arts

## Reading Standards: Foundational Skills

| PHONICS AND WORD RECOGNITION | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| RF 3a. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*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***<br>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.<br>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)<br>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** |

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| | | **Book)** and **Dictation (Day 5 Check Up)**, **Introduce New Concepts**, **Echo/Find Words**, **Word of the Day**, **Word Talk**, and **Make It Fun**.<br><br>**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)<br><br>**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)<br><br>**Introduce New Concepts**: (Unit 4: p. 151), (Unit 10: p. 321), (Unit 13: p. 394-395), (Unit 15: p. 451)<br><br>**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)<br><br>**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)<br><br>**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. 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) |

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| | | **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).<br>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.<br>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.<br>**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.<br>**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. |
| RF 3b. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*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.<br>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).<br>Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following, and are used in the following activities: **Dictation (Dry Erase)**, **Dictation (Composition Book)** and **Dictation (Day 5 Check Up)**, **Drill Sounds/Warm-Up**, |

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| | | **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).<br>**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)<br>**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)<br>**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)<br>**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)<br>**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)<br>**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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| | | **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)<br>**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)<br>**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)<br>**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)<br>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.<br>**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.<br>The **Home Support Pack** provides targeted practice pages for decoding two syllable words with long vowels, as referenced by the TM.<br>**Fundations® Fluency Kit 2** (included in the Teacher's Kit) provides student practice with decoding.<br>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. |

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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. |
| RF 3c. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*Decode regularly spelled two-syllable words with long vowels.* | In Fundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words.<br>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).<br>Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: **Introduce New Concepts**, **Word of the Day**, **Word Talk**, **Make It Fun**, and **Storytime** activities. Syllable rules, *including but not limited to two-syllable words with long vowel sounds*, are directly addressed in:<br>**Unit 5, 6, 7 Introductions**: (p. 172, p. 202, p. 230)<br>**Introduce New Concepts**: (Unit 5: p. 176-178) (Unit 6: p. 216-217) (Unit 7: p. 240-241) (Unit 8: p. 272-273)<br>**Word of the Day (description p. 56-57)**: (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242-243; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: p. 306-307), (Unit 10: p. 330; p. 334-335), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402-403), (Unit 14: p. 430; p. 434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; p. 506; p. 510)<br>**Word Talk (description p. 58-59)**: (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502-503; p. 512) |

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| | | **Make It Fun (description p. 60)**: (Unit 5: p. 186-187) (Unit 6: p. 220-221) (Unit 15: p. 462-463)<br>**Storytime (description p. 60)**: (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509).<br>Also, students have the opportunity to apply taught skills when using the Fundations® Fluency Kit 2 and the Fundations Readers Level 2 which explicitly correspond to the scope and sequence of Fundations for grade 2.<br>The **Student Practice Book** (e.g., p. 36), the **Student Notebook** (e.g., p. 104-105), and the **Fluency Kit** (e.g., Unit 11, Real Words) provide targeted practice for decoding two syllable words with long vowels, as referenced by the TM.<br>**Fun Hub Practice Level 2** provides students with practicing decoding two syllable words with long vowels, through the activity of **Word Find Fun**, as referenced by the TM.<br>The **Home Support Pack** provides targeted practice pages for decoding two syllable words with long vowels, as referenced by the TM.<br>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. |
| RF 3d. | Know and apply grade-level phonics and word analysis skills in decoding words. | 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,** |

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| | *Decode words with common prefixes and suffixes.* | **-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).<br><br>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).<br><br>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.<br><br>**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)<br><br>**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)<br><br>**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)<br><br>**Make It Fun:** (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 248; p. 258–259), (Unit 11: p. 361)<br><br>The **Student Practice Book** provides targeted practice for decoding words with prefixes and suffixes, as referenced by the TM.<br><br>**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.<br><br>Also, the **Fluency Kit** (e.g., Unit 8, Real Words) and the **Home Support Pack** provide targeted practice pages for decoding words with common prefixes and suffixes, as referenced by the TM.<br><br>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 |

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| | | and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.<br>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. |
| RF 3e. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*Identify words with inconsistent but common spelling-sound correspondences.* | 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 (Composition Book)** and **Dictation (Day 5 Check Up)**, **Introduce New Concepts**, **Echo/Find Words**, **Word of the Day**, **Word Talk**, and **Make It Fun.**<br>**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)<br>**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) |

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| PHONICS AND WORD RECOGNITION | | |
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| | | **Introduce New Concepts**: (Unit 4: p. 151), (Unit 6: p. 219), (Unit 10: p. 321) (Unit 13: p. 394-395) (Unit 15: p. 451)<br>**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)<br>**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)<br>**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. 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)<br>**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).<br>**Fun Hub Practice** provides students with practicing decoding grade level words, through the activity of **Word Find Fun**, as referenced by the TM.<br>The **Student Notebook** (e.g., p. 93), and the **Fundations Fluency Kit 2 provide** practice with this standard.<br>The **Fundations Level 2 Home Support Pack** provides targeted practice pages for identifying grade level words, as referenced by the TM.<br>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. |

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| PHONICS AND WORD RECOGNITION | | |
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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. |
| RF 3f. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*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),<br>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).<br>**Review Trick Words**: (Unit 1: p. 86; p. 88)<br>**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)<br>**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)<br>**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. |

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| PHONICS AND WORD RECOGNITION | | |
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| | | 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).<br><br>**Fun Hub Practice**, provides targeted practice reading grade level irregular words, in an activity called **Not So Tricky**, as referenced in the TM.<br><br>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.<br><br>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.<br><br>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 | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| RF 4a. | Read with sufficient accuracy and fluency to support comprehension.<br>*Read grade-level text with purpose 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. Comprehension remains the ultimate goal as students develop their foundational skills. In addition to fluency-building instruction with |

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| FLUENCY | | |
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| | | Fundations texts, teachers should reinforce fluency skills through grade-level reading as part of core ELA instruction. See **Fluency**, PREFACE 17-18.<br><br>**Storytime - Part 4: Reading Fluently (description p. 60):** (Unit 2: p. 117), (Unit 4: p. 165), (Unit 5: p. 195), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509)<br><br>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.<br><br>**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)<br><br>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 2 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.<br><br>Fundations provides recommendations for ways to engage with all text types, depending on instructional 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.<br><br>The **Level 2 Fluency Kit** provides timed exercises for sounds, word, Trick Words, and phrases to develop automaticity, accuracy, and prosody. Timed readings are used for |

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| | | progress monitoring while reading for meaning is emphasized. See **Level 2 Fluency Kit**, p. 1-7<br>Also see the **Fundations Readers Teacher's Guide**, p. 2-3, p. 10-11, p. 16-17, p. 19-21, p. 22, and p. 30-33. **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. |
| RF 4b. | Read with sufficient accuracy and fluency to support comprehension.<br>*Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.* | 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**.<br>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 vocabulary, punctuation, and reading fluency.<br>**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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| FLUENCY | | |
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| | | **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.<br>**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).<br>**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.<br>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.<br>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, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.<br>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. |
| RF 4c. | Read with sufficient accuracy and fluency to support comprehension. | In Level 2 students begin to learn more complex patterns, all the syllable types, and letter-sound combinations, such as glued sounds, exceptions, vowel patterns, and suffixes. They also learn to read multisyllabic words with all syllable types. Students learn to blend |

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| FLUENCY | | |
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| | *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.* | sounds to read words using the finger-tapping procedure, a successful routine in the Wilson Reading System®. See **Phonics and Word Study: Instruction for Decoding, Word Recognition, and Spelling,** p. PREFACE 16-17.<br>Teachers model for students how to approach unknown words, and how to make self-corrections during **Storytime**. Students read the same Storytime text multiple times, supporting self-monitoring word recognition and understanding.<br>**Storytime – Part 2: Making a Movie (description p. 60):** (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 217), (Unit 7: p. 245), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p. 351), (Unit 12: p. 376), (Unit 15: p. 457), (Unit 17: p. 505)<br>**Storytime - Part 4: Reading Fluently (description p. 60):** (Unit 2: p. 117), (Unit 4: p. 165), (Unit 5: p. 195), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509)<br>Also see **Supporting Students with Self-Corrections of Errors** on the **Fundations Level 2 Learning Community.** |

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# Reading Standards for Literature

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** | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| RL 1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | Although Fundations® is not a comprehensive core ELA program, it provides instruction that supports this standard through the **Storytime** activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.<br>**Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276–277), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 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)<br>Also see the Storytime Activities on the **Fundations Learning Community** for additional practice. |
| RL 3. | Describe how characters in a story respond to major events and challenges. | Although Fundations is not a comprehensive core ELA program, it provides instruction that supports this standard through the **Storytime** activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.<br>**Storytime (description p. 60):** (Unit 2: p. 115), (Unit 4: p. 153), (Unit 10: p. 327; p. 328), (Unit 12: p. 376), (Unit 13: p. 393; p. 403), (Unit 14: p. 432), (Unit 15: p. 453; p. 459), (Unit 16: p. 481), (Unit 17: p. 500)<br>Also see the Storytime Activities on the **Fundations Learning Community** for additional practice. |

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| CRAFT AND STRUCTURE | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| RL 5. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | Although Fundations is not a comprehensive core/basal program, it provides instruction that supports this standard through the **Storytime** activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.<br>**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 Standards for Informational Text

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** |
| RI 1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | Although Fundations® is not a comprehensive core ELA program, it provides instruction that supports this standard through the **Storytime** activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency:<br>**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), (Unit 9: p. 295; p. 296; p. 300; p. 303)<br>Also see the Storytime Activities on the **Fundations Learning Community** for additional practice. |
| RI 2. | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | Although Fundations® is not a comprehensive core ELA program, it provides instruction that supports this standard through the **Storytime** activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.<br>**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 | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| 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) |
| 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) |
| 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 | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| 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 | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| SL 1a. | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.<br>*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:<br>**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.<br>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.<br>**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) |
| SL 1b. | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.<br>*Build on others' talk in conversations by linking their comments to the remarks of others.* | |
| SL 1c. | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.<br>*Ask for clarification and further explanation as needed about the topics and texts under discussion.* | |

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| COMPREHENSION AND COLLABORATION | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| SL 2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | *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.<br><br>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.<br><br>**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).<br><br>Also see **Fluency Kit 2** Materials. |
| 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** |

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| COMPREHENSION AND COLLABORATION | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| | | 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 the **Fundations Learning Community**, Level 2.<br><br>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.<br><br>**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 | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| SL 4a. | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Although Fundations is not a comprehensive core ELA program, it provides instruction that supports this standard through the **Storytime** activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.<br><br>**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 |

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| PRESENTATION OF KNOWLEDGE AND IDEAS | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| | | 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; 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). |
| 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.<br>**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) |
| 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 | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| L 1e. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>*Use adjectives and adverbs, and choose between them depending on what is to be modified.* | In Level 2, students learn to identify word parts and their meanings, including suffixes that turn words into adjectives. In the activities **Word of the Day** and **Storytime**, students identify and use adjectives to describe.<br>**Introduce New Concepts:** (Unit 5: p. 188-189), (Unit 7: p. 255)<br>**Word of the Day:** (Unit 6: p. 220), (Unit 11: p. 360), (Unit 13: p. 406)<br>**Storytime:** (Unit 6: p. 223), (Unit 7: p. 245; p. 251), (Unit 9: p. 303) |
| L 1f. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>*Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).* | Fundations builds the foundational skills necessary to write complete sentences using punctuation conventions. Students should also have ongoing opportunities to learn and apply these skills in core ELA writing instruction. See **Punctuation and Capitalization**, PREFACE 21.<br>Students independently write sentences and follow a proofreading procedure to check spelling, capitalization, and punctuation during activities including **Dictation/Sentence, Word of the Day, and Storytime Optional Writing**.<br>Students write their own complete sentences during the **Word of the Day** and select **Storytime** activities. During the activity **Word of the Day** students learn a "Word of the Day" selected to correspond with the word structure being studied. Students write a sentence containing the Word of the Day in the Vocabulary section in their **Student Notebooks**.<br>**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 |

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| CONVENTIONS OF STANDARD ENGLISH | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| | | 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)<br>**Word of the Day (description p. 56-57):** (Unit 1: p. 76; p. 80; p. 85; p. 91), (Unit 2: p. 104; p. 107; p. 114; p. 119), (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 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)<br>**Storytime - Optional Writing Activity (description p. 60):** (Unit 2: p. 117), (Unit 4: p. 165), (Unit 5: p. 195), (Unit 6: p. 223), (Unit 7: p. 251), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509)<br>**The Fundations Level 2 Learning Community** provides additional resources and lessons to address *conjunctions*. See the Expert Tips: Building Sentence Complexity<br>The **Student Practice Book** also provides targeted practice writing sentences in the activity **Exploring the World of Words**, as referenced by the TM. |
| L 2a. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*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.<br>**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. |

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| CONVENTIONS OF STANDARD ENGLISH | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| | | 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) |
| L 2d. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).* | 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 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.<br>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, spelling of /k/, bonus letter (ff, ll, ss), glued sounds (including closed syllable exceptions), long and short vowel sounds, suffixes, prefixes, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, vowel-consonant-e exception, y as a vowel, and spelling options /ər/, /ā/, /ē/, /oi/, /ō/, /ou/, /ū/, /ü/, /ů/, and /ȯ/.<br>Once introduced, all spelling patterns are practiced and reviewed in the activities **Dictation/Words**, **Dictation/Sentences**, and **Echo Find/Words.**<br>**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)<br>**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- |

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| CONVENTIONS OF STANDARD ENGLISH | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| | | 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)<br>**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) |
| L 2e. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*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.<br>**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)<br>**"Look words up" in Student Notebook Level 2 (description p. 54)** |

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| KNOWLEDGE OF LANGUAGE | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| 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)<br>**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)<br>**Student Notebook Level 2** |

| VOCABULARY ACQUISITION AND USE | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| L 4a. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.<br>*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. 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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| L 4b. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.<br>*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).<br>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.<br>**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)<br>**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)<br>**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)<br>**Make It Fun:** (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 248; p. 258–259), (Unit 11: p. 361) |
| 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.<br>*Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).* | |
| 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.<br>*Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g.,* | during **Word of the Day**, teachers weave in vocabulary discussion. Once introduced in Unit 5, compound words are included in this activity.<br>**Introduce New Concepts:** (Unit 5: p. 176-178), (Unit 8: p. 273)<br>**Word of the Day (description p. 56-57):** (Unit 5: p. 180; p. 184), (Unit 6: p. 218), (Unit 10: p. 330; p. 334), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 434), (Unit 16: p. 478) |

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| | *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).* | |
| 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.<br>*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.<br>**Word of the Day (description p. 56-57):** (Unit 1: p. 76; p. 80; p. 85; p. 91), (Unit 2: p. 104; p. 107; p. 114; p. 119), (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 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; 506; p. 510). |
| L 5a. | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.<br>*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) |
| L 5b. | Demonstrate understanding of figurative language, word | **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. |

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| | relationships and nuances in word meanings.<br>*Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).* | 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) |
| 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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# Fundations® 3e Level 3

# Fundations® Level 3 Alignment to Common Core State Standards for English Language Arts

## Reading Standards: Foundational Skills

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| **Std. #** | **Standard Language** | **Primary Citations** |
| RF 3a. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*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***<br>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).<br>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).<br>Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: **Introduce New Concepts** and **Make It Fun** activities.<br>**Introduce New Concepts (description p. 70):** (Bonus Unit: p. 269-271; p. 272-273; p. 280-281; p. 282-282; p. 284)<br>**Make It Fun (description p.70):** (Bonus Unit: p. 274; p. 276; p. 283)<br>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).<br>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). |

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| | | 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.)<br><br>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.<br><br>**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)<br><br>**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)<br><br>**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)<br><br>**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).<br><br>The **Student Practice Book** provides targeted practice in identifying the meaning of and use of affixes, as referenced by the TM.<br><br>**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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| | | The **Home Support Pack** provides targeted practice pages in identifying the meaning of and use of affixes, as referenced by the TM. |
| RF 3b. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*Decode words with common Latin suffixes.* | Fundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, **including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, - ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward,** and **-or** beginning in Unit 2 (p. 114-151).<br>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).<br>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.)<br>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.<br>**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)<br>**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. |

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| | | 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)<br>**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)<br>**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).<br>The **Student Practice Book** provides targeted practice in identifying the meaning of and use of affixes, as referenced by the TM.<br>**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.<br>The **Home Support Pack** provides targeted practice pages in identifying the meaning of and use of affixes, as referenced by the TM. |
| RF 3c. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*Decode multisyllable words.* | 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 multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example).<br>Multisyllabic words are introduced in Unit 3 and then included in word resources for all following units for all decoding activities. (**Resources**: p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555).<br>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. |

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| | | **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)<br><br>**Introduce New Concepts (description p. 70)**: (Unit 3: p. 160-161), (Unit 4: p. 174-175; p. 178-179; p. 188) (Unit 5: p. 202-203; p. 216-217) (Unit 6: p. 230-231; p. 232-233; p. 236-237; p. 240-241; p. 250; p.255) (Bonus Unit: p. 269-271; p. 272-273; p. 280-281; p. 282-283; p. 284) (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308) (Unit 8: p. 324-325; p. 334-335; p. 336; p. 344) (Unit 9: p. 364-365; p. 368-369; p. 374-375; p. 384-385; p. 388-389) (Unit 10: p. 404-405; p. 406; p. 416; p. 424-425; p. 426-427; p. 429) (Unit 12: p. 472-473; p. 474; p. 482-483; p. 484-485) (Unit 13: p. 502; p. 507; 512-513) (Unit 14: p. 532; p. 542-543)<br><br>**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. 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)<br><br>**Word Talk (description p. 68-69)**: (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462),(Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. 520), (Unit 14: p. 540; p. 550)<br><br>**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)<br><br>**Word Play (description p.70)**: (Unit 5: p. 208), (Bonus Unit: p. 278)<br><br>The **Student Practice Book** provides targeted practice in decoding multisyllabic words that include a range of spelling patterns, as referenced by the TM.<br><br>**Fun Hub Practice** provides students with decoding practice across varied spelling patterns through the activity **Word Find Fun,** as referenced by the TM. |

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| | | The **Home Support Pack** provides targeted practice pages for multisyllabic word reading, as referenced by the TM. |
| RF 3d. | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*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 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). See **Skills and Procedures Taught in Fundations®:** High Frequency "Trick Words," p. PREFACE 16.<br>IIn 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. During the **Trick Words** activity (description p. 64-65) trick words are explicitly retaught, focusing students' attention on the parts of the word that follow the regular spelling patterns that they have learned and then the part(s) that are "**tricky**." Meaning is discussed as needed. Recognition is reinforced with **flash cards** to build automaticity. Also see the **Fundations Activity Cue Cards**, p. 578.<br>See **Level 1 Review Trick Words** (p. 593) and **Level 2 Review Trick Words** (p. 594) high frequency word lists. Many of these words are considered phonetically regular by Level 3 because the patterns have been taught, but there are others that remain irregular.<br>During **Dictation/Sentences** students write sentences that include 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.<br>**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) |

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| PHONICS AND WORD RECOGNITION | | |
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| | | 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 regular and irregular words students will read in the text. See the **Fluency Readers Getting Started Guide**, **Words with Unit Concepts** and **Irregular Words**.<br><br>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.<br><br>**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.<br><br>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. |

| FLUENCY | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| RF 4a. | Read with sufficient accuracy and fluency to support comprehension.<br>*Read grade-level text with purpose and understanding.* | *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.*<br><br>Note: With the foundational skills acquired from the cumulative Fundations curriculum, students are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, 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).<br><br>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 |
| RF 4b. | Read with sufficient accuracy and fluency to support comprehension.<br>*Read grade-level prose and poetry orally with accuracy, appropriate* | |

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| FLUENCY | | |
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| | *rate, and expression on successive readings.* | completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See **Skills and Procedures Taught in Fundations: Fluency:** PREFACE 16-17)<br>The **Student Practice Book** also provides opportunities for students to read connected text, as referenced by the TM.<br>Additional resources and Expert Tips on the **Fundations Learning Community** to provide more opportunities for students to practice fluency. |
| RF 4c. | Read with sufficient accuracy and fluency to support comprehension.<br>*Use context to confirm or self-correct word recognition and understanding, rereading as necessary.* | |

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# 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** |
| 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.<br>*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:<br>**Using Questioning** PREFACE 8;<br>**Principles of Instruction** PREFACE 10-12 (Scaffolding Step 3: You Do It Together);<br>**Comprehension Strategies** PREFACE 18-19;<br>**Fundations Level 3 Learning Activities and Skills** PREFACE 21;<br>**Differentiated Instruction** PREFACE 25-26;<br>**Learning Activity Overview Section** p. 31-70; and<br>**Storytime** on Fundations Learning Community, Level 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.<br>*Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.* | |
| 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.<br>*Explain their own ideas and understanding in light of the discussion.* | |

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| COMPREHENSION AND COLLABORATION | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| 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:<br>**Using Questioning** PREFACE 8;<br>**Principles of Instruction** PREFACE 10-12 (Scaffolding Step 3: You Do It Together);<br>**Comprehension Strategies** PREFACE 18-19;<br>**Fundations Level 3 Learning Activities and Skills** PREFACE 21;<br>**Differentiated Instruction** PREFACE 25-26;<br>**Learning Activity Overview Section** p. 31-70; and<br>**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 | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| L 1b. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>*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.<br>**Unit 2 Introduction:** (p. 114-115)<br>**Introduce New Concepts:** (Unit 2 p. 118-119), (Unit 4: p. 178), (Unit 7: p. 306-307)<br>**Word of the Day (description p. 66-67):** (Unit 7: p. 310) |
| L 1g. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>*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:<br>**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)<br>**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)<br>**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) |
| L 1i. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Fundations builds the foundational skills necessary to write complete sentences using punctuation conventions. Students should also have ongoing opportunities to learn and apply these skills in core ELA writing instruction. See **Punctuation and Capitalization**, PREFACE 20. |

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| CONVENTIONS OF STANDARD ENGLISH | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| | *Produce simple, compound, and complex sentences.* | In Level 3, students construct simple, compound and complex sentences using vocabulary words and follow a proofreading procedure to check spelling, capitalization, and punctuation. See **Proofreading Procedure,** p. 42.<br><br>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** to demonstrate the meaning of the word.<br><br>**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)<br><br>**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)<br><br>The **Student Practice Book** also provides opportunities for students to construct written responses with complete sentences, as referenced by the TM. |
| L 2e. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 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 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. |

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| CONVENTIONS OF STANDARD ENGLISH | | |
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| **Std. #** | **Standard Language** | **Primary Citations** |
| | *Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).* | 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 segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation.<br><br>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.<br><br>Also, Fundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.<br><br>**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)<br><br>**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. |

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| **Std. #** | **Standard Language** | **Primary Citations** |
| | | 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)<br>**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)<br>**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)<br>**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)<br>**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).<br>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 encoding during the **Dictation (Dry Erase)**, **Dictation (Composition Book)** and **Dictation (Day 5 Check Up)** activities, and there is an option for supplemental support with the **Trick Words** activity (**description p. 64-65**).<br>**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. |

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| | | 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)<br><br>**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).<br><br>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).<br><br>Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed for spelling in Fundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292-319, Unit 9 p. 360-398, Unit 10 p. 400-439, Unit 12 p. 468-496). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all encoding activities. See **Resources**: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) |

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| | | Students practice encoding words with suffixes during activities that include encoding once suffixes are addressed in Unit 2: **Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make it Fun.**<br><br>**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)<br><br>**Dictation/Words (description p. 34-35; p. 36-37; p. 38-39):** (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)<br><br>**Dictation/Sentences (description p. 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. 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)<br><br>**Echo/Find Words (description p. 48-49; p. 50-51; p. 52-53):** (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)<br><br>**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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| | | The **Student Practice Book** provides targeted practice encoding sound-alike words—many of which are high-frequency words and targeted practice encoding words using knowledge of suffixes, including changing base words, as referenced in the TM.<br><br>**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 words using knowledge of suffixes, including changing base words, through the activity called **Build Words with Echo**, as referenced in the TM.<br><br>The **Home Support Pack** provides targeted practice pages for encoding homophones or sound alike words—many of which are high frequency words and targeted practice encoding words using knowledge of suffixes, including changing base words, as referenced in the TM. |
| L 2f. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>*Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.* | 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 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.<br><br>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 segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation.<br><br>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.<br><br>Also, Fundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3. |

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| | | **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)<br><br>**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)<br><br>**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)<br><br>**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)<br><br>**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; |

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| | | 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)<br>**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), (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).<br>The **Student Practice Book** provides targeted practice in using spelling patterns and generalizations when spelling words, as referenced in the TM.<br>**Fun Hub Practice** provides students with encoding words with multiple sound-spelling patterns through the **Build Words with Echo** activity, as referenced in the TM.<br>The **Home Support Pack** provides targeted practice pages for encoding words with multiple sound-spelling patterns, as referenced in the TM. |
| L 2g. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.* | Students are explicitly encouraged and taught to use both print and electronic dictionaries, as well as their **Student Notebooks**, for reference. 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 encourage students to use the **Student Notebook** as a reference tool 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.<br>**Introduce New Concepts**: (Unit 5: p. 214-215; p. 217)<br>**Make It Fun** (Unit 5: p. 218), (Unit 10: p. 412; p. 423), (Unit 13: p. 517), (Unit 14: p. 549).<br>**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)<br>After writing, students follow a proofreading procedure to read and check the spelling of all words, including using digital or print tools. See **Proofreading Procedure,** p. 42. |

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| | | **Dictation/Sentences (description p. 42-43):** (Orientation: p. 81; p. 85), (Unit 1: p. 95; p. 97; 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. 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) |

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| L 4a. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>*Use sentence-level context as a clue to the meaning of a word or phrase.* | 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.**<br>**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)<br>**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; |

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| | | 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)<br>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.<br>Students enter words and a defining sentence into a vocabulary dictionary and homophones ("Sound Alikes") dictionary, which are sections in the **Student Notebook**.<br>**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.<br>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. |
| L 4b. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>*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).* | 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.<br>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).<br>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).<br>During **Word of the Day**, **Make it Fun**, and **Word Talk** activities in these units, teachers discuss meaning of words with affixes and roots.<br>**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) |

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| L 4c. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>*Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).* | **Make It Fun (description p.70):** (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286)<br>**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).<br>The **Student Practice Book** provides targeted practice in identifying the meaning of and use of affixes, as referenced in the TM.<br>**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.<br>The **Home Support Pack** provides targeted practice pages in identifying the meaning of and use of affixes, as referenced in the TM. |
| L 4d. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>*Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.* | 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 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.<br>Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference.<br>**Introduce New Concepts** (Unit 5: p. 214-215; p. 216-217)<br>**Make It Fun** (Unit 5: p. 218), (Unit 10: p. 412; p. 422-423), (Unit 13: p. 516-517), (Unit 14: p. 549).<br>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 |

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| | | 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.<br>**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)<br>**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). |
| 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.<br>**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)<br>**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 |

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| VOCABULARY ACQUISITION AND USE | | |
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| | | 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)<br><br>**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)<br><br>The **Student Practice Book** provides targeted practice using general academic words, as referenced in the TM. |

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WILSON fundations™ | Literacy for All




# Fundations® Level 4

# Fundations® Level 4 Alignment to Common Core State Standards for English Language Arts

Fundations® Level 4, published by Wilson Language Training Corporation (© 2026), is a research-based supplemental foundational skills program that extends Levels K–3 using a Structured Literacy approach. It provides explicit, systematic, and cumulative instruction in phonics, morphology, spelling, vocabulary, sentence comprehension, and reading fluency. Fundations Level 4 is designed as a daily 20-minute whole-class lesson within the broader language arts block, implemented across 15 units.

## Reading Standards: Foundational Skills

| **PHONICS AND WORD RECOGNITION** | | |
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| RF.4.3.a | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.* | ***TM1 refers to the Level 4 Teacher's Manual Volume 1 (Units 1–8) and TM2 refers to the Level 4 Teacher's Manual Volume 2 (Units 9-15). All other materials are referenced by name. ***<br>In Fundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. As a hallmark of instruction across all Fundations levels, decoding and spelling are highly integrated and this remains the same for Levels 4 and 5.<br>In Level 4 Units 1-4, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in single and multisyllabic words. Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types.<br>Awareness of morphology helps readers read and spell words because morphology is the binding agent that connects phonology, orthography, and semantics to each other (Kirby & Bowers, 2018). Learning activities that focus on morphology for word reading also focus on spelling simultaneously, namely **Words at Work** and **Spotlight on Words**. These activities include multisyllabic and polymorphemic words (words comprised of multiple morphemes such as affixes and base words combined) for reading and spelling.<br>Fundations provides instruction and practice to read unfamiliar words both in context and out of context. Students read multisyllabic words in context during **Weekly Read** which uses passages that deliberately embed words with the current spelling concepts, and during **Spelling: Spotlight on Sentences**, where they read and write sentences. Students work with words out of context during **Words at Work**, a word study activity, and during |

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| PHONICS AND WORD RECOGNITION | | |
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| | | **Spelling: Spotlight on Words**, a word dictation activity. **Connection Quest** provides varied practice and application in both modes. Once a syllable type or word element is introduced, students apply their combined knowledge of letter-sound correspondences, syllable division rules, and morphology to read unfamiliar multisyllabic words accurately, both in context and out of context.<br><br>**Weekly Read**: **TM1**: pp. 56, 82, 106, 127, 156, 181, 204, 227, 253, 274, 297, 326, 348, 370, 394, 420; **TM2**: pp. 57, 87, 115, 139, 161, 188-189, 215, 239, 262-263, 290-291, 313, 337, 359, 389-390 Also see **Student Skills Book** for all 30 Weekly Read passages Units 1–15, Weeks 1 and 2 for embed spelling-concept vocabulary.<br><br>**Words at Work**: **TM1:** pp. 62–64, 70-71, 87-92, 94-97, 111–114, 119-120, 133-137, 141-147, 161–164, 168-171, 186-189, 193-194, 209-212, 216-220, 232-236, 241-245, 258-260, 264–265, 279-282, 285-286, 336-339, 353-356, 360-363, 376-378, 383, 399-402, 405-408, 426-428, 433-436; **TM2:** pp. 62–65, 70-73, 91-95, 99-103, 119–122, 126-129, 144-146, 166-170, 174-179, 194, 198, 201-205, 220-222, 226-228, 244-246, 250-253, 268-271, 274-276, 295, 318-320, 324-327, 342-345, 348-351, 363-367, 371-374, 394-395, 400-402<br><br>**Spelling: Spotlight on Words: TM1:** pp. 66-67, 91-92, 115, 137-138, 164-165, 189-191, 212-213, 237-238, 260-261, 282-283, 307, 356-357, 378-380, 402-403, 429-430; **TM2:** 65-67, 96-97, 122-124, 146-148, 170-171, 198-199, 223-224, 247-248, 271-272, 296-297, 321-322, 345-346, 367-369, 395-397<br><br>**Spelling: Spotlight on Sentences**: **TM1:** pp. 71, 98, 120, 147, 172, 195, 220, 245, 265-266, 287, 314, 339, 364, 383, 408-409, 436; **TM2:** pp. 73-74, 103-104, 129, 152, 180, 205, 229, 253, 277, 301, 327, 351, 375, 402<br><br>**Connection Quest**: **TM1**: pp. 79-80, 126, 180, 225-226, 273, 368, 416-419; **TM2**: 84-86, 136-137, 186-187, 234-237, 289, 334-335, 384-388<br><br>**Unit Test**: **TM1:** 103, 153, 200, 248, 293, 345, 390, 440; **TM2**: 111, 157, 210, 258, 308, 355, 407; **Unit Test Booklet**: pp. 2–3, 5–6, 8–9, 11–12, 14–16, 18–19, 21–22, 24–26, 28–30, 32–33, 35–37, 39–41, 43–44, 46–47, 49–51<br><br>The **Student Skills Book** provides guided, collaborative, and independent practice in grade-level phonics and word analysis during the whole-class lesson activities **Weekly** |

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| PHONICS AND WORD RECOGNITION | | |
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| | | **Read, Words at Work, Spelling: Spotlight on Words,** and **Spelling: Spotlight on Sentences,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br>Also see **Teacher's Spelling Rules Notebook**: pp. 1–30 and **Student Reference Chart**: pp. 3–16, including all sounds, syllable types, and word elements (affixes and bases).<br>The **Student Practice Book,** aligned to the Fundations Level 4 Scope and Sequence, provides additional targeted practice to extend learning using knowledge of letter-sound correspondences, syllabication patterns, and morphology to read multisyllabic words. |

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| RF.4.4.a | Read with sufficient accuracy and fluency to support comprehension.<br>*Read grade-level text with purpose and understanding.* | Fluency is "reasonably accurate reading, at an appropriate rate, with suitable expression, leading to accurate and deep comprehension and motivation to read" (Hasbrouck and Glaser, 2019). In Fundations Level 4 students read longer connected texts with fluency, pacing, and expression during the **Weekly Read**. These high-interest, grade-level passages that introduce and reinforce the week's vocabulary and target words. Lessons follow a gradual release approach throughout the Units to guide students through the weekly passage. **Quick Start** activities provide additional questions and prompts related to the Weekly Read to further reinforce understanding.<br>Students see parts of the **Weekly Read** again during **Word Alert**, when complex sentences from the passage are isolated for the purpose of discovering the meaning of new vocabulary. Student leaders read sentences aloud during the Word Alert activity and thus, are also gaining additional practice reading these sentences automatically and with prosody while peers exercise listening skills. During these activities, students are merging the skills of developing word reading accuracy and automaticity while also building language comprehension skills.<br>**Weekly Read**: **TM1**: pp. 56, 82, 106, 127, 156, 181, 204, 227, 253, 274, 297, 326, 348, 370, 394, 420; **TM2**: pp. 57, 87, 115, 139, 161, 188-189, 215, 239, 262-263, 290-291, 313, 337, 359, 389-390<br>**Word Alert: TM1:** pp. 57–60, 83–85, 107–109, 128–131, 157–159, 182–184, 205–207, 228–230, 253–256, 275–277, 297–300, 326–329, 349–351, 371–374, 395–397, 421–423**; TM2:** pp. 57–59, |

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| FLUENCY | | |
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| | | 88–90, 115–117, 139–142, 161–164, 189–192, 215–218, 239–242, 263–266, 291–293, 313–316, 337–340, 359–362, 390–393<br>**Quick Start**: **TM1**: pp. 56, 82, 106, 127, 156, 181, 204, 227, 252, 274, 296, 326, 348, 370, 394, 420; **TM2**: pp. 57, 87, 114, 138, 160, 188, 214, 238, 262, 290, 312, 336, 358, 389<br>In the activities **Spelling: Spotlight on Sentences, Sentence Sense** and **Connection Quest** students practice fluently reading grade-level sentences with purpose and understanding.<br>**Spelling: Spotlight on Sentences**: **TM1:** pp. 71, 98, 120, 147, 172, 195, 220, 245, 265-266, 287, 314, 339, 364, 383, 408-409, 436; **TM2:** pp. 73-74, 103-104, 129, 152, 180, 205, 229, 253, 277, 301, 327, 351, 375, 402<br>**Sentence Sense TM1:** pp. 316-321, 366; **TM2: pp.** 131-134, 154-156, 231, 329-332<br>**Connection Quest**: **TM1**: pp. 79–81, 126, 180, 226, 273, 369, 416-419; **TM2**: 85-86, 136-137, 186-187, 234-237, 289, 335, 384-388<br>**Unit Test**: **TM1:** pp. 103, 153, 200, 248, 293, 345, 390, 440; **TM2:** pp. 111, 157, 210, 258, 308, 355, 407; Also see the **Unit Test Booklet – Sentence Sense**: pp. 3, 6, 9, 12, 15-16, 19, 25-26, 29-30, 33, 36-37, 40-41, 44, 47, 50-51 for sentence-level comprehension.<br>The **Student Skills Book** provides guided, collaborative, and independent practice in reading grade level text with purpose and understanding during the whole-class lesson activities **Weekly Read, Word Alert, Quick Start, Sentence Sense,** and **Spelling: Spotlight on Sentences,** as referenced by the **Daily Plans** in **TM1 and TM2**. |
| RF.4.4.b | Read with sufficient accuracy and fluency to support comprehension.<br>*Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.* | Fluent reading is essential for comprehension, and it depends on accurate and automatic word recognition. Automaticity refers to the quick and automatic recognition of words in isolation. In addition to automaticity, students need to read at an appropriate rate and develop prosody (phrasing) and expression (Hasbrouck & Glaser, 2019).<br>In Level 4 students hear longer, connected texts read aloud during the **Weekly Read**. In Units 1-4, the teacher reads aloud, modeling fluency, pacing, and expression. As students listen, they exercise their oral language comprehension skills. Starting in Unit 5, students engage in choral (Units 5-6), partner (Units 7-10), and independent (Units 11-15) reading to |

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| | | develop fluent reading with accuracy, appropriate rate, and expression. The Weekly Read includes prose, poetry and informational texts.<br>**Weekly Read**: **TM1**: pp. 56, 82, 106, 127, 156, 181, 204, 227, 253, 274, 297, 326, 348, 370, 394, 420; **TM2**: pp. 57, 87, 115, 139, 161, 188-189, 215, 239, 262-263, 290-291, 313, 337, 359, 389-390<br>In the activities **Quick Start, Spelling: Spotlight on Sentences** and **Connection Quest** students practice fluently reading grade-level sentences with accuracy, appropriate rate, and expression.<br>**Quick Start**: **TM1**: pp. 56, 82, 106, 127, 156, 181, 204, 227, 274, 296, 348, 370, 394, 420; **TM2**: pp. 56, 87, 138, 160,188, 214, 238, 262, 290, 312, 358, 389; Also see **Student Skills Book - Quick Start** pages for choral and partner reading of vocabulary sentences and passage excerpts.<br>**Spelling: Spotlight on Sentences**: **TM1:** pp. 71, 98, 120, 147, 172, 195, 220, 245, 265-266, 287, 314, 339, 364, 383, 408-409, 436; **TM2:** pp. 73-74, 103-104, 129, 152, 180, 205, 229, 253, 277, 301, 327, 351, 375, 402<br>**Connection Quest**: **TM1**: pp. 79–81; **TM2**: pp. 234-237<br>**Unit Test**: **TM1:** pp. 103, 153, 200, 248, 293, 345, 390, 440; **TM2:** pp. 111, 157, 210, 258, 308, 355, 407; **Unit Test Booklet:** pp. 1-51<br>The **Student Skills Book** provides guided, collaborative, and independent practice in reading grade level text with accuracy, appropriate rate, and expression during the whole-class lesson activities **Weekly Read, Quick Start, Spelling: Spotlight on Sentences,** and **Connection Quest** as referenced by the **Daily Plans** in **TM1 and TM2**. |
| RF.4.4.c | Read with sufficient accuracy and fluency to support comprehension.<br>*Use context to confirm or self-correct word recognition and understanding, rereading as necessary.* | Teachers model for students how to approach unknown words, and how to make self-corrections during **Weekly Read**. Explicit instruction and practice reading multisyllabic and polymorphemic words (words comprised of roots and affixes) is provided in **Words at Work,** developing accuracy and automaticity at the word level. In addition to Fundations Level 4, teachers can reinforce fluency skills through grade-level reading as part of your ELA instructional block, including small group and independent practice opportunities.<br>**Weekly Read**: **TM1:** pp. 56, 82, 106, 127, 156, 181, 204, 227, 253, 274, 297, 326, 348, 370, 394, 420; **TM2**: pp. 57, 87, 115, 139, 161, 188-189, 215, 239, 262-263, 290-291, 313, 337, 359, 389-390 |

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| | | **Connection Quest**: **TM1**: pp. 79–81, 126, 226, 273, 323-324, 369, 416-419; **TM2**: pp. 85, 136-137, 186-187, 234-237, 335, 384-388<br>During the **Words at Work**, students mark-up words demonstrating the ability to break down multisyllabic words into component parts to support decoding and comprehension, rereading for meaning as needed.<br>**Words at Work**: **TM1**: pp. 63–65, 302-305, 309-314, 330-332, 336, 339, 354-356, 361-363, 370, 376-378, 399-401, 406-408, 434-436; **TM2**: pp. 166-170, 176-178, 195-197, 202-203, 220-222, 227-228, 245-246, 251-252, 268-270, 275-276, 299-300, 318-321, 325-326, 342-345, 349-50, 365-367, 372-374<br>The **Student Skills Book** provides guided, collaborative, and independent practice in reading grade level text using context to confirm or self-correct during the whole-class lesson activities **Weekly Read, Words at Work,** and **Connection Quest** as referenced by the **Daily Plans** in **TM1 and TM2**.<br>The **Student Practice Book,** aligned to the Fundations Level 4 Scope and Sequence, provides additional targeted practice to extend practice using context to confirm or self-correct word recognition and understanding. |

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# Writing Standards

Fundations Level 4 extends learning foundational literacy skills for word recognition and spelling to a focus on advanced word study and language comprehension through explicit instruction in morphology, orthography, vocabulary, and sentence comprehension and production. This approach ensures that students further develop and apply the foundational skills and language comprehension necessary for confident and proficient reading and writing in the upper elementary grades. Fundations Level 4 directly addresses sentence-level writing, spelling conventions, and vocabulary precision. Additionally, some activities support the writing standards below.

| **TEXT TYPES AND PURPOSES** | | |
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| **Std. #** | **Standard Language** | **Fundations Citations** |
| W.4.2d | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>*Use precise language and domain-specific vocabulary to inform about or explain the topic.* | In Level 4, informational Weekly Read passages use specific vocabulary related to the topic. The **Word Alert** activity explicitly teaches the meanings of these new tiered vocabulary words. Students use visuals such as Word Clouds, Word Gradients, and Word Maps to deepen understanding of related words, including examining synonyms, differences in meaning, and word families that share the same base word. Students apply each new word by writing sentences to show the meaning of the word in the **Vocabulary Dictionary** of the **Student Skills Book**.<br>**Word Alert**: **TM1**: pp. 58–59, 108, 129, 158, 206, 254–255, 276, 396, 422; **TM2:** pp. 59, 117, 141, 218, 241, 293, 316, 339, 361–362<br>**Quick Start**: **TM1**: pp. 62, 87, 110, 132, 160, 185, 208, 231, 257, 278, 301, 330, 352, 376, 398, 424; **TM2**: pp. 60, 91, 118, 144, 165, 193, 219, 243, 267, 294, 317, 341, 363, 394<br>The **Student Skills Book** provides guided, collaborative, and independent practice writing using precise vocabulary during the whole-class lesson activities **Word Alert** and **Quick Start** as referenced by the **Daily Plans** in **TM1 and TM2**. |

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| W.4.5 | With guidance, develop and strengthen writing by planning, revising, and editing. | Students independently write a sentence from dictation using correct letter formation and appropriate sentence conventions in the activity **Spelling: Spotlight on Sentences**. After writing, students proofread the dictated sentence, editing as needed to correct any errors.<br>**Spelling: Spotlight on Sentences**: **TM1:** pp. 71, 98, 120, 147, 172, 195, 220, 245, 265-266, 287, 314, 339, 364, 383, 408-409, 436; **TM2:** pp. 73-74, 103-104, 129, 152, 180, 205, 229, 253, 277, 301, 327, 351, 375, 402<br>**Sentence Sense: TM1:** pp. 121-124; **TM2:** pp. 255-257<br>**Unit Test**: **TM1:** pp. 103, 153, 200, 248, 293, 345, 390, 440; **TM2:** pp. 111, 157, 210, 258, 308, 355, 407. Also see **Unit Test Booklet** Spelling sentence dictation p. 1, 4, 7, 10, 13, 17, 20, 23, 27, 31, 34, 38, 42, 45, 48 where students apply conventions independently.<br>The **Student Skills Book** provides guided, collaborative, and independent practice editing sentences during the whole-class lesson activities **Spelling: Spotlight on Sentences** and **Sentence Sense,** as referenced by the **Daily Plans** in **TM1 and TM2**. |

| RANGE OF WRITING | | |
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| **Std. #** | **Standard Language** | **Fundations Citations** |
| W.4.10 | Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences. | **Quick Start**: TM1: pp. 56, 62, 72, 82, 87, 106, 110, 132, 156, 160, 181, 185, 208, 231, 257, 278, 301, 330, 352, 376, 394, 398, 424; TM2: pp. 56, 60, 91, 105, 118, 144, 165, 193, 219, 243, 262, 267, 294, 312, 317, 328, 341, 352, 363, 376, 394, 403<br>**Sentence Sense – Idea Blast**: **TM1:** pp. 223, 321, 344, 366, 414**; TM2: p.** 232<br>The **Student Skills Book** provides guided, collaborative, and independent practice writing routinely during the whole-class lesson activities **Quick Start** and **Sentence Sense,** as referenced by the **Daily Plans** in **TM1 and TM2**. |

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# Language Standards

Fundations Level 4 teaches students to comprehend sentences by parsing them into meaningful, multi-word chunks. In doing so, sentence structure and meaning are taught explicitly and simultaneously to solidify sentence comprehension. To promote comprehension and minimize the need for memorizing, learner-friendly terms are used in place of traditional grammar terms that students often struggle to remember. Students learn to use visual symbols to mark the chunks of meaning in a sentence, which helps them see the pattern of a sentence and gain a conscious understanding of how sentences are formed. With a foundation of comprehension in place, students then practice writing sentences with those same patterns, integrating reading with writing.

Grammar, punctuation, spelling, knowledge of language standards are primarily addressed through **Sentence Sense, Spelling: Spotlight on Sentences,** and **Connection Quest**. Vocabulary standards are primarily addressed through **Word Alert, Weekly Read, Quick Start**, and **Unit Test**. The **Student Practice Book, Student Reference Chart**, and **Spelling Rules Notebook** provide ongoing reference and independent practice.

| **CONVENTIONS OF STANDARD ENGLISH** | | |
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| **Std. #** | **Standard Language** | **Fundations Citations** |
| L.4.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>*Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.* | Fundations Level 4 Unit 7 and Unit 8 teach about helping verbs (Verb Combos), which come before the main verb to add meaning for the reader, including information about time, tense, voice, and mood. Students explicitly learn to identify Verb Combos in **Sentence Sense** and **Quick Start**, including progressive forms and helping verbs such as *can* and *may*.<br>**Sentence Sense**: **TM1**: pp. 386-389, 411-414, 438-439<br>**Quick Start: TM1:** pp. 410-411, 416, 437-438<br>**Unit Test: TM1:** p. 390, 440; **Unit Test Booklet – Sentence Sense:** pp. 22, 25<br>The **Student Skills Book** provides guided, collaborative, and independent practice using Verb Combos during the whole-class lesson activities **Sentence Sense** and **Quick Start** as referenced by the **Daily Plans** in **TM1 and TM2**.<br>Also see the **Student Reference Chart – Sentence Sense**: p. 17 |
| L.4.1c | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. | |
| L.4.1f | Demonstrate command of the conventions of standard | In the **Sentence Sense** activity, students are explicitly taught the functional elements within simple, compound, complex, and compound/complex sentences. By marking sentence elements with visual symbols that represent meaning and function, students |

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| | English grammar and usage when writing or speaking.<br>*Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* | gain a conscious understanding of what a sentence is and how to distinguish sentences from fragments. Gradually, they learn how different syntactic elements combine to form varied sentence structures. Key syntactic concepts are referred to using concrete, student-friendly terminology rather than the traditional terms for parts of speech, which keeps the emphasis on comprehension rather than memorization. This skill is practiced and applied in the activities **Quick Start, Connection Quest**, **Word Alert,** and **Unit Tests**.<br>**Quick Start**: **TM1**: pp. 62, 79, 87, 110, 125, 132, 160, 173-174, 179, 185, 196, 208, 221-222, 225, 231, 246, 257, 267-268, 272, 278, 289, 301, 330, 352, 376, 398, 424; **TM2**: pp. 60, 91, 118, 144, 165, 193, 219, 243, 267, 294, 317, 341, 363, 394<br>**Sentence Sense**: **TM1**: pp. 72-77, 100-102, 121-124, 149-152, 174-177, 196-199, 222-223, 247, 289-292; **TM2**: pp. 76-82, 106-110, 131-134, 154-156, 207-209, 279-286, 377-382<br>**Unit Test Booklet**: Sentence Sense: pp. 3, 6, 9, 12, 15-16, 19, 22, 25-26, 29-30, 33, 36-37, 40-41, 44, 47, 50-51<br>**Connection Quest**: **TM1**: pp. 80-81, 126, 369, **TM2**: p. 85-86<br>**Word Alert**: **TM1**: pp. 58-60, 107-109, 157-159, 205-207, 253-256, 298-300, 349-351, 395-397**; TM2**: pp. 57-59, 88-90, 139-142, 189-192, 239-242, 291-293, 313-316, 338-340, 359-362, 390-393<br>The **Student Skills Book** provides guided, collaborative, and independent practice producing complete sentences during the whole-class lesson activities **Quick Start, Sentence Sense, Connection Quest,** and **Word Alert,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br>The **Student Practice Book,** aligned to the Fundations Level 4 Scope and Sequence, provides additional targeted practice in producing complete sentences, recognizing and correcting inappropriate fragments and run-ons to extend learning. |
| L.4.1g | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Level 4 addresses frequently confused words, including Sound Alike words, contractions, and homophones, starting in Unit 6 during the activity **Words at Work.** Additional words are introduced in the activity **Quick Start** - **Different by Design.** Students then apply these words correctly in dictated sentences during **Spelling: Spotlight on Sentences.** |

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| | *Correctly use frequently confused words (e.g., to, too, two; there, their).* | **Words at Work: TM1:** pp. 304–305, 311–313, 330-331<br>**Connection Quest:** TM1: pp. 323–324<br>**Quick Start -Different by Design: TM1:** pp. 431–432; **TM2:** pp. 150–151, 323–324, 398–399<br>**Spelling: Spotlight on Sentences: TM1:** pp. 314, 339, 436; **TM2:** pp. 103-104, 152, 205, 327, 402<br>The **Student Skills Book** provides guided, collaborative, and independent practice correctly using frequently confused words during the whole-class lesson activities **Words at Work, Connection Quest,** and **Quick Start,** as referenced by the **Daily Plans** in **TM1 and TM2**. |
| L.4.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*Use correct capitalization.* | Students independently write a sentence from dictation using correct letter formation and appropriate sentence conventions in the activity **Spelling: Spotlight on Sentences**. After writing, students proofread the dictated sentence to check that sentence begins with a capital letter and ends with a punctuation mark. Select **Quick Start** activities, including **Different by Design** feature proper nouns and titles requiring correct capitalization.<br>**Spelling: Spotlight on Sentences**: TM1: pp. 71, 98, 120, 147, 172, 195, 220, 245, 265-266, 287, 314, 339, 364, 383, 408-409, 436; TM2: pp. 73-74, 103-104, 129, 152, 180, 205, 229, 253, 277, 301, 327, 351, 375, 402<br>**Quick Start**: **TM1**: pp. 62, 87, 110, 132, 160, 185, 208, 225, 231, 246, 257, 267-268, 278, 301, 330, 352, 376, 398, 424; **TM2**: pp. 60, 69, 91, 118, 144, 165, 193, 219, 243, 267, 294, 317, 341, 363, 394<br>**Word Alert**: **TM1**: pp. 253-256, 326-329; **TM2**: pp. 88-90, 313-316, 359-362<br>**Sentence Sense**: **TM1**: pp. 121-124, 176, 223; **TM2:** p. 255-257<br>**Unit Test Booklet – Sentence Dictation**: pp. 1, 4, 7, 10, 13, 17, 20, 23, 27, 31, 34, 38, 42, 45, 48<br>The **Student Skills Book** provides guided, collaborative, and independent practice using correct capitalization during the whole-class lesson activities **Spelling: Spotlight** |

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| | | **on Sentences, Quick Start,** and **Sentence Sense,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br>The **Student Practice Book,** aligned to the Fundations Level 4 Scope and Sequence, provides additional targeted practice in using correct capitalization to extend learning. |
| L.4.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*Use a comma before a coordinating conjunction in a compound sentence.* | The sentence lessons in Level 4 target foundational concepts about what constitutes a sentence, basic clausal structures, and where, why, and how to use commas to chunk information in a sentence meaningfully (Tamborella & Singer, 2015). Starting in Unit 9, students explicitly learn about compound sentences (double thoughts) and coordinating conjunctions (FANBOYS) in the activity **Sentence Sense.** Students mark sentences to identify when to use a comma to connect two sentences (double thoughts).<br>**Sentence Sense: TM2**: pp. 81–82, 107–110, 131–134, 154–156, 182–184, 207–209, 230–231, 255-257<br>**Unit Test: TM2:** pp. 157, 210, 258**; Unit Test Booklet**: pp. 33, 36-37, 41<br>The **Student Skills Book** provides guided, collaborative, and independent practice using commas before coordinating conjunctions during the whole-class lesson activity **Sentence Sense,** as referenced by the **Daily Plans** in **TM1 and TM2**. |
| L.4.2d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*Spell grade-appropriate words correctly, consulting references as needed.* | Fundations Level 4 extends what students learned in early elementary grades and through Fundations to focus on spelling patterns that are complex and varied depending on the word's meaning and use. Students learn about and practice applying knowledge of word structures to spell accurately with consideration for spelling options when there is more than one way to represent a phoneme or morpheme in printed words.<br>Learning activities that integrate spelling with decoding include **Words at Work, Spelling: Spotlight on Words** and **Spelling: Spotlight on Sentences**. Students begin by closely examining a selection of words to focus on words structures, including syllables and spelling patterns to identify word parts while also analyzing how these elements contribute to the spelling and meaning of each word. In Spelling: Spotlight on Sentences, students also apply knowledge of spelling patterns and orthographic |

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| | | conventions within the context of reading and writing full sentences that have been dictated.<br><br>High frequency words for Fundations Levels 4 and 5 are taken from Elfrieda Hiebert's Word Zones list (Hiebert, 2014). Many of these words are considered phonetically regular because the patterns have been taught, but there are others that remain irregular. Students learn to recognize the parts of the word that have consistent letter-sound correspondences and are taught to attend to the part that is irregular. The activity **Different by Design** incorporates knowledge of consistent letter-sound correspondence and phonic elements (phonology and orthography) and morphology to help students recognize high frequency words automatically and store them in memory for spelling.<br><br>**Words at Work**: **TM1:** pp. 62–64, 70-71, 87-92, 94-97, 111–114, 119-120, 133-137, 141-147, 161–164, 168-171, 186-189, 193-194, 209-212, 216-220, 232-236, 241-245, 258-260, 264–265, 279-282, 285-286, 336-339, 353-356, 360-363, 376-378, 383, 399-402, 405-408, 426-428, 433-436; **TM2:** pp. 62–65, 70-73, 91-95, 99-103, 119–122, 126-129, 144-146, 166-170, 174-179, 194, 198, 201-205, 220-222, 226-228, 244-246, 250-253, 268-271, 274-276, 295-, 318-320, 324-327, 342-345, 348-351, 363-367, 371-374, 394-395, 400-402<br><br>**Spelling: Spotlight on Words**: **TM1**: pp. 66-67, 91-92, 114-115, 137-138, 164-165, 189-191, 212-213, 237-238, 260-261, 282-283, 306-307, 333-334, 356-358, 378-380, 402-403, 429-430; **TM2**: pp. 65-67, 96-97, 122-124, 146-148, 170-171, 198-199, 223-224, 247-248, 271-272, 296-297, 321-322, 345-346, 367-369, 395-397<br><br>**Spelling: Spotlight on Sentences**: **TM1:** pp. 71, 98, 120, 147, 172, 195, 220, 245, 265-266, 287, 314, 339, 364, 383, 408-409, 436; **TM2:** pp. 73-74, 103-104, 129, 152, 180, 205, 229, 253, 277, 301, 327, 351, 375, 402<br><br>**Quick Start (Different by Design): TM1:** pp. 68-69, 93-94, 117, 140, 167, 192-193, 215, 240, 262-263, 284-285, 308-309, 335-336, 360, 382, 404-405, 431-432; **TM2:** pp. 69, 98-99, 125-126, 150-151, 173, 200-201, 225-226, 249-250, 273-274, 298-299, 323-324, 347-348, 370-371, 398-399<br><br>**Unit Test: TM1:** pp. 103, 153, 200, 248, 293, 345, 390, 440; **TM2:** pp. 111, 157, 210, 258, 308, 355, 407; **Unit Test Booklet**: Spelling sections p. 1, 4, 7, 10, 13, 17, 20, 23, 27, 31, 34, 38, 42, 45, 48 |

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| | | The **Student Skills Book** provides guided, collaborative, and independent practice spelling grade-appropriate words during the whole-class lesson activities **Words at Work**, **Spelling: Spotlight on Words, Spelling: Spotlight on Sentences,** and **Quick Start,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br>The **Student Practice Book,** aligned to the Fundations Level 4 Scope and Sequence, provides additional targeted practice to extend learning in spelling grade-appropriate words correctly, consulting references as needed Also see the **Teacher's Spelling Rules Notebook:** pp. 1–15, 24-30 and the **Student Reference Chart**: pp. 3–6, 14-16 for a complete reference of spelling rules taught in Level 4. |

| KNOWLEDGE OF LANGUAGE | | |
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| L.4.3a | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>*Choose words and phrases to convey ideas precisely.* | During activities such as **Word Alert**, word structure and meaning are explicitly linked. Students are presented vocabulary through dynamic teaching strategies, such as word gradients, word clouds, and word structure analysis. Research evidence supports the use of graphic organizers as effective scaffolds for vocabulary and comprehension instruction (Ciullo, et al., 2015; Reed, et al., 2019). Graphic organizers help students develop an understanding of words that are related by meaning, as in synonyms, as well as words related through morphemes such as affixes and roots. Students add new words to the **Student Skills Book**: **Vocabulary Dictionary**.<br>**Word Alert**: **TM1:** pp. 57-60, 83–85, 107-109, 128-131, 157-159, 182–184, 205-207, 228–230, 253-256, 275–277, 297-300, 326–329, 349-351, 371-374, 395-397, 421-423; **TM2**: pp. 57- 59, 88–90, 115–117, 139-142, 161-164, 189-192, 215-218, 239-242, 263-266, 291–293, 313-316, 337-340, 359–362, 390–393;<br>**Sentence Sense**: **TM1:** pp. 247, 289–292, 366, 411–414; **TM2:** pp. 76–82, 106–110, 131–134, 154–156, 207–209, 255–257, 303–307, 353–354, 377–382<br>**Unit Test**: **TM1:** pp. 103, 153, 200, 248, 293, 345, 390, 440; **TM2:** pp. 111, 157, 210, 258, 308, 355, 407; **Unit Test Booklet – Vocabulary**: pp. 2, 5, 8, 11, 14, 18, 21, 24, 28, 32, 35, 39, 43, 46, 49 |

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| KNOWLEDGE OF LANGUAGE | | |
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| | | The **Student Skills Book** provides guided, collaborative, and independent practice using words and phrases precisely during the whole-class lesson activities **Word Alert,** and **Sentence Sense,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br>The **Student Practice Book,** aligned to the Fundations Level 4 Scope and Sequence, provides additional targeted practice in choosing words and phrases to convey ideas precisely to extend learning. |
| L.4.3b | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>*Choose punctuation for effect.* | In the activity **Sentence Sense**, students learn punctuation tells when a sentence or whole thought ends and tells an author's intent. Students use punctuation to identify a sentence as a statement, question, or a statement that has a very strong feeling.<br>**Sentence Sense**: **TM1**: pp. 121–124, 174-176; **TM2**: p. 255-257<br>**Connection Quest: TM1:** p. 369<br>The **Student Skills Book** provides guided, collaborative, and independent practice using punctuation during the whole-class lesson activity **Sentence Sense,** as referenced by the **Daily Plans** in **TM1 and TM2**. |

| VOCABULARY ACQUISITION AND USE | | |
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| L.4.4a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.<br>*Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.* | Fundations® Level 4 sequences vocabulary skill instruction across all 15 Units to build students' skills using context clues to determine the meanings of words. Students begin by learning a general process for using context clues to determine word meaning. As students progress, they focus on specific types of context clues. The gradual release model is also a key part of this instruction with the procedures within the learning activities placing a greater emphasis on "I do" and "We do" in early units and moving to "You do together" and "You do" in later units. See **Vocabulary Skills—Grade 4**, TM1: p. 30-33.<br>All **Weekly Read** passages embed spelling-concept vocabulary with context clues to determine the meaning of unknown words. During the activity **Word Alert**, students use context clues and/or the **Vocabulary Dictionary** to define vocabulary words and write sentences for each word. Each **Unit Test** contains a Vocabulary section where students |

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| | | read sentences and use a word bank to determine the correct vocabulary word for each sentence.<br><br>**Weekly Read**: **TM1**: pp. 56, 82, 106, 127, 156, 181, 204, 227, 253, 274, 297, 326, 348, 370, 394, 420; **TM2**: pp. 57, 87, 115, 139, 161, 188-189, 215, 239, 262-263, 290-291, 313, 337, 359, 389-390<br><br>**Word Alert**: **TM1**: pp. 57-60, 83-85, 107-109, 128-131, 157-159, 182-184, 205-207, 228-230, 253-256, 275-277, 297-300, 326-329, 349-351, 371-374, 395-397, 421-423; **TM2**: pp. 57-59, 88-90, 115-117, 139-142, 161-164, 189-192, 215-218, 239-242, 263-266, 291-293, 313-316, 337-340, 359-362, 390-393<br><br>**Quick Start**: **TM1**: pp. 296; **TM2**: pp. 138<br><br>**Unit Test**: **TM1:** pp. 103, 153, 200, 248, 293, 345, 390, 440; **TM2:** pp. 111, 157, 210, 258, 308, 355, 407; **Unit Test Booklet – Vocabulary**: pp. 2, 5, 8, 11, 14, 18, 21, 24, 28, 32, 35, 39, 43, 46, 49<br><br>The **Student Skills Book** provides guided, collaborative, and independent practice using context clues to determine word meaning during the whole-class lesson activities **Weekly Read** and **Word Alert,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br><br>The **Student Practice Book,** aligned to the Fundations Level 4 Scope and Sequence, provides additional targeted practice using context as a clue to the meaning of a word or phrase to extend learning. |
| L.4.4b | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.<br><br>*Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word* | Awareness of morphology helps readers read and spell words because morphology is the binding agent that connects phonology, orthography, and semantics to each other (Kirby & Bowers, 2018). Morphology instruction begins in Unit 7. It is integrated with instruction on specific vocabulary words to help students use knowledge of prefixes, suffixes, and Latin roots to determine meaning of words and spelling using orthographic conventions.<br><br>Learning activities that focus on morphology for word reading also focus on spelling simultaneously, namely **Words at Work** and **Spelling: Spotlight on Words**. Both activities include multisyllabic and polymorphemic words (words comprised of multiple morphemes such as affixes and base words combined) for reading and spelling. |

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| VOCABULARY ACQUISITION AND USE | | |
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| | *(e.g., telegraph, photograph, autograph).* | **Words at Work**: **TM1**: pp. 353-356, 360-363, 376-378, 383, 399-402, 405-408, 425-4**28**, 432-436; **TM2**: pp. 61-65, 70-73, 91-95, 99-103, 119-122, 126-129, 144-146, 151-152, 166-170, 174-179, 194-19**8**, 201-205, 220-222, 226-229, 24**4**-247, 250-253, 268-271, 274-276, 295, 299-300, 318-321, 324-327, 342-345, 348-351, 363-36**7**, 371-374, 394-395, 399-402<br><br>**Spelling: Spotlight on Words**: **TM1**: pp. 356-358, 378-380, 402-403, 429-430, **TM2**: pp. 65-67, 96-97, 122-124, 146-148, 170-171, 198-199, 223-224, 247-248, 271-272, 296-297, 321-322, 345-346, 367-369, 395-397<br><br>**Connection Quest**: **TM1**: pp. 368, 416-419; **TM2**: 186-187, 234-237, 288-289, 334-335, 384-388<br><br>**Unit Test**: **TM2:** pp. 210, 258, 308, 355, 407; **Unit Test Booklet**: Vocabulary and Spelling sections in Units 11–15.<br><br>The **Student Skills Book** provides guided, collaborative, and independent practice using affixes and roots to determine word meaning during the whole-class lesson activities **Words at Work** and **Spelling: Spotlight on Words,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br><br>Also see the **Teacher's Spelling Rules Notebook**: pp. 16-23 and the **Student Reference Chart**: pp. 7-13 for all Level 4 Word Elements, including the meanings of affixes and base elements.<br><br>The **Student Practice Book,** aligned to the Fundations Level 4 Scope and Sequence, provides additional targeted practice to extend learning using affixes and roots as a clue to the meaning of a word or phrase. |
| L.4.4c | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.<br><br>*Consult reference materials (e.g., dictionaries, glossaries,* | In Fundations Level 4, students follow some of the same routines as in early levels of Fundations, such as entering new words into their **Vocabulary Dictionaries** inside of their Student Skills Books. However, the frequency of explicit vocabulary teaching increases at this level. Through a variety of activities such as **Word Alert** students are guided to draw connections between word structure and meaning and to use the Vocabulary Dictionary to check the definition of words.<br><br>Students also have a **Student Reference Chart** containing, a list of word elements along with their meanings. Students are encouraged to refer to this chart as needed. |

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| | *thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.* | The Student Reference Chart is a condensed version of the teacher's **Spelling Rules Notebook**.<br>**Word Alert**: **TM1**: pp. 58-60, 107-109, 128-130, 157-159,182-184, 230, 275-276, 298, 328, 349, 373, 395, 397, 421; **TM2**: pp. 58-59, 89-90, 115-116, 140, 164, 189, 217, 239, 266, 293, 314, 340, 361, 393<br>**Quick Start**: **TM1**: pp. 62, 87, 110, 132, 160, 185, 208, 231, 257, 278, 301, 330, 352, 376, 398, 424; **TM2**: pp. 60, 91, 118, 144, 165, 193, 219, 243, 267, 294, 317, 341, 363, 394<br>**Words at Work: TM1:** pp. 210, 233-236, 241-243<br>The **Student Skills Book** provides guided, collaborative, and independent practice using reference materials to determine word meaning during the whole-class lesson activities **Word Alert, Quick Start, Words at Work** and **Vocabulary Dictionary,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br>Also see the **Teacher's Spelling Rules Notebook**: pp. 16-23 and the **Student Reference Chart**: pp. 7-13 for all Level 4 Word Elements, including the meanings of affixes and base elements. |
| L.4.5c | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>*Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).* | In Unit 4 and 5, students begin identifying definition, synonym, and antonym context clues through guided practice in the activity **Word Alert**. Once introduced, students use synonyms and antonyms to clarify and demonstrate word meanings.<br>**Word Alert**: **TM1**: pp. 58-59, 108, 158, 206-207, 229-230, 254, 256, 396, 422-423; **TM2**: pp. 59, 116-117, 141, 216, 218, 241-242, 263, 265, 293, 313-315, 337-339, 359-360, 391<br>The **Student Skills Book** provides guided, collaborative, and independent practice using synonyms and antonyms to determine word meaning during the whole-class lesson activity **Word Alert,** as referenced by the **Daily Plans** in **TM1 and TM2**. |
| L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal | **Weekly Reads** develop knowledge around related topics and themes. These reading passages include vocabulary words that reinforce the week's spelling concepts as well as words whose word families make up the most common words students encounter when reading. **Word Alert** uses dynamic teaching strategies to introduce key |

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| | precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation) | vocabulary, giving students engaging, multifaceted ways to understand word meanings, relationships, and contexts for ongoing exploration.<br>The **Quick Start** activities Turn & Talk, Idea Blast, Passage Prediction, Quick Discussion, Would You Rather, Mystery Photo, KWL, Quick Decision Poll, and Think-Pair-Share provide practice opportunities for students to use vocabulary words in oral discussions. See **Vocabulary Details - Grade 4**, **TM1:** pp. 31-33 for a list of vocabulary and high frequency words taught in each Fundations Level 4 Unit.<br>**Weekly Read**: **TM1:** pp. 56, 82, 106, 127, 156, 181, 204, 227, 253, 274, 297, 326, 348, 370, 394, 420; **TM2**: pp. 57, 87, 115, 139, 161, 188-189, 215, 239, 262-263, 290-291, 313, 337, 359, 389-390<br>**Word Alert**: **TM1**: pp. 58-60, 107-109, 157-159, 205-207, 254- 256, 297-299, 349-351, 395, 397; **TM2**: pp. 57-59, 89-90, 139-142, 189-192, 239-242, 291-293, 313-316, 337-340, 359-362, 390-393<br>**Quick Start: TM1:** pp. 56, 82, 106, 127, 156, 181, 204, 227, 252, 274, 296, 325, 348, 370, 394, 420; **TM2**: pp. 56, 87, 114, 138, 160, 188, 214, 238, 262, 290, 312, 336, 358, 389<br>**Unit Test**: **TM1:** pp. 103, 153, 200, 248, 293, 345, 390, 440; **TM2:** pp. 111, 157, 210, 258, 308, 355, 407; **Unit Test Booklet – Vocabulary**: pp. 2, 5, 8, 11, 14, 18, 21, 24, 28, 32, 35, 39, 43, 46, 49 |

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# Speaking & Listening Standards

| COMPREHENSION AND COLLABORATION | | |
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| SL.4.1b | Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts.<br>*Follow agreed-upon rules for discussions and carry out assigned roles.* | **Connection Quest** activities teach or reinforce essential literacy skills for decoding, spelling, and sentence analysis by engaging students in fun ways with varied games. Students work in small collaborative groups to complete the Connection Quest, following discussion rules and roles based on the activity.<br>**Connection Quest**: **TM1**: pp. 79-81, 126, 180, 225-226, 273, 323-324, 368–369, 416-419; **TM2**: pp. 84-86, 136-137, 186-187, 234-237, 288-289, 334-335, 384-388<br>Also see the **Student Skills Book Connection Quest** pages for collaborative activities including Stand Up/Sit Down, Line Leader, and other role-based activities, as referenced by the **Daily Plan** in **TM1** and **TM2**. |
| SL.4.1c | Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts.<br>*Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.* | Fundations encourages questioning so that students reflect on and become aware of word and sentence structure, which helps them apply, transfer, and generalize what they learn to other contexts. Metacognitive questions are built into each daily lesson in the teaching notes and help guide higher order thinking and teachers are guided to ask additional questions, as appropriate, to promote metacognition. During activities including **Quick Start** and **Sentence Sense**, instructional routines such as Turn & Talk and Collaborative Learning are embedded in the daily lessons.<br>**Quick Start**: **TM1**: pp. 56, 82, 106, 127, 156, 181, 204, 252, 274, 325, 348, 370, 394; **TM2**: pp. 56, 87, 105, 114, 188, 214, 238, 262, 312, 336, 389<br>**Sentence Sense**: **TM1:** pp. 72–77, 100–102, 121–124, 149–152, 174–177, 196–199, 222–223, 247, 268–271, 289–292, 316–321, 340–344, 366, 385–389, 411–414, 438–439; **TM2:** pp. 76–82, 106–110, 131–134, 154–156, 182–184, 207–209, 231–232, 255–257, 279–286, 303–307, 329–332, 353–354, 377–382, 404–406, See Guided Practice, Collaborative Learning, and Turn & Talk.<br>Also see the **Student Skills Book** for **Quick Start** and **Sentence Sense** for oral discussion activities, as referenced by the **Daily Plan** in **TM1** and **TM2**. |

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| PRESENTATION OF KNOWLEDGE AND IDEAS | | |
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| SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | **Quick Start** activities are brief, targeted exercises that help students activate prior knowledge, reinforce essential skills, and stay engaged throughout the week. On select days, students answer prompts orally and in writing related to the Weekly Read or previously taught concepts.<br>**Quick Start**: **TM1**: pp. 56, 82, 106, 127, 156, 181, 204, 274; **TM2**: pp. 56, 87, 105, 188, 214, 238, 312, 336, 389<br>Also see **Student Skills Book** for Quick Start questions and sentence prompts, as referenced by the **Daily Plan** in **TM1** and **TM2**. |

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WILSON fundations™ | Literacy for All




# Fundations® Level 5

# Fundations® Level 5 Alignment to Common Core State Standards for English Language Arts

Fundations® Level 5, published by Wilson Language Training Corporation (© 2026), is a research-based supplemental foundational skills program that extends Levels K–4 using a Structured Literacy approach. It provides explicit, systematic, and cumulative instruction in phonics, morphology, spelling, vocabulary, sentence comprehension, and reading fluency. Fundations Level 5 is designed as a daily 20-minute whole-class lesson within the broader language arts block, implemented across 15 units.

## Reading Standards: Foundational Skills

| PHONICS AND WORD RECOGNITION | | |
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| RF.5.3.a | Know and apply grade-level phonics and word analysis skills in decoding words.<br>*Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.* | ***TM1 refers to the Level 5 Teacher's Manual Volume 1 (Units 1–8) and TM2 refers to the Level 5 Teacher's Manual Volume 2 (Units 9-15). All other materials are referenced by name. ***<br>In Fundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. As a hallmark of instruction across all Fundations levels, decoding and spelling are highly integrated and this remains the same for Levels 4 and 5.<br>In Level 5 Units 1-3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in single and multisyllabic words. Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types.<br>Awareness of morphology helps readers read and spell words because morphology is the binding agent that connects phonology, orthography, and semantics to each other (Kirby & Bowers, 2018). Learning activities that focus on morphology for word reading also focus on spelling simultaneously, namely **Words at Work** and **Spotlight on Words**. These activities include multisyllabic and polymorphemic words (words comprised of multiple morphemes such as affixes and base words combined) for reading and spelling.<br>Fundations provides instruction and practice to read unfamiliar words both in context and out of context. Students read multisyllabic words in context during **Weekly Read** which uses passages that deliberately embed words with the current spelling concepts, and during **Spelling: Spotlight on Sentences**, where they read and write sentences. Students work with words out of context during **Words at Work**, a word study activity, and during |

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| PHONICS AND WORD RECOGNITION | | |
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| | | **Spelling: Spotlight on Words**, a word dictation activity. **Connection Quest** provides varied practice and application in both modes. Once a syllable type or word element is introduced, students apply their combined knowledge of letter-sound correspondences, syllable division rules, and morphology to read unfamiliar multisyllabic words accurately, both in context and out of context.<br><br>**Weekly Read**: **TM1:** pp. 56, 81, 111, 137, 163, 188, 212, 242, 267, 294, 316, 341, 367, 390, 413, 445; **TM2**: pp. 56, 84, 109, 139, 166-167, 191, 219, 251, 278-279, 308-309, 333, 364, 393, 421-422; Also see the **Student Skills Book** for all 30 Weekly Read passages in Units 1–15, Weeks 1–2 that embed the weekly spelling and vocabulary concepts.<br><br>**Words at Work**: **TM1**: pp. 62-66, 70-73, 86-89, 93-101, 116-119, 124-128, 142-145, 150-154, 167-171, 174-178, 193-197, 200-202, 217-222, 225-230, 247-251, 254-258, 272-276, 280-284, 297-301, 305-309, 321-324, 328-332, 346-350, 353-358, 371-375, 379-382, 394-397, 401-404, 418-422, 426-430, 449-454, 458-464; **TM2**: pp. 62-67, 70-75, 88-91, 95-99, 113-118, 123-128, 143-149, 153-157, 170-174, 178-183, 195-199, 203-207, 223-229, 233-237, 255-260, 265-269, 284-289, 293-297, 313-318, 322-323, 338-344, 349-354, 369-375, 379-382, 398-401, 406-412, 427-431, 435-440<br><br>**Spelling: Spotlight on Words**: **TM1**: pp. 67-68, 90-91, 119-121, 146-147, 171-172, 197-198, 222-223, 251-252, 277-278, 301-303, 324-326, 350-351, 375-376, 397-399, 422-424, 454-456; **TM2**: 67-68, 92-93, 119-121, 149-151, 174-176, 200-201, 229-231, 261-262, 290-291, 318-320, 344-347, 375-377, 402-404, 432-433;<br><br>**Spelling: Spotlight on Sentences**: **TM1**: pp. 74, 102, 128, 154, 179, 203, 231, 258, 285, 309, 333, 358, 382-383, 404-405, 431, 464; **TM2**: 75, 99, 128, 158, 183, 208, 238, 269, 297, 323-324, 355, 383, 412, 440;<br><br>**Connection Quest**: **TM1**: pp. 80, 136, 186-187, 239-241, 292, 340, 387-388, 441-444; **TM2**: pp. 81-82, 133-138, 188-189, 247-249, 304-307, 361-362, 418-420<br><br>**Unit Test**: **TM1**: pp. 107, 159, 209, 262, 313, 363, 408, 470, 472-525 (answer keys); **TM2:** pp. 105, 162, 215, 274, 328, 389, 444, 446-499 (answer keys); **Unit Test Booklet**: pp. 1-54<br><br>The **Student Skills Book** provides guided, collaborative, and independent practice in grade-level phonics and word analysis during the whole-class lesson activities **Weekly** |

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| PHONICS AND WORD RECOGNITION | | |
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| | | **Read, Words at Work, Spelling: Spotlight on Words,** and **Spelling: Spotlight on Sentences,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br>The **Student Practice Book,** aligned to the Fundations Level 5 Scope and Sequence, provides additional targeted practice to extend learning using combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to read multisyllabic words.<br>Also see **Teacher's Spelling Rules Notebook**: pp. 1–28 and **Student Reference Chart**: pp. 3–17, including all sounds, syllable types, and word elements (affixes and bases). |

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| RF.5.4.a | Read with sufficient accuracy and fluency to support comprehension.<br>*Read grade-level text with purpose and understanding.* | Fluency is "reasonably accurate reading, at an appropriate rate, with suitable expression, leading to accurate and deep comprehension and motivation to read" (Hasbrouck and Glaser, 2019). In Fundations Level 5 students read longer connected texts with fluency, pacing, and expression during the **Weekly Read**. These high-interest, grade-level passages that introduce and reinforce the week's vocabulary and target words. Lessons follow a gradual release approach throughout the Units to guide students through the weekly passage. **Quick Start** activities provide additional questions and prompts related to the Weekly Read to further reinforce understanding.<br>Students see parts of the **Weekly Read** again during **Word Alert**, when complex sentences from the passage are isolated for the purpose of discovering the meaning of new vocabulary. Student leaders read sentences aloud during the Word Alert activity and thus, are also gaining additional practice reading these sentences automatically and with prosody while peers exercise listening skills. During these activities, students are merging the skills of developing word reading accuracy and automaticity while also building language comprehension skills.<br>**Weekly Read**: **TM1:** pp. 56, 81, 111, 137, 163, 188, 212, 242, 267, 294, 316, 341, 367, 390, 413, 445; **TM2**: pp. 56, 84, 109, 139, 166-167, 191, 219, 251, 278-279, 308-309, 333, 364, 393, 421-422 |

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| FLUENCY | | |
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| | | **Quick Start**: **TM1**: pp. 56, 81, 110, 137, 162, 188, 212, 242, 293, 316, 341, 366, 389, 445; **TM2**: pp. 56, 83, 139, 166, 218, 278, 308, 332, 363, 421<br><br>**Word Alert**: **TM1**: pp. 57–60, 82–84, 111–114, 138–140, 163–165, 189–191, 213–215, 243–245, 267–270, 294–296, 317–319, 342–344, 367–369, 390–392, 413–416, 446–448; **TM2:** pp. 57–60, 84–86, 109–111, 140–142, 167–169, 191–194, 219–222, 251–254, 279–282, 309–312, 333–336, 364–367, 393–396, 422–425<br><br>In the activities **Spelling: Spotlight on Sentences**, **Sentence Sense,** and **Connection Quest** students practice reading grade-level sentences with purpose and understanding.<br><br>**Spelling: Spotlight on Sentences**: **TM1:** pp. 74, 102, 128, 154, 179, 203, 231, 258, 285, 309, 333, 358, 382-383, 404-405, 431, 464; **TM2:** pp. 75, 99, 128, 158, 183, 208, 238, 269, 297, 323-324, 355, 383, 412, 440<br><br>**Sentence Sense: TM2:** pp. 240-245, 271-273, 299-302, 326-327, 357-359, 385-388, 414-416, 441-443<br><br>**Connection Quest**: **TM1**: pp. 80, 136, 186-187, 239-241, 292, 340, 387-388, 441-444; **TM2**: pp. 81, 133-138, 188-189, 247-249, 304-307, 361-362, 418-420<br><br>**Unit Test**: **TM1**: pp. 107, 159, 209, 262, 313, 363, 408, 470, 472-525 (answer keys); **TM2:** pp. 105, 162, 215, 274, 328, 389, 444, 446-499 (answer keys); **Unit Test Booklet - Vocabulary:** pp. 2, 6, 9, 12, 15, 19, 23, 26, 30, 33, 37, 40, 44, 48, 52<br><br>The **Student Skills Book** provides guided, collaborative, and independent practice in reading grade level text with purpose and understanding during the whole-class lesson activities **Weekly Read, Word Alert, Quick Start, Spelling: Spotlight on Sentences,** and **Sentence Sense,** as referenced by the **Daily Plans** in **TM1 and TM2**. |
| RF.5.4.b | Read with sufficient accuracy and fluency to support comprehension.<br><br>*Read grade-level prose and poetry orally with accuracy, appropriate* | Fluent reading is essential for comprehension, and it depends on accurate and automatic word recognition. Automaticity refers to the quick and automatic recognition of words in isolation. In addition to automaticity, students need to read at an appropriate rate and develop prosody (phrasing) and expression (Hasbrouck & Glaser, 2019).<br><br>In Level 5 students hear longer, connected texts read aloud during the **Weekly Read**. In Units 1-4, the teacher reads aloud, modeling fluency, pacing, and expression. As students listen, they exercise their oral language comprehension skills. Starting in Unit 5, students engage in choral (Units 5-6), partner (Units 7-10), and independent (Units 11-15) reading to |

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| | *rate, and expression on successive readings.* | develop fluent reading with accuracy, appropriate rate, and expression. The Weekly Read includes prose, poetry and informational texts.<br>**Weekly Read**: **TM1:** pp. 56, 81, 111, 137, 163, 188, 212, 242, 267, 294, 316, 341, 367, 390, 413, 445; **TM2**: pp. 56, 84, 109, 139, 166-167, 191, 219, 251, 278-279, 308-309, 333, 364, 393, 421-422<br>In the activities **Quick Start, Spelling: Spotlight on Sentences** and **Connection Quest** students practice reading grade-level sentences with accuracy, appropriate rate, and expression.<br>**Quick Start**: **TM1**: pp. 56, 81, 110, 137, 162, 188, 212, 242, 293, 316, 341, 366, 389, 445; **TM2**: pp. 56, 83, 139, 166, 218, 278, 308, 332, 363, 421<br>**Spelling: Spotlight on Sentences**: **TM1:** pp. 74, 102, 128, 154, 179, 203, 231, 258, 285, 309, 333, 358, 382-383, 404-405, 431, 464; **TM2:** pp. 75, 99, 128, 158, 183, 208, 238, 269, 297, 323-324, 355, 383, 412, 440;<br>**Connection Quest**: **TM1**: pp. 239-241, 441-444; **TM2**: pp. 247-249, 361-362<br>**Unit Test**: **TM1**: pp. 107, 159, 209, 262, 313, 363, 408, 470, 472-525 (answer keys); **TM2:** pp. 105, 162, 215, 274, 328, 389, 444, 446-499 (answer keys); **Unit Test Booklet:** pp. 1-54<br>The **Student Skills Book** provides guided, collaborative, and independent practice in reading grade level text with accuracy, appropriate rate, and expression during the whole-class lesson activities **Weekly Read, Quick Start, Spelling: Spotlight on Sentences,** and **Connection Quest** as referenced by the **Daily Plans** in **TM1 and TM2**. |
| RF.5.4.c | Read with sufficient accuracy and fluency to support comprehension.<br>*Use context to confirm or self-correct word recognition and understanding, rereading as necessary.* | Teachers model for students how to approach unknown words, and how to make self-corrections during **Weekly Read**. Explicit instruction and practice reading multisyllabic and polymorphemic words (words comprised of roots and affixes) is provided in **Words at Work,** developing accuracy and automaticity at the word level. In addition to Fundations Level 5, teachers can reinforce fluency skills through grade-level reading as part of your ELA instructional block, including small group and independent practice opportunities.<br>**Weekly Read**: **TM1:** pp. 56, 81, 111, 137, 163, 188, 212, 242, 267, 294, 316, 341, 367, 390, 413, 445; **TM2**: pp. 56, 84, 109, 139, 166-167, 191, 219, 251, 278-279, 308-309, 333, 364, 393, 421-422 |

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| | | **Connection Quest**: **TM1**: pp. 80, 136, 186-187, 239-241, 292, 340, 387-388, 441-444; **TM2**: pp. 81-82, 133-138, 188-189, 247-249, 304-307, 361-362, 418-420<br><br>During **Words at Work**, students mark-up words demonstrating the ability to break down multisyllabic words into component parts to support decoding and comprehension, rereading for meaning as needed.<br><br>**Words at Work**: **TM1**: 62-66, 70-73, 86-89, 93-101, 116-119, 124-128, 142-145, 150-154, 167-171, 174-178, 193-197, 200-202, 217-222, 225-230, 247-251, 254-258, 272-276, 280-284, 297-301, 305-309, 321-324, 328-332, 346-350, 353-358, 371-375, 379-382, 394-397, 401-404, 418-422, 426-430, 449-454, 458-464; **TM2**: pp. 62-67, 70-75, 88-91, 95-99, 113-118, 123-128, 143-149, 153-157, 170-174, 178-183, 195-199, 203-207, 223-229, 233-237, 255-260, 265-269, 284-289, 293-297, 313-318, 322-323, 338-344, 349-354, 369-375, 379-382, 398-401, 406-412, 427-431, 435-440<br><br>The **Student Skills Book** provides guided, collaborative, and independent practice in reading grade level text using context to confirm or self-correct during the whole-class lesson activities **Weekly Read, Words at Work,** and **Connection Quest** as referenced by the **Daily Plans** in **TM1 and TM2**. |

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# Writing Standards

Fundations Level 5 extends learning foundational literacy skills for word recognition and spelling to a focus on advanced word study and language comprehension through explicit instruction in morphology, orthography, vocabulary, and sentence comprehension and production. This approach ensures that students further develop and apply the foundational skills and language comprehension necessary for confident and proficient reading and writing in the upper elementary grades. Fundations Level 5 directly addresses sentence-level writing, spelling conventions, and vocabulary precision. Additionally, some activities support the writing standards below.

| **TEXT TYPES AND PURPOSES** | | |
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| W.5.2d | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>*Use precise language and domain-specific vocabulary to inform about or explain the topic.* | In Level 5, informational Weekly Read passages use specific vocabulary related to the topic. The **Word Alert** activity explicitly teaches the meanings of these new tiered vocabulary words. Students use visuals such as Word Clouds, Word Gradients, and Word Maps to deepen understanding of related words, including examining synonyms, differences in meaning, and word families that share the same base word. Students apply each new word by writing sentences to show the meaning of the word in the **Vocabulary Dictionary** of the **Student Skills Book**.<br>**Word Alert**: **TM1**: pp. 58-59, 112, 140, 165, 214, 268, 295-296, 317-318, 369, 391-392, 415, 448 **TM2**: pp. 59, 110, 141-142, 168, 192-193, 221, 253, 311-312, 336, 395, 424<br>**Quick Start: TM1:** pp. 62, 116, 141, 167, 216, 271, 297, 320, 370, 393, 417, 449; **TM2:** pp. 61, 112, 143, 170, 195, 223, 255, 313, 337, 397, 426<br>The **Student Skills Book** provides guided, collaborative, and independent practice writing using precise vocabulary during the whole-class lesson activities **Word Alert** and **Quick Start** as referenced by the **Daily Plans** in **TM1 and TM2**. |

| **PRODUCTION AND DISTRIBUTION OF WRITING** | | |
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| **Std. #** | **Standard Language** | **Fundations Citations** |
| W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, | Students independently write a sentence from dictation using correct letter formation and appropriate sentence conventions in the activity **Spelling: Spotlight on Sentences**. After writing, students proofread the dictated sentence, editing as needed to correct any errors. |

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| PRODUCTION AND DISTRIBUTION OF WRITING | | |
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| | rewriting, or trying a new approach. | **Spelling: Spotlight on Sentences**: **TM1:** pp. 74, 102, 128, 154, 179, 203, 231, 258, 285, 309, 333, 358, 382-383, 404-405, 431, 464; **TM2:** pp. 75, 99, 128, 158, 183, 208, 238, 269, 297, 323-324, 355, 383, 412, 440<br>**Sentence Sense: TM1:** pp. 205-208, 360-362<br>**Unit Test**: **TM1**: pp. 107, 159, 209, 262, 313, 363, 408, 470, 472-525 (answer keys); **TM2:** pp. 105, 162, 215, 274, 328, 389, 444, 446-499 (answer keys); **Unit Test Booklet – Spelling: Spotlight on Sentences**: pp. 1, 5, 8, 11, 14, 18, 22, 25, 29, 32, 36, 39, 43, 47, 51<br>The **Student Skills Book** provides guided, collaborative, and independent practice editing sentences during the whole-class lesson activities **Spelling: Spotlight on Sentences** and **Sentence Sense,** as referenced by the **Daily Plans** in **TM1 and TM2**. |

| RANGE OF WRITING | | |
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| **Std. #** | **Standard Language** | **Fundations Citations** |
| W.5.10 | Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences. | **Quick Start: TM1:** pp. 56, 62, 85, 110, 116, 141, 162, 167, 192, 204, 216, 242, 246, 271, 297, 320, 341, 345, 370, 393, 417, 449; **TM2:** pp. 61, 83, 87, 112, 143, 170, 195, 210, 223, 255, 270-271, 283, 308, 313, 337, 368, 397, 418, 426<br>**Sentence Sense**: **TM1:** pp. 182, 207-208, 312, 361; **TM2: pp.** 104, 131, 161, 185<br>The **Student Skills Book** provides guided, collaborative, and independent practice writing routinely during the whole-class lesson activities **Quick Start** and **Sentence Sense**, as referenced by the **Daily Plans** in **TM1 and TM2**. |

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# Language Standards

Fundations Level 5 teaches students to comprehend sentences by parsing them into meaningful, multi-word chunks. In doing so, sentence structure and meaning are taught explicitly and simultaneously to solidify sentence comprehension. To promote comprehension and minimize the need for memorizing, learner-friendly terms are used in place of traditional grammar terms that students often struggle to remember. Students learn to use visual symbols to mark the chunks of meaning in a sentence, which helps them see the pattern of a sentence and gain a conscious understanding of how sentences are formed. With a foundation of comprehension in place, students then practice writing sentences with those same patterns, integrating reading with writing.

Grammar, punctuation, spelling, knowledge of language standards are primarily addressed through **Sentence Sense, Spelling: Spotlight on Sentences,** and **Connection Quest**. Vocabulary standards are primarily addressed through **Word Alert, Weekly Read, Quick Start**, and **Unit Test**. The **Student Practice Book, Student Reference Chart**, and **Spelling Rules Notebook** provide ongoing reference and independent practice support.

| CONVENTIONS OF STANDARD ENGLISH | | |
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| **Std. #** | **Standard Language** | **Fundations Citations** |
| L.5.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>*Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.* | Fundations Level 5 explicitly teaches conjunctions during the **Sentence Sense** activity. Starting in Unit 1, students learn to use coordinating conjunctions (FANBOYS) to create compound sentences. Starting in Unit 2, students learn to use subordinating conjunctions (SWABBIE) to create complex sentences.<br>**Sentence Sense: TM1**: pp. 104-106, 131-134, 156-158, 181-183, 205-208, 233-237, 260-261, 287-290, 310-312, 336-338, 360-362, 385, 407; **TM2**: pp. 240-245, 299-302, 385-388, 414-416<br>**Quick Start: TM1:** pp. 104, 233, 287, 310, 334-335, 340; **TM2: pp.** 100-101, 384<br>**Unit Test Booklet**: pp. 3-4, 7, 10, 13, 16-17, 20-21, 24, 49-50<br>Also see the **Student Reference Chart**: pp. 21-22 for examples of how students mark sentences and conjunctions. |
| L.5.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*Use a comma to separate an introductory element from the rest of the sentence.* | In Level 5 students learn to use a comma to separate an introductory dependent clause starting with a subordinating conjunction.<br>**Sentence Sense: TM1**: pp. 130-134, 156-158, 181-183, 205-208, 234-237, 360-362; **TM2**: pp. 385<br>**Connection Quest: TM1:** p. 186-187<br>**Unit Test Booklet**: pp. 7 |

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| CONVENTIONS OF STANDARD ENGLISH | | |
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| | | The **Student Skills Book** provides guided, collaborative, and independent practice using commas in introductory elements during the whole-class lesson activity **Sentence Sense,** as referenced by the **Daily Plans** in **TM1 and TM2**. |
| L.5.2e | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>*Spell grade-appropriate words correctly, consulting references as needed.* | Fundations Level 5 extends what students learned in early elementary grades and through Fundations to focus on spelling patterns that are complex and varied depending on the word's meaning and use. Students learn about and practice applying knowledge of word structures to spell accurately with consideration for spelling options when there is more than one way to represent a phoneme or morpheme in printed words.<br>Learning activities that integrate spelling with decoding include **Words at Work, Spelling: Spotlight on Words,** and **Spelling: Spotlight on Sentences**. Students begin by closely examining a selection of words to focus on words structures, including syllables and spelling patterns to identify word parts while also analyzing how these elements contribute to the spelling and meaning of each word. In Spelling: Spotlight on Sentences, students also apply knowledge of spelling patterns and orthographic conventions within the context of reading and writing full sentences that have been dictated.<br>High frequency words for Fundations Levels 4 and 5 are taken from Elfrieda Hiebert's Word Zones list (Hiebert, 2014). Many of these words are considered phonetically regular because the patterns have been taught, but there are others that remain irregular. Students learn to recognize the parts of the word that have consistent letter-sound correspondences and are taught to attend to the part that is irregular. The activity **Different by Design** incorporates knowledge of consistent letter-sound correspondence and phonic elements (phonology and orthography) and morphology to help students recognize high frequency words automatically and store them in memory for spelling.<br>**Words at Work**: **TM1**: pp. 62-66, 70-73, 86-89, 93-101, 116-119, 124-128, 142-145, 150-154, 167-171, 174-178, 193-197, 200-202, 217-222, 225-230, 247-251, 254-258, 272-276, 280-284, 297-301, 305-309, 321-324, 328-332, 346-350, 353-358, 371-375, 379-382, 394-397, 401-404, 418-422, 426-430, 449-454, 458-464; **TM2**: pp. 62-67, 70-75, 88-91, 95-99, 113-118, 123-128, 143-149, 153-157, 170-174, 178-183, 195-199, |

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| | | 203-207, 223-229, 233-237, 255-260, 265-269, 284-289, 293-297, 313-318, 322-323, 338-344, 349-354, 369-375, 379-382, 398-401, 406-412, 427-431, 435-440<br><br>**Spelling: Spotlight on Words**: **TM1**: pp. 67-68, 90-91, 119-121, 146-147, 171-172, 197-198, 222-223, 251-252, 277-278, 301-303, 324-326, 350-351, 375-376, 397-399, 422-424, 454-456; **TM2**: 67-68, 92-93, 119-121, 149-151, 174-176, 200-201, 229-231, 261-262, 290-291, 318-320, 344-347, 375-377, 402-404, 432-433;<br><br>**Spelling: Spotlight on Sentences**: **TM1**: pp. 74, 102, 128, 154, 179, 203, 231, 258, 285, 309, 333, 358, 382-383, 404-405, 431, 464; **TM2**: 75, 99, 128, 158, 183, 208, 238, 269, 297, 323-324, 355, 383, 412, 440;<br><br>**Quick Start (Different by Design): TM1:** 70, 93, 123, 149, 173-174, 199-200, 225, 253-254, 279-280, 305, 327-328, 352-353, 378, 400-401, 426, 457-458**; TM2:** 69-70, 94-95, 122-123, 152-153, 177-178, 202-203, 232-233, 264, 292-293, 321-322, 348-349, 378-379, 405-406, 434-435<br><br>**Unit Test**: **TM1**: **TM1**: pp. 107, 159, 209, 262, 313, 363, 408, 470, 472-525 (answer keys); **TM2:** pp. 105, 162, 215, 274, 328, 389, 444, 446-499 (answer keys); **Unit Test Booklet**: pp. 1, 5, 8, 11, 14, 18, 22, 25, 29, 32, 36, 39, 43, 47, 51<br><br>The **Student Skills Book** provides guided, collaborative, and independent practice spelling grade-appropriate words during the whole-class lesson activities **Words at Work, Spelling: Spotlight on Words, Spelling: Spotlight on Sentences,** and **Quick Start,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br><br>Also see the **Teacher's Spelling Rules Notebook:** pp. 1–17, 29-33 and the **Student Reference Chart**: pp. 3–8, 18-20 for a complete reference of spelling rules taught in Level 5.<br><br>The **Student Practice Book,** aligned to the Fundations Level 5 Scope and Sequence, provides additional targeted practice to extend learning in spelling grade-appropriate words correctly and consulting references as needed. |

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| KNOWLEDGE OF LANGUAGE | | |
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| L.5.3a | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>*Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.* | In the **Sentence Sense** activity, students are explicitly taught the functional elements within simple, compound, complex, and compound/complex sentences. By marking sentence elements with visual symbols that represent meaning and function, students gain a conscious understanding of what a sentence is and how to distinguish sentences from fragments. Gradually, they learn how different syntactic elements combine to form varied sentence structures. Key syntactic concepts are referred to using concrete, student-friendly terminology rather than the traditional terms for parts of speech, which keeps the emphasis on comprehension rather than memorization.<br>When a solid foundation of sentence-level comprehension has been established, instruction in this activity then shifts to sentence-level writing. Following the gradual release of responsibility model, the teacher incrementally bridges students to independence using a variety of applied practice activities and metacognitive discussion to expand, combine, and reduce sentences for meaning.<br>**Sentence Sense: TM1:** pp. 104-106, 181-183, 205-208, 287-290, 360-362; **TM2:** pp. 101-104, 160-161, 240-245, 271-273, 299-302, 326-327, 357-359, 385-388, 414-416, 441-443<br>**Quick Start: TM1:** p. 185; **TM2: pp.** 247, 303<br>**Connection Quest: TM2: pp.** 307, 362<br>**Unit Test: TM1:** pp. 107, 313**; TM2: pp.** 274, 328: **Unit Test Booklet – Sentence Sense:** pp. 3-4, 16-17, 38, 45-46<br>The **Student Skills Book** provides guided, collaborative, and independent practice using expanding, combining, and reducing sentences during the whole-class lesson activities **Quick Start, Connection Quest**, and **Sentence Sense,** as referenced by the **Daily Plans** in **TM1 and TM2**. |

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| L.5.4a | Determine or clarify the meaning of unknown and | Fundations® Level 5 sequences vocabulary skill instruction across all 15 Units to build students' skills using context clues to determine the meanings of words. |

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| | multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.<br>*Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.* | Students begin by learning a general process for using context clues to determine word meaning. As students progress, they focus on specific types of context clues. The gradual release model is also a key part of this instruction with the procedures within the learning activities placing a greater emphasis on "I do" and "We do" in early units and moving to "You do together" and "You do" in later units. See **Vocabulary Skills—Grade 5**, TM1: p. 30-33.<br>All **Weekly Read** passages embed spelling-concept vocabulary with context clues to determine the meaning of unknown words. During the activity **Word Alert**, students use context clues and/or the **Vocabulary Dictionary** to define vocabulary words and write sentences for each word. Each **Unit Test** contains a Vocabulary section where students read sentences and use a word bank to determine the correct vocabulary word for each sentence.<br>**Weekly Read**: **TM1:** pp. 56, 81, 111, 137, 163, 188, 212, 242, 267, 294, 316, 341, 367, 390, 413, 445; **TM2**: pp. 56, 84, 109, 139, 166-167, 191, 219, 251, 278-279, 308-309, 333, 364, 393, 421-422<br>**Word Alert**: **TM1**: pp. 57-60, 82-84, 111-114, 138-140, 163-165, 189-191, 213-215, 243-245, 267-270, 294-296, 317-319, 342-344, 367-369, 390-392, 413-416, 446-448; **TM2**: pp. 57-60, 84-86, 109-111, 140-142, 167-169, 191-194, 219-222, 251-254, 279-282, 309-312, 333-336, 364-367, 393-396, 422- 425<br>**Quick Start**: **TM1**: pp. 445<br>**Unit Test**: **TM1**: **TM1**: pp. 107, 159, 209, 262, 313, 363, 408, 470, 472-525 (answer keys); **TM2:** pp. 105, 162, 215, 274, 328, 389, 444, 446-499 (answer keys); **Unit Test Booklet - Vocabulary**: pp. 2, 6, 9, 12, 15, 19, 23, 26, 30, 33, 37, 40, 44, 48, 52<br>The **Student Skills Book** provides guided, collaborative, and independent practice using context clues to determine word meaning during the whole-class lesson activities **Weekly Read** and **Word Alert,** as referenced by the **Daily Plans** in **TM1 and TM2**. |
| L.5.4b | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 | Awareness of morphology helps readers read and spell words because morphology is the binding agent that connects phonology, orthography, and semantics to each other (Kirby & Bowers, 2018). Morphology instruction begins in Unit 4. It is integrated with instruction on specific vocabulary words to help students use |

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| | reading and content, choosing flexibly from a range of strategies.<br>*Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).* | knowledge of Greek and Latin affixes and roots to determine meaning of words and spelling using orthographic conventions.<br>Learning activities that focus on morphology for word reading also focus on spelling simultaneously, namely **Words at Work** and **Spelling: Spotlight on Words**. Both activities include multisyllabic and polymorphemic words (words comprised of multiple morphemes such as affixes and base words combined) for reading and spelling.<br>**Words at Work**: **TM1**: pp. 217-223, 225-230, 247-251, 254-258, 272-276, 280-284, 297-301, 305-309, 321-324, 328-332, 346-350, 353-358, 418-422, 426-430, 449-454, 458-464; **TM2**: pp. 62-67, 70-75, 88-91, 95-99, 113-118, 123-128, 143-149, 153-157, 170-174, 178-183, 195-199, 203-207, 223-229, 233-237, 255-260, 265-269, 284-289, 293-297, 313-318, 322-323, 398-401, 406-412, 427-431, 435-440;<br>**Spelling: Spotlight on Words**: **TM1**: pp. 222-223, 251-252, 277-278, 301-303, 324-326, 350-351, 422-424, 454-456; **TM2**: pp. 67-68, 92-93, 119-121, 149-151, 174-176, 200-201, 229-231, 261-262, 290-291, 318-320, 402-404, 432-433;<br>**Connection Quest**: **TM1**: pp. 239-241, 292, 340, 387-388, 441-444; **TM2**: pp. 81-82, 133-138, 188-189, 247-249, 304-307, 361-362, 418-420<br>**Unit Test**: **TM1**: pp. 262, 313, 363, 408, 470, 482-525 (answer keys); **TM2:** pp. 105, 162, 215, 274, 328, 389, 444, 446-499 (answer keys); **Unit Test Booklet**: **Unit Test Booklet - Vocabulary:** pp. 11-12, 14-15, 18-19, 22-23, 25-26, 29-30, 32-33, 36-37, 39-40, 41-44, 47-48, 51-52<br>The **Student Skills Book** provides guided, collaborative, and independent practice using affixes and roots to determine word meaning during the whole-class lesson activities **Words at Work, Connection Quest** and **Spelling: Spotlight on Words,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br>Also see the **Teacher's Spelling Rules Notebook**: pp. 16-26 and the **Student Reference Chart**: pp. 7-17 for all Level 5 Word Elements, including the meanings of affixes and base elements. |

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| | | The **Student Practice Book,** aligned to the Fundations Level 5 Scope and Sequence, provides additional targeted practice to extend learning using Greek and Latin affixes and roots as clues to the meaning of a word. |
| L.5.4b | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.<br>*Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.* | Students use the **Vocabulary Dictionary** in the **Student Skills Book** to define vocabulary words and write sentences for each word. Throughout daily lessons, teachers encourage students to check reference materials to confirm spelling and word meaning, including a dictionary and the **Student Reference Chart**.<br>**Word Alert: TM1:** pp. 57-60, 82-84, 111-114, 138-140, 163-165, 189-191, 213-215, 243-245, 267-270, 294-296, 317-319, 342-344, 367-369, 390-392, 413-416, 446-448; **TM2:** pp. 57-60, 84-86, 109-111, 140-142, 167-169, 191-194, 219-222, 251-254, 279-282, 309-312, 333-336, 364-367, 393-396, 422-425<br>**Quick Start:** TM1: pp. 62, 85, 116, 141, 167, 192, 216, 246, 271, 297, 320, 345, 370, 393, 417, 449; TM2: pp. 61, 87, 112, 143, 170, 195, 223, 255, 283, 313, 337, 368, 397, 426<br>**Words at Work: TM1:** pp. 168, 174, 463; **TM2:** pp. 70, 75, 370-371<br>The **Student Skills Book** provides guided, collaborative, and independent practice using reference materials to determine word meaning during the whole-class lesson activities **Word Alert, Quick Start, Words at Work** and **Vocabulary Dictionary,** as referenced by the **Daily Plans** in **TM1 and TM2**.<br>Also see the reference materials included in Fundations Level 5: **Student Skills Book**: **Vocabulary Dictionary**, pp. 371-401 and **Student Reference Chart**. |
| L.5.5c | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>*Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.* | In Unit 4 and 5, students begin identifying definition, synonym, and antonym context clues through guided practice in the activity **Word Alert**. Once introduced, synonyms and antonyms activities are practiced throughout all units.<br>**Word Alert**: **TM1**: pp. 58-59, 83, 112, 140, 165, 243-244, 267-268, 295-296, 317-318, 343-344, 369, 391-392, 415-416, 448; **TM2**: pp. 85-86, 110-111, 140-142, 168, 220-221, 251-254, 280-282, 364-366, 393-395, 424-425<br>The **Student Skills Book** provides guided, collaborative, and independent practice using synonyms and antonyms to determine word meaning during the whole-class lesson activity **Word Alert,** as referenced by the **Daily Plans** in **TM1 and TM2**. |

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| L.5.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions or states. | **Weekly Reads** develop knowledge around related topics and themes. These reading passages include vocabulary words that reinforce the week's spelling concepts as well as words whose word families make up the most common words students encounter when reading. **Word Alert** uses dynamic teaching strategies to introduce key vocabulary, giving students engaging, multifaceted ways to understand word meanings, relationships, and contexts for ongoing exploration.<br><br>The **Quick Start** activities provide practice opportunities for students to acquire and use vocabulary words in oral discussions. See **Vocabulary Details—Grade 5**, TM1: pp. 31-33 for a list of vocabulary and high frequency words taught in each Fundations Level 5 Unit.<br><br>**Weekly Read**: **TM1:** pp. 56, 81, 111, 137, 163, 188, 212, 242, 267, 294, 316, 341, 367, 390, 413, 445; **TM2**: pp. 56, 84, 109, 139, 166-167, 191, 219, 251, 278-279, 308-309, 333, 364, 393, 421-422<br><br>**Word Alert**: **TM1**: pp. 57-60, 82-84, 111-114, 138-140, 163-165, 189-191, 213-215, 243-245, 267-270, 294-296, 317-319, 342-344, 367-369, 390-392, 413-416, 446-448; **TM2**: pp. 57-60, 84-86, 109-111, 140-142, 167-169, 191-194, 219-222, 251-254, 279-282, 309-312, 333-336, 364-367, 393-396, 422- 425<br><br>**Quick Start**: **TM1**: pp. 62, 81, 85, 116, 141, 167, 192, 212, 216, 246, 266, 271, 297, 320, 345, 366, 370, 389, 393, 412, 417, 445, 449; **TM2:** pp. 61, 87, 108, 112, 139, 143, 170, 190, 195, 218, 223, 250, 255, 283, 313, 332, 337, 368, 392, 397, 426<br><br>**Unit Test**: **TM1**: pp. 107, 159, 209, 262, 313, 363, 408, 470, 472-525 (answer keys); **TM2:** pp. 105, 162, 215, 274, 328, 389, 444, 446-499 (answer keys); **Unit Test Booklet**: pp. 2, 6, 9, 12, 15, 19, 23, 26, 30, 33, 37, 40, 44, 48, 52 |

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# Speaking & Listening Standards

| COMPREHENSION AND COLLABORATION | | |
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| SL.5.1b | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.<br>*Follow agreed-upon rules for discussions and carry out assigned roles.* | **Connection Quest** activities teach or reinforce essential literacy skills for decoding, spelling, and sentence analysis by engaging students in fun ways with varied games. Students work in small collaborative groups to complete the Connection Quest, following discussion rules and roles based on the activity.<br>**Connection Quest**: **TM1**: pp. 80, 136, 186-187, 239-240, 292, 340, 387-388, 441-444; **TM2**: pp. 81-82, 133-138, 188-189, 247-249, 304-307, 361-362, 418-420<br>Also see the **Student Skills Book Connection Quest** pages for collaborative activities, as referenced by the **Daily Plan** in **TM1** and **TM2**. |
| SL.5.1c | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.<br>*Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.* | Fundations encourages questioning so that students reflect on and become aware of word and sentence structure, which helps them apply, transfer, and generalize what they learn to other contexts. Metacognitive questions are built into each daily lesson in the teaching notes and help guide higher order thinking and teachers are guided to ask additional questions, as appropriate, to promote metacognition. During activities including **Quick Start** and **Sentence Sense**, instructional routines such as Turn & Talk and Collaborative Learning are embedded in the daily lessons.<br>**Quick Start**: **TM1**: pp. 56, 81, 110, 137, 162, 188, 212, 242, 266, 293, 316, 341, 366, 389, 412, 445; **TM2**: pp. 56, 83, 108, 139, 190, 218, 250, 308, 332, 392, 421<br>**Sentence Sense – Turn and Talk: TM1**: pp. 78, 106, 183, 261, 362, 407; **TM2:** pp. 79, 130, 161, 186, 214, 245, 273, 302, 327, 359, 416, 443<br>Also see the **Student Skills Book** for **Quick Start** and **Sentence Sense** for oral discussion activities, as referenced by the **Daily Plan** in **TM1** and **TM2**. |

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| PRESENTATION OF KNOWLEDGE AND IDEAS | | |
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| SL.5.4 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | **Quick Start** activities are brief, targeted exercises that help students activate prior knowledge, reinforce essential skills, and stay engaged throughout the week. On select days, students answer prompts orally and in writing related to the Weekly Read or previously taught concepts.<br>**Quick Start**: **TM1**: pp. 81, 266, 366, 389, 412, 445 **TM2**: pp. 108, 139, 190, 218, 250, 392;<br>Also see **Student Skills Book** for Quick Start questions and sentence prompts, as referenced by the **Daily Plan** in **TM1** and **TM2**. |

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