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Fundations® 3e Levels K-3

Alignment to

Missouri Learning Standards English Language Arts (2016)

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Fundations® 3e Level K

Fundations® Level K Alignment to Missouri Learning Standards for English Language Arts Reading Foundations (2016)

Reading Foundations

PRINT AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
K.RF.1.A.a	Develop print awareness in the reading process by: *identifying all upper- and lower-case letters*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level K*** Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. In the following daily activities, students identify and name letters, practicing in a multi-modal manner using engaging materials: **Letter-Keyword-Sound**, **Drill Sounds**, **Echo/Find Letters**, **Dictation/Sounds**, **Echo/Letter Formation**, **Skywrite/Letter Formation**, **Student Notebook**, **Alphabetical Order**, **Make it Fun.** **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Drill Sounds/Warm-Up (description p. 30-31)**: (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366;

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Std. #	**Standard Language**	**Primary Citations**
		p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p; 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) **Echo/Find Letters (description p. 32-33)**: (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Sounds (description p. 24-25)**: **Dictation (Dry Erase) – Unit Sounds** (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) **Echo/Letter Formation (description p. 36)**: (Orientation: p. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) **Skywrite/Letter Formation (description p. 40-41)**: (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) **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) Additional activities are provided in the **Home Support Packet** (7-15, 17-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online **Fundations Learning Community** (see Expert Tips/Ideas section). The **Student Practice Book** (p. 1-2; p. 4-9; p. 11-17; p. 19-20; p. 22-27; p. 29-33; p. 35-38; p. 41-44; p.46-48; p. 50; p. 52; p. 56; p. 60; p. 65, p. 117) provides targeted practice identifying all uppercase and lowercase letters, as referenced in the TM. In the **Student Notebook**, students practice upper and lowercase letter formation.
K.RF.1.A.b	Develop print awareness in the reading process by: *sequencing the letters of the alphabet*	In Level K, as students learn about letter names, they also begin to learn about alphabetical order. In the **Alphabetical Order** activity students match the corresponding Letter Tile to the letter squares on their Letter Board. Students then practice naming the letters in alphabetical order. This activity helps students develop alphabetic knowledge, automatic letter naming, and alphabetical order. **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)
K.RF.1.A.c	Develop print awareness in the reading process by: *demonstrating that books are read left to right, top to bottom*	Storytime activities recommend books and direct teachers to discuss print and book awareness such as **Storytime** and **Make it Fun** **Storytime (description p. 48):** (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) **Make it Fun (description p. 48):** (Unit 5: p. 395; p. 405) Specific Storytime activities have students read text from top to bottom and left to right with a return sweep include **Storytime (description p. 48)**: (Unit 1: p. 102-103; p. 162-163), (Unit 3: p. 275). (Unit 4: p. 331; p. 340). 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.**

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		These activities emphasize that sentences are read left to right, words are separated by print. **Teach Trick Words (description p. 44-45)**: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47)**: (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) **Word Play – Word Awareness:** (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111; p. 120-121; p. 130-131; p. 140-141; p. 150-151; p. 160-161; p. 170-171; p. 180-181) **Word Play – Read Sentences:** (Unit 4: p. 316-317, p. 326-327, p. 336-337), (Unit 5: p. 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403) **Word Play (description p. 48):** (Unit 1: p. 110-111); (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **Dictation/Sentences (description p. 28-29)**: Introduce New Concepts (Unit 5: p. 351, p. 379; Dictation Dry Erase p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Make it Fun-Change the Sentence:** (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the **Home Support Packet** (p. 16, 112), **Student Practice Book** (p. 55, 59, 63, 67, etc.), and the **Fundations Readers Level K**, which specifically aligns with the scope and sequence of Fundations. The 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).
K.RF.1.A.d	Develop print awareness in the reading process by: *demonstrating that written words are made up of different 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.

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		Word Play-Make Words for Decoding (description p. 48): (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228); (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294); (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340); (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) **Introduce New Concepts**: (Unit 2: p. 190-191), (Unit 3: p. 236-237), (Unit 4: p. 302-303), (Unit 5: p. 349) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p.289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27): Introduce New Concepts**: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332-333)**; Dictation (Dry Erase):** p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) Additional Make it Fun activities support the skill of blending spoken phonemes to form one-syllable words. **Make it Fun:** (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 337) Other Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes. **Word Play – Listen for Sounds:** (Unit 3: p. 238-239; p. 248-249; p. 258-259; p. 268-269; p. 278-279; p. 288-289), (Unit 4: p. 324-325) **Make it Fun:** (Unit 1: p. 68; p. 78; p. 98-99; p. 129; p. 148-149; p. 158) (Unit 3: p. 243; p. 263; p. 273; p. 293). More activities are provided in the **Home Support Packet** (p. 38, 57, 89, 95) and online **Fundations Learning Community** (See Expert Tips/Ideas section).

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		The **Student Practice Book** provides targeting practice for students in recognizing that spoken words are represented in written language by specific sequences of letters (from page 3). **Fundations Readers Level K**, which specifically aligns with the scope and sequence of Fundations, provide students with practice in print concepts, recognizing that spoken words are represented in written language by specific sequences of letters. (See the **Fundations Readers Teacher's Guide Level K**, p. 20).
K.RF.1.A.e	Develop print awareness in the reading process by: *knowing that a sentence is comprised of a group of words separated by spaces*	The blue Sentence Frames are used to help explicitly teach word awareness. These frames allow students to discern words separated by spaces in a dictated sentence. This skill is emphasized throughout Unit 1 in the **Word Play** activity: **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) Other Activities use the blue Sentence Frames to teach concepts requiring students to identify the individual words in a sentence. The activities include **Teach Trick Words; Trick Word Practice**; **Word Play-Read Sentences** and **Sentence Dictation**; **Dictation/Sentences**; and **Make it Fun-Change the Sentence**: **Teach Trick Words (description p. 44-45)**: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47):** (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) **Word Play – Read Sentences: (**Unit 4: p 316-317, 326-327, 336-337), (Unit 5: p 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403 **Word Play – Sentence Dictation/Write Sentences:** (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Make it Fun-Change the Sentence:** (Unit 5: p. 355; p. 364-365; p. 375)

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		Additional activities are provided in the **Home Support Packet** (p. 31) and the online **Fundations Level K Learning Community** (see Expert Tips/Ideas section).
K.RF.1.A.f	Develop print awareness in the reading process by: *demonstrating one-to-one correspondence between spoken words and written words*	Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include **Teach Trick Words**; **Trick Word Practice**; **Word-Play-Word Awareness**, **Word Play- Read Sentences** and **Sentence Dictation**; **Dictation/Sentences,** and **Make it Fun-Change the Sentence.** **Teach Trick Words (description p. 44-45)**: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47)**: (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) **Word Play - Word Awareness (description p. 48):** (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111; p. 120-121; p. 130-131; p. 140-141; p. 150-151; p. 160-161; p. 170-171; p. 180-181) **Word Play – Read Sentences (description p. 48)**: (Unit 4: p. 316-317, 326-327, 336-337), (Unit 5: p 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403) During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. **Introduce New Concepts:** (Unit 5: p. 351, p. 379) **Word Play – Review Sentence Dictation (description p. 48)**: (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **Dictation/Sentences (description p. 28-29)**: (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Make it Fun-Change the Sentence**: (Unit 5: p. 355; p. 364-365; p. 375)

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Std. #	**Standard Language**	**Primary Citations**
		Activities are also provided in the **Home Support Packet** (p. 31), **Student Practice Book** (p. 55, 59, 62, 63, 67, etc.), and the online **Fundations Level K Learning Community** (See Expert Tips/Ideas section).

PHONEMIC AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
K.RF.2.A.a	Develop phonemic awareness in the reading process by: *identifying sounds in spoken words*	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 identify words that contain shared sounds (initial, final, or medial depending upon the Unit). **Which Ones Belong? (Drill Sounds/Warm-Up, description p. 30–31):** (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 155; p. 156; p. 158; p. 160; p. 162; p. 165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228)
K.RF.2.A.b	Develop phonemic awareness in the reading process by: *producing rhymes in response to spoken words*	Instruction emphasizing phonological activities such as rhyming is included in Fundations Levels K during the **Make It Fun** and **Storytime** activities. **Make it Fun (description p. 48)**: (Unit 1: p. 108-109; p. 118; p. 129), (Unit 2: p. 206) **Storytime (description p. 48)**: (Unit 1: p. 112-113; p. 122-123; p. 183). Teachers have access to additional phonemic awareness resources provided in the **Home Support Packet** (p. 16) and online **Fundations Learning Community** (See Expert Tips/Ideas section). In Unit 1 of Level K, the **Fundations Readers** are Alphabet Books. These are organized in the same progression that letters are introduced in the Unit. These Alphabet Books reinforce skills taught during Fundations lessons and provide additional language and early literacy skill experiences, including rhyming and alliteration.

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PHONEMIC AWARENESS		
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K.RF.2.A.c	Develop phonemic awareness in the reading process by: *distinguishing orally presented rhyming pairs of words from non-rhyming pairs*	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 identify words that contain shared sounds, including rhyming words. **Which Ones Belong? (Drill Sounds/Warm-Up, description p. 30–31):** (Unit 1: p. 138, p. 150, p. 152, p. 162, p. 170), (Unit 2: p. 196, p. 198, p. 202, p. 206, p. 208, p. 210, p. 218
K.RF.2.A.d	Develop phonemic awareness in the reading process by: *recognizing spoken alliteration or groups of words that begin with the same onset or initial sound*	Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. Activities including alliteration or groups of words with the same initial sound include **Make It Fun** and **Storytime.** **Make it Fun (description: p. 48):** (Unit 1: p. 98-99, p. 129), (Unit 2: p. 197) **Storytime (descriptions: p. 48):** (Unit 1: p. 132-133) Additional activities are provided in the Home Support Packet (p. 20; p. 57) and the online **Fundations (Level K) Learning Community** (see Expert Tips/Ideas section). In Unit 1 of Level K, the **Fundations Readers** are Alphabet Books. These are organized in the same progression that letters are introduced in the Unit. These Alphabet Books reinforce skills taught during Fundations lessons and provide additional language and early literacy skill experiences, including rhyming and alliteration.
K.RF.2.A.e	Develop phonemic awareness in the reading process by: *blending spoken onsets and rimes to form simple words*	Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. **Make It Fun (description p. 48)**: (Unit 1: p. 108-109, p. 118), (Unit 2: p. 206) **Storytime (description p. 48)**: (Unit 1: p. 112-113, p. 122-123; p. 183) Additional phonemic awareness resources are provided in the **Home Support Packet** (p. 20, 57) and online **Fundations Learning Community Expert Tips/Ideas.**
K.RF.2.A.f	Develop phonemic awareness in the reading process by:	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

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PHONEMIC AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
	blending spoken phonemes to form one-syllable words	is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In Unit 1, instruction focuses on letter-sound correspondences to prepare students for phonemic awareness instruction that begins in Unit 2 through the end of the year. Beginning in Unit 2, students' phonemic awareness is established through the **Word Play-Make Words for Decoding** and **Word-Play-Make Nonsense Words** activities. Finger tapping is used to segment and clarify phonemes before blending them to read the word. This helps to develop a student's awareness about the way phonemes are coarticulated when they are blended. **Word Play-Make Words for Decoding (description p. 48)**: (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228); (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294); (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340); (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) **Word Play-Make Nonsense Words**: (Unit 3: p. 242 -243; p. 252-253; p. 262-263; p. 272-273; p. 282-283; p. 292-293; p. 308-309), (Unit 4: p. 318-319, p. 328-329, p. 338-339) (Unit 5: p. 360-361, p. 370-371; p. 380-381; p. 390-391; 400-401) **Introduce New Concepts**: (Unit 2 p. 190-191), (Unit 3: p. 236-237), (Unit 4: p. 302-303), (Unit 5: p. 349) **Make it Fun:** (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 337) Additional activities are provided in the **Home Support Packet** (p. 58-61, 85-88) and the online **Fundations Level K Learning Community.**
K.RF.2.A.g	Develop phonemic awareness in the reading process by:	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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PHONEMIC AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
	isolating the initial, medial, and final sounds in spoken words	**New Concepts** and **Make It Fun** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds. **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27)**: **Introduce New Concepts:** (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322-323; p. 332-333). **Dictation (Dry Erase):** p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes. **Word Play – Listen for Sounds:** (Unit 3: p. 238-239; p. 248-249; p. 258-259; p. 268-269; p. 278-279; p. 288-289), (Unit 4: p. 324-325) **Make it Fun:** (Unit 1: p. 68; p. 78; p. 98-99; p. 129; p. 148-149; p. 158), (Unit 2: p. 216), (Unit 3: p. 243, p. 253, p. 263; p. 273; p. 293) Additional activities are provided in the **Home Support Packet** (p. 38, 57, 89, 95) Teachers have access to additional phonemic awareness resources provided in the online **Fundations Learning Community** (See Expert Tips/Ideas section). **Fundations Readers Level K** library also provide practice with identifying pictures that begin with the sound that was orally produced.
K.RF.2.A.h	Develop phonemic awareness in the reading process by:	Instruction in Level K ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities,

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PHONEMIC AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
	segmenting spoken words into two or three phonemes	and in some **Introduce New Concepts** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) **Dictation/Words (description p. 26-27)**: (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) **Introduce New Concepts**: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322-323; p. 332-333). Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes. **Word Play – Listen for Sounds:** (Unit 3: p.238-239; p. 248-249; p. 258-259; p. 268-269; p. 278-279; p. 288-289), (Unit 4: p. 324-325) **Make it Fun:** (Unit 1: p. 68; p. 78; p. 98-99; p. 129; p 148-149; p. 158) (Unit 3: p. 243 p. 263; 273; 293). Additional activities are provided in the **Home Support Packet** (p. 38, 57, 89, 95) and the online **Fundations Level K Learning Community**.

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
K.RF.3.A.a	Develop phonics in the reading process by: *producing and writing letter(s) for most short vowel and consonant sounds*	Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. In the following daily activities, students identify, produce, and write name letters, practicing in a multi-modal manner using engaging materials: **Letter-Keyword-Sound**, **Drill Sounds**, **Dictation/Sounds**, **Skywrite/Letter Formation**, **Student Notebook**, and **Make it Fun.** **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Drill Sounds/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) **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) **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-

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) **Make it Fun (description p. 48)**: (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 139; p. 148-149; p. 158; p. 178) Additional activities are provided in the **Home Support Packet** (7-15, 17-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online **Fundations Learning Community** (see Expert Tips/Ideas section). The **Student Practice Book** provides targeted practice identifying and writing all uppercase and lowercase letters, as referenced in the TM. In the **Student Notebook**, students practice upper and lowercase letter formation.
K.RF.3.A.b	Develop phonics in the reading process by: *reading high frequency words*	Automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 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. **Teach Trick Words (description p. 44-45)**: (Unit 3: p. 250; p. 255, p. 260; p. 265, p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47):** (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) Words

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		taught as Trick Words in Level K: **the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do; one.** Level K students will be able to ***read*** high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry's first 100 list: **in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.** Additional activities are provided in the **Home Support Packet** (p. 81-82; p. 91; p. 100-101) and the online **Fundations Level K Learning Community** (see Expert Tips/Ideas section). The **Student Practice Book** (p. 62; p. 69; p.7 3; p. 75: p. 80: p. 90-91; p. 97; p. 100; p. 106-107; p. 113; p. 115) provides targeted practice in identifying and reading high frequency words, as referenced in the TM. **Fundations Readers Level K**, which specifically align with the scope and sequence of Fundations, provide students with practice applying grade-level phonics and word analysis skills in reading common high-frequency words by sight. (See the **Fundations Readers Teacher's Guide Level K**, p. 24-25).
K.RF.3.A.c	Develop phonics in the reading process by: *blending letter sounds to decode simple words*	In Level K, students identify and fluently produce sounds of consonants (primary), short vowels, and basic digraphs. Students learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants **f, m, n, l, r** and **s.** With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with the **Word Play-Make Words for Decoding** and **Make it Fun** activities. **Introduce New Concepts**: (Unit 2 p. 190-191), (Unit 3: p. 236-37), (Unit 4: p. 302-303), (Unit 5: p. 349) **Word Play (description p. 48)**: (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294), (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340), (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) **Make it Fun:** (Unit 2: p. 206) (Unit 4: p. 306-307; p. 317; p. 355, p. 364-365, p. 375) **Word Play – Read Sentences (**Unit 4: p 316-317, 326-327, 336-337), (Unit 5: p 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403) **Make it Fun- Change the Sentence** (Unit 5: p. 355; p. 364-365; p. 375) **Storytime:** (Unit 4: p. 331; p. 340) Additional activities are provided in the **Home Support Packet** (p. 58-61; p. 85-88; p. 93; p. 94; p. 96-98; p. 102-104) and the online **Fundations Learning Community** (See Expert Tips/Ideas section). The **Student Practice Book** provides targeted practice using letter-sound relationships to decode VC and CVC words, as referenced by the TM.
K.RF.3.A.d	Develop phonics in the reading process by: *recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words*	With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. 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 in the following activities: **Introduce New Concepts, Echo/Find Words, Word Play,** and **Make it Fun.** 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. Students learn use letter-sounds knowledge to write words and sentence in the following activities**: Introduce New Concepts, Echo/Find Words, Dictation/Words,** and **Dictation/Sentences.** **Introduce New Concepts**: (Unit 2 p. 190-191), (Unit 3, p. 236-237; p. 241), (Unit 4: p. 307; p. 322–323; p. 332–333), (Unit 5: p. 351; p. 379)

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		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) **Word Play–Make Words for Decoding (description p. 48):** (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294), (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340), (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) **Make it Fun:** (Unit 2: p. 206), (Unit 5: p. 355; p. 364-365; p. 375) **Dictation/Words (description p. 26-27)**: Introduce New Concepts: (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Dictation/Sentences (description p. 28-29): Dictation (Dry Erase)** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Fundations Readers Level K**, which specifically align with the scope and sequence of Fundations, provide students with practice applying grade-level phonics and word analysis skills in distinguishing between similarly spelled words. (See the **Fundations Readers Teacher's Guide Level K**).

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
K.RF.4.A	Read, with support, appropriate 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.) **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) Students also read connected text with prosody and expression in sentences in: **Trick Word Practice (description p. 46-47):** (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) **Sentence Reading:** (Unit 5: p. 349, p. 351) **Word Play–Read Sentences:** Unit 4: p 316-317, 326-327, 336-337), (Unit 5: p. 348, p. 351, p. 352-353; p. 358-359, p. 360-361, p. 362-363, p. 368-369; p. 371, p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403 **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375) Students proofread the written sentence which requires students to read connected text: **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 351, p. 358-359, p. 361, p. 368-369, p. 371, p. 379, p. 381, p. 383, p. 389, p. 395, p. 403) **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 **Fundations Readers Level K** provide practice in applying grade-level phonics and word analysis skills appropriate for emerging readers. 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.

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Additional Missouri Learning Standards Supported by Fundations

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

In addition to the foundational skills, Fundations also strongly supports **English Language Arts Priority Standards from the Missouri Learning Standards**. Students learn through explicit instruction in the following reading, writing, language, and speaking & listening standards.

Reading (Literary and Informational)

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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.

COMPREHENSION		
Std. #	**Standard Language**	**Primary Citations**
K.R.1.A.b	With assistance, develop and demonstrate reading skills in response to read-alouds by: *asking and responding to questions about texts read aloud*	**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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VOCABULARY		
Std. #	**Standard Language**	**Primary Citations**
K.R.1.B.e	With assistance, develop an understanding of vocabulary by: *using words and phrases acquired through conversations, reading and being read to, and responding to texts*	While Fundations' focus is on foundational skills, teachers are prompted to develop vocabulary while doing word building activities. See **Vocabulary,** PREFACE 19 and **Skills and Procedures Taught in Fundations** PREFACE 22. **Storytime (description p. 48)**: (Unit 1: p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 275), (Unit 5: p. 356; p. 376; p. 396) **Word Play**: p. 150-151, p. 170-171

INDEPENDENT TEXT		
Std. #	**Standard Language**	**Primary Citations**
K.R.1.D.a	Read independently for sustained periods of time by: *engaging with text as developmentally appropriate*	As a 30-minute foundational skills supplemental program, Fundations supports Kindergarten students emerging decoding skills which will allow students to apply these skills to grade-level text. **Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93, p. 102-103; p. 143; p. 153; p. 162; p. 172-176), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396) **Fundations Readers Level K** 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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FICTION		
Std. #	**Standard Language**	**Primary Citations**
K.R.2.A.a	With assistance, read, infer, and draw conclusions to: *identify elements of a story, including setting, character, and key events*	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93, p. 102-103; p. 143; p. 153; p. 162; p. 172-176), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396) **Make it Fun:** These two activities are an extension of the Storytime**:** (Unit 5: p. 395; p. 405).

TEXT FEATURES		
Std. #	**Standard Language**	**Primary Citations**
K.R.3.A.a	With assistance, read, infer, and draw conclusions to: *identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations*	**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)

TEXT STRUCTURES		
Std. #	**Standard Language**	**Primary Citations**
K.R.3.C.c	With assistance, read, infer, and draw conclusions to: *name the main topic and recall key details of the 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)

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Language Standards

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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.

GRAMMAR		
Std. #	**Standard Language**	**Primary Citations**
K.L.1.A.d	In speech and written form, apply standard English grammar to: *demonstrate the use of 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).

PUNCTUATION, CAPITALIZATION, SPELLING		
Std. #	**Standard Language**	**Primary Citations**
K.L.1.B.a	In written text: *print in 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.** **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.

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PUNCTUATION, CAPITALIZATION, SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403); **Skywrite/Letter Formation (description p. 40-41)**: (Orientation: p. 57; p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 127; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303, p. 305) 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).
K.L.1.B.b	In written text: *recognize that a sentence ends with punctuation marks*	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) 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)

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PUNCTUATION, CAPITALIZATION, SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		Additional activities are provided in the **Home Support Packet** (p. 89, p. 95, pp. 106-110) and the online **Fundations Learning Community** (See Expert Tips/Ideas section). See **Student Practice Book**, as referenced in the TM (p. 67).
K.L.1.B.d	In written text: *capitalize first word in a sentence*	The following dictation activities have students writing sentences with attention to capitalization. **Introduce New Concepts**: (Unit 5: p. 351; p. 379) **Dictation/Sentences (description p. 28):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) **Word Play Review Sentence Dictation** (Unit 5: p. 358-359, p. 360-361; p. 368-369; p. 370-371; p. 372-373; p. 380-381) **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375). The following activities also reinforce the key elements of sentence structure such as capitalization. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization. **Word Play (description p. 48)**: (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111; p. 120-121; p. 130-131; p. 140-141; p. 150-151; p. 160-161; p. 170-171; p. 180-181) **Teach Trick Words (description p. 44-45)**: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47):** (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404). Additional activities are provided in the **Home Support Packet** (p. 89, p. 95, pp. 106-110) and the online **Fundations Learning Community** (See Expert Tips/Ideas section). See **Student Practice Book**, as noted in the teacher's manual (p. 67, p. 73, p. 80, p. 90, etc.)

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Speaking & Listening Standards

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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.

COLLABORATIVE DISCUSSIONS		
Std. #	**Standard Language**	**Primary Citations**
K.SL.3.A.c	Speak clearly using conventions of language when presenting individually or with a group by: *confirming comprehension by retelling information and asking appropriate questions based on read-alouds or 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 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). **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) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.

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WILSON fundations™ | Literacy for All



Fundations® 3e Level 1

Fundations® Level 1 Alignment to Missouri Learning Standards for English Language Arts Reading Foundations (2016)

Reading Foundations

PRINT AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
1.RF.1.A.a	Develop print awareness in the reading process by: *recognizing that sentences are comprised of words separated by spaces*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 1*** 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 separated by spaces make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. See **Skills and Procedures Taught in Fundations: Punctuation and Capitalization** (PREFACE 21). Students must recognize the features of the sentence and many conventions of print, including upper- and lowercase letters, spacing between words, reading from left to right, and ending punctuation in the activities **Make it Fun – Scrambled Sentences, Teach Trick Words – Reading,** and **Sentence Dictation.** During **Sentence Dictation** activities, students demonstrate many conventions of print including writing sentences starting with a capital letter, using correct ending punctuation, and separating words by spaces. Students follow a proofreading procedure to check for these features of a sentence after writing. See **Proofreading Procedure**, p. 36 **Introduce New Concepts: Word Awareness**: (Unit 2: p. 115, 119) **Make It Fun – Scrambled Sentences:** (Unit 6: p. 224-225), (Unit 8: p. 277), (Unit 10: p. 355), (Unit 12: p. 408-409), (Unit 13: p. 446-447) **Teach Trick Words - Reading (description p. 52-53):** (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 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.
1.RF.1.A.b	Develop print awareness in the reading process by: *recognizing the distinguishing features of a sentence*	

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PRINT AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		463), (Unit 14: p. 481; p. 497) **Dictation/Sentences (description p. 36-37; Proofreading Procedure):** (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p.355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p.419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469),(Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The **Storytime Mark Words** activity provides students with additional practice identifying capital letters at the beginning of a sentence and ending punctuation within connected text. **Storytime – Mark Words:** (Unit 3: p. 141), (Unit 4: p. 167), (Unit 7: p. 245), (Unit 8: p. 282-283), (Unit 9: p. 311), (Unit 10: p. 337), (Unit 13: p. 451) Additional practice in print awareness activities is provided in the **Student Notebook** (see Reference page: Capitalization and Punctuation, p. 212) and with the stories in the **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. The **Student Practice Book** reinforces students' recognition of the distinguishing features of a sentence as they read sentences (p. 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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PHONEMIC AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
1.RF.2.A.a	Develop phonemic awareness in the reading process by: *producing and identifying sounds and syllables in spoken words*	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). The skill of identifying producing and identifying sounds in a spoken word is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities. The Wilson® finger tapping technique is used to analyze spoken words by 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. **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) **Echo/Find Words (Single Syllable) (description p. 42-43): (**Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 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) Unit 12 focuses on two-syllable words, looking at words with larger orthographic parts. Students put their hand under their chin to feel the syllables and clap to help produce and identify the syllables. White Syllable Frames are used to show each syllable in a

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PHONEMIC AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		word. In the activities **Echo/Find Words (Multisyllabic)** and **Dictation/Words (Multisyllabic)** students orally repeat the word in syllables, tapping the white syllable frames before building or writing words. **Echo/Find Words (Multisyllabic) (description p. 44–45):** (Unit 12: p. 409; p. 424-425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Dictation/Words (Multisyllabic) (description p. 32-33):** (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) **Introduce New Concepts:** (Unit 9: p. 302–303;), (Unit 12: p. 404–405; p. 406–407; p. 414–415; p. 416–417; p. 424), (Unit 13: p. 442–443; p. 444–445) **Word Play (description p. 60):** (Unit 2: p. 112) **Make it Fun (description p. 60):** (Unit 12: p. 428-429) Additional phonemic awareness activities are provided on the online **Fundations (Level 1) Learning Community** (see Expert Tips/Ideas section).
1.RF.2.A.b	Develop phonemic awareness in the reading process by: *distinguishing between long and short vowel sounds*	Instruction in Levels K and 1 ensures mastery of letter-sound correspondences, which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1. 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

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PHONEMIC AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. Words with both long and short vowel sounds are included in word resources for Units 11-14 for decoding and encoding activities. (**Resources:** p. 396-398; p. 434-436; p. 472-474; p. 500-502) **Unit 11 Introduction** (p. 362-363), **Introduce New Concepts:** (Unit 11: p. 366-367, p. 368-369; p. 387) **Drill Sounds/Warm-Up:** Echo/Change: (Unit 11: p. 380, p. 388) **Make it Fun (description p. 60):** (Unit 11: p. 371; p. 381; p. 390-391) **Word of the Day (description p. 56-57):** (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) **Word Talk (description p. 58-59),** (Unit 11: p. 374; p. 380; p. 390; p. 394) **Word Play (description p. 60)** (Unit 11: p. 386; p. 392) The vowel-consonant-e concept is reinforced in spelling activities including, **Echo Find Words**, **Dictation/Words**: **Echo/Find Words (description p. 42-45)**: (Unit 11: p. 369; p. 371; p. 379; p. 387) **Dictation/Words (description p. 30-31)**: (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) Also see the **Student Practice Book**: Junior Word Detective (Unit 11: p. 84) By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables, and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (**Unit 9:** p. 312-313).
1.RF.2.A.c	Develop phonemic awareness in the reading process by: *recognizing the change in a spoken word when a specific phoneme is*	Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the **Dictation Words, Echo/Find Words, Echo/Change** activities, and in some **Introduce New Concepts** and **Make It Fun** activities.

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PHONEMIC AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
	added, changed, or removed	During **Echo/Change** students *orally* manipulate phonemes by adding, changing, or deleting phonemes to make new words. **Drill Sounds/Warm Up - Echo/Change (description p. 38-39):** (Unit 1: p. 78; p. 88; p. 98), (Unit 2: p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124), (Unit 3: p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150), (Unit 4: p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176), (Unit 5: p. 184; p. 186; p. 188; p. 190; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 7: p. 238; p. 240; p. 242; p. 244; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264), (Unit 8: p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 352; p. 354; p. 356), (Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466; p. 468; p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486; p. 488; p. 490; p. 492; p. 494; p. 496; p. 498) The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. During each **Echo Find Words** and **Dictation/Words** activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. **Dictation/Words (description p. 30-31)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315;

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Std. #	**Standard Language**	**Primary Citations**
		p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) **Echo/Find Words (description p. 42-45): (**Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p.341; p.345; p.349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Introduce New Concepts:** (Unit 2: p. 108-109; p. 111), (Unit 3: p. 135; p. 144-145; p. 147), (Unit 4: p. 168), (Unit 6: p. 202-203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368-369; p. 387) **Make it Fun (description p. 60)** (Unit 2: p: 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 486-487; p. 493; p. 495) The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student's awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. The use of Sounds Cards and tapping to isolate phonemes are including in the following activities: **Introduce New Concepts, Make it Fun, Word of the Day, Word Play,** and **Word Talk**. **Introduce New Concepts** (Unit 2: p. 106-107; p. 108-109; p. 111), (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284-285), (Unit 9: p. 302-303; p. 312-313), (Unit 10: p. 341; p. 348-349), (Unit 11: p.

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Std. #	**Standard Language**	**Primary Citations**
		366-367; p. 387), (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443; p. 452-453; p. 462) **Word of the Day (description p. 56-57)** (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) **Word Talk (description p. 58-59)** (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394) **Word Play (description p. 60)** (Unit 2. p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392) **Make it Fun (description p. 60)** (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 224-225), (Unit 7: p. 260-261), (Unit 8: p. 277), (Unit 9: p. 309; p. 314-315), (Unit 10: p. 333; p. 342-343; p. 355), (Unit 11: p. 371; p. 381; p. 390- 391), (Unit 12: p. 408-409; p. 418-419; p. 428-429), (Unit 13: p. 446-447; p. 457; p. 467) **Fun Hub Practice** provides students with practice recognizing when a specific phoneme is changed in spoken words through an activity called **Make a Change**, as referenced in the TM. Additional resources on phonemic awareness activities and prompts are located on the **Fundations Level 1 Learning Community.**
1.RF.2.A.d	Develop phonemic awareness in the reading process by: *blending spoken phonemes to form one- or two-syllable words*	Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the

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Std. #	**Standard Language**	**Primary Citations**
	including consonant blends	**Word of the Day** and **Word Talk** activities, and in some **Introduce New Concepts** and **Word Play** activities. Blends are introduced in Unit 8 (see **Unit 8 Introduction:** p. 270). The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends) segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words, which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. The concept of blends is explicitly taught in Unit 8 (**See Unit 8 Introduction,** p. 270-272). Blends are included in word resources for **all** units following for all decoding and encoding activities. (See **Resources** p. 294-296; p. 322-323; p. 358-360; p. 396-398; p. 434-436; p. 472-474; 500-502.) **Introduce New Concepts:** (Unit 2: p. 106-107; p. 108-109; p. 111), (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 7: p. 236; p. 246), (Unit 8: p. 274), (Unit 11: p. 366-367) **Word of the Day (description: p. 56-57):** (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485), **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) **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), (Unit 13: p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498), (Unit 13: p. 448), (Unit 14: p. 482; p. 484; p. 490) In addition, students practice blending sounds to produce words in these activities:

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		Also see the **Fundations 1 Home Support Pack** provides targeted practice with blending phonemes, as referenced in the TM. **Fun Hub Practice** provides students with practice blending phonemes through an activity called **Make a Change**, as referenced in the TM.
1.RF.2.A.e	Develop phonemic awareness in the reading process by: *segmenting spoken words of three to five phonemes into individual phonemes*	The skill of isolating phonemes in spoken words is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted ***orally*** before students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks). **Echo/Find Words (description p. 42-45):** (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Dictation/Words (description p. 30-31)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) **Make it Fun:** (Unit 8: p. 287) In addition, students practice segmenting sounds in:

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Std. #	**Standard Language**	**Primary Citations**
		Student Practice Book: (p. 12-16; p. 19-23; p. 26-30; p. 33-35; p. 37-40; p. 43; p. 45; p.4 7-50; p. 53; p. 55; p. 57; p. 60-62; p. 64-67; p. 69; p. 71-75; p. 77; p. 79; p. 81-85; p. 87-88) The **Fundations 1 Home Support Pack** provides targeted practice with segmenting phonemes as referenced in the TM. **Fun Hub Practice** provides students with practice segmenting phonemes through an activity called **Make a Change** as referenced in the TM.

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Std. #	**Standard Language**	**Primary Citations**
1.RF.3.A.a	Develop phonics in the reading process by: *decoding words in context by using letter-sound knowledge*	Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with the **Storytime** activity. The **Storytime** activity provides practice applying word analysis strategies when reading decodable 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; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: 488-489) The **Student Practice Book** provides targeted practice in decoding words in context, as referenced by the TM. **Fundations Fluency Kit 1 and Fundations® Readers Level 1** align specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that 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).
1.RF.3.A.b	Develop phonics in the reading process by:	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

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	identifying letters for the spelling of short and long vowels	does not know when "a" says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Fundations activities that include decoding words with these syllable types include: **Letter-Keyword-Sound, Echo/Find Letters, Dictation/Sounds** activities, and some **Introduce New Concepts, Make it Fun,** and **Word Play** activities. **Letter-Keyword-Sound (description p. 48–49):** (Unit 1: p. 74; p. 76–77; p. 80–81; p. 84) **Introduce New Concepts:** (Unit 9: p. 302-303; p. 305, p. 312-313), (Unit 10: p. 341), (Unit 11: p. 366-367; p. 368-368, p. 387) **Make it Fun (description p. 60):** (Unit 2: p. 123), (Unit 5: p. 189), (Unit 8: p. 287), (Unit 9: p. 309; p. 314-315), (Unit 11: p. 371; p. 381; p. 390-391) **Word Play (description p. 60**): (Unit 9: p. 316), (Unit 11: p. 386-387; p. 392), (Unit 14: p. 482) **Word Talk (description p. 58–59):** (Unit 2: p. 124), (Unit 10: p. 330), (Unit 11: p. 374; p. 380; p. 399, p. 394), (Unit 13: p. 449, 450) **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) **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. 207; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225), (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. 343; p. 345; p. 347), (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;

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 457; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 487; p. 489; p. 491; p. 493; p. 495) Vowel teams (digraphs/diphthongs) are introduced in the **Drill Sounds/Warm Up** activity beginning in Unit 9. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. **Introduce New Concepts:** (Unit 9: p. 306; p. 308), (Unit 10: p. 328, p. 334, p. 342) **Drill Sounds/Warm Up (description p. 38-39):** (Unit 9: p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498)
1.RF.3.A.c	Develop phonics in the reading process by: *producing consonant blends*	The concept of blends is explicitly taught in Unit 8 (**See Unit 8 Introduction,** p. 270-272). Blends are included in word resources for **all** units following for all decoding and encoding activities. (See **Resources** p. 294-296; p. 322-323; p. 358-360; p. 396-398; p. 434-436; p. 472-474; 500-502.) **Introduce New Concepts:** (Unit 8: p. 274-275, 284-285) **Make It Fun (description p. 60):** (Unit 8: p. 287) **Dictation/Words (description p. 30-31)**: (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) **Echo/Find Words (description p. 42-45):** (Unit 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) The **Student Practice Book** provides targeted practice for producing consonant blends, as referenced the TM

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Std. #	**Standard Language**	**Primary Citations**
		Fun Hub Practice provides practice applying sound symbol correspondences for consonant blends in an activity called **Build Words with Echo** and **Word Find Fun** as referenced in the TM. The **Fundations 1 Home Support Pack** provides targeted practice in applying knowledge of consonant blends, as referenced in the TM. **Fundations Fluency Kit 1** and **Fundations® Readers Level 1** align specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
1.RF.3.A.d	Develop phonics in the reading process by: *producing consonant digraphs*	The concept of digraphs was taught in Level K Fundations and is again explicitly taught in Level 1 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.) **Introduce New Concepts:** (Unit 3: p. 132-133, p. 135, p. 144-145), (Unit 8: p. 274-275, 284-285) **Drill Sounds/Warm Up (description p. 38-39)** (Unit 3: p. 132, p. 134, p. 136, p. 138, p. 140, p. 142, p. 144, p. 146, p. 148, p. 150), (Unit 4: p. 158, p. 160, p. 162, p. 164, p. 166, p. 168, p. 170, p. 172, p. 176), (Unit 5: p. 184, p. 186, p. 188, p. 190, p. 192), (Unit 6: p. 200, p. 202, p. 204, p. 206, p. 208, p. 210, p. 212, p. 214, p. 216, p. 218, p. 220, p. 222, p. 224, p. 226, p. 228), (Unit 7: p. 237, p. 238, p. 240, p. 242, p. 244, p. 246, p. 248, p. 250, p. 252, p. 254, p. 256, p. 258, p. 260, p. 262, p. 264), (Unit 8: p. 274, p. 276, p. 278, p. 280, p. 282, p. 284, p. 286, p. 288, p. 290, p. 292), (Unit 9, p. 302, p. 304, p. 306, p. 308, p. 310, p. 312, p. 314, p. 316, p. 318, p. 320), (Unit 10: p. 328, p. 330, p. 332, p. 334, p. 336, p. 338, p. 340, p. 344, p. 346, p. 348, p. 350, p. 352, p. 354, p. 356), (Unit 11: p. 366, p. 368, p. 370, p. 372, p. 374, p. 376, p. 378, p. 380, p. 382, p. 384, p. 386, p. 388, p. 390, p. 392, p. 394), (Unit 12: p. 404, p. 406, p. 408, p. 410, p. 412, p. 414, p. 416, p. 418, p. 420, p. 422, p. 424, p. 426, p. 428, p.430, p. 432), (Unit

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		13: p. 442, p. 444, p. 446, p. 448, p. 450, p. 452, p. 454, p. 456, p. 458, p. 460, p. 462, p. 468, p. 470), (Unit 14: p. 480, p. 482, p. 484, p. 486, p. 488, p. 490, p. 492, p. 494, p. 496, p. 498) **Echo/Find Letters (description p. 40-41)** (Unit 3, p. 138-139, p. 145), (Unit 4, p. 159, p. 173), (Unit 6: p. 206-207, p. 210-211, p. 220, p. 226-227), (Unit 7: p.243, p. 247, p. 253, p. 257), (Unit 8: p. 280-281, p. 285, p. 291), (Unit 9: p. 303, p. 319), (Unit 10: p. 333, p. 341, p. 345, p. 349), (Unit 11: p. 369, p. 371, p. 379, p. 387), (Unit 12: p. 424, p. 429), (Unit 13: p. 468-469), (Unit 14: p. 490-491) **Dictation/Sounds (description p. 28)** (Unit 3: p. 135, p. 139, p. 147), (Unit 4: p. 163, p. 167, p. 169), (Unit 5: p. 185, p. 189), (Unit 6: p. 203, p. 207, p. 211, p. 213, p. 215, p. 217, p. 219, p. 221, p. 225, p. 227), (Unit 7: p. 241, p. 251, p. 253, p. 255), (Unit 8: p. 261, p. 281, p. 287, p. 291), (Unit 9: p. 305, p. 309, p. 311, p. 313, p. 315, p. 317, p. 319), (Unit 10: p. 331, p. 335, p. 343, p. 345, p. 347, p. 351, p. 355), (Unit 11: p. 369, p. 377, p. 379, p. 381, p. 383, p. 385, p. 389, p. 391, p. 393), (Unit 12: p. 407, p. 415, p. 419, p. 421, p. 423, p. 425, p. 431), (Unit 13: p. 445, p. 447, p. 449, p. 457, p. 459, p. 461, p. 465, p. 467, p. 469), (Unit 14: p. 487, p. 489, p. 491, p. 493, p. 495) **Word Play (description p. 60):** (Unit 3: p. 134) **Make It Fun (description p. 60):** (Unit 8: p. 287) The **Student Practice Book** also provides practice spelling-sound correspondences for common consonant digraphs, as referenced in the TM. **Fun Hub Practice** provides practice applying sound symbol correspondences for digraphs in an activity called **Build Words with Echo** and **Word Find Fun,** as referenced in the TM. The **Fundations 1 Home Support Pack** provides targeted practice in applying knowledge of digraphs, as referenced in the TM. **Fundations Fluency Kit 1** and **Fundations® Readers Level 1** align specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
1.RF.3.A.e	Develop phonics in the reading process by: *combining sounds from letters and common spelling patterns to create and decode recognizable words*	Fundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach which explicitly teaches total word structure. 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). The instruction in Unit 1 ensures mastery of letter-sound correspondences. This prepares students for instruction (beginning in Unit 2 and continuing **daily** throughout the year) for word analysis strategies with phonetically regular words with the closed syllable and vowel-consonant-e syllable types in Level 1. Activities that include decoding words in isolation and in context: **Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime.** **Introduce New Concepts** (Unit 2: p. 106-107; p. 108-109; p. 111), (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284-285), (Unit 9: p. 302-303; p. 312-313), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 366-367; p. 387), (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443; p. 452-453; p. 462) **Word of the Day (description p. 56-57)** (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) **Word Talk (description p. 58-59)** (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 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.

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		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) **Make it Fun (description p. 60)** (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 224-225), (Unit 7: p. 260-261), (Unit 8: p. 277), (Unit 9: p. 309; p. 314-315), (Unit 10: p. 333; p. 342-343; p. 355), (Unit 11: p. 371; p. 381; p. 390-391), (Unit 12: p. 408-409; p. 418-419; p. 428-429), (Unit 13: p. 446-447; p. 457; p. 467) **Word Play (description p. 60)** (Unit 2. p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392), (Unit 13: p. 448), (Unit 14: p. 480-481; p. 484; p. 490) **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: p. 488-489) **Student Notebook**: **Storytime** (p. 98-122) See also the **Fundations Fluency Kit 1** (included in Teacher's Kit) and **Fundations Readers 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. Fundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words. The goal is for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed. **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;

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) **Make it Fun (description p. 60)**: (Unit 2: p: 123), (Unit 4: p. 165; p. 173), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 493; p. 495) **Echo/Find Words (description p. 42-45)**: (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) The **Fundations 1 Home Support Pack and Student Practice Book** provides targeted practice creating and decoding grade-appropriate words, as referenced in the TM. The **Student Practice Book** provides targeted practice creating and decoding grade-appropriate words, as referenced in the TM. **Fun Hub Practice** provides students with practice decoding words with common letter-sound correspondences through an activity called **Word Find Fun**, as referenced in the TM.
1.RF.3.A.f	Develop phonics in the reading process by: *using syllabication patterns to decode words*	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 multimodal way. In Fundations Level 1, students first learn to decode closed syllables, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards and syllable frames. **Introduce New Concepts:** (Unit 12: p. 404-405)

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		Word of the Day (description p. 56-57): (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) **Word Talk (description p. 58-59):** (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Make it Fun (description p. 60):** (Unit 12: p. 408-409; p. 418-419; p. 428-429), (Unit 13: p. 446-447; p. 457; p. 467) **Word Play (description p. 60):** (Unit 11: p. 386-387; p. 392), (Unit 13: p. 448), (Unit 14: p. 480-481; p. 484; p. 490) **Storytime (description p. 60)**: (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 460), (Unit 14: 488-489) The **Fundations 1 Home Support Pack**, **Student Practice Book**, and **Fun Hub Practice** (in Word Find Fun) provide students with practice decoding multisyllabic words, as referenced in the TM. Also see the **Fundations Fluency Kit 1, Fundations Stories Set 1** (included in Teacher's Kit), and **Fundations® Readers Level 1**. The Readers align specifically with the scope and sequence of Fundations® Level 1.
1.RF.3.A.g	Develop phonics in the reading process by: *reading irregularly spelled words*	In Fundations, high frequency words with irregular spelling patterns or concepts not yet taught to mastery in the program are called Trick Words. In Level 1, students learn 93 Trick Words for quick and automatic recognition and for spelling. Combined with students' emerging phonetic knowledge, learning these Trick Words will allow students to achieve mastery of the first 100 words on the Fry list. They will also master 94% of the first 100 words on the American Heritage Word Frequency Book list. (See **Unit 14 Resources,** p. 501 for a list of all Trick Words.) During the **Teach Trick Words – Reading** activity, Trick Words are explicitly taught within the context of a sentence using blue sentence frames, focusing students' attention on the Trick Words by circling them. Meaning is discussed as needed. Recognition is reinforced with flash cards during the Trick Words Drill (Drill sounds/Warm UP) and by entering each trick word into the **Student Notebook**.

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		Teach Trick Words - Reading (description p. 52-53): (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Students also practice trick words for automaticity by reading flashcards as a **Trick Word Drill** during the **Drill Sounds/Warm Up** activity. **Drill Sounds/Warm Up (Description p. 38-39)**: (Unit 3: p. 134; p. 138; p. 140; p. 150), (Unit 4: p. 158; p. 162; p. 166; p. 168; p. 172; p. 176), (Unit 5: p. 184; p. 188; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 212; p. 216; p. 218; p. 220; p. 224; p. 226; p. 228), (Unit 7: p. 237; p. 238; p. 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308; p. 310; p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468, p. 470), (Unit 14: p. 480; p. 484; p. 486, p. 490; p. 492; p. 494; p. 496; p. 498) **Student Practice Book**: (p. 18, p. 41, p. 44, p. 51, p. 54; p. 58; p. 68; p.78; p. 89; p. 92; p. 96; p. 108) **Student Notebook**: (p. 100-101) **Fun Hub Practice** provides targeted practice reading grade level high frequency words, in an activity called **Not So Tricky!**, as referenced in the TM. The **Home Support Pack** (e.g., p. 54) provides targeted practice reading grade-appropriate high frequency words, as reference in the TM. Also see the **Fundations Fluency Kit 1** and **Fundations® Readers Level 1** (e.g., the Teacher's Guide, p. 5), 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

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
1.RF.3.A.h	Develop phonics in the reading process by: *reading root words with inflectional endings*	Students learn about the base word and suffixes with the suffixes **-s, -es, -ed,** and **-ing** and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix **-s** is explicitly taught in **Unit 6** (p. 196-231) and included in word resources for all units following for all decoding activities. (See **Resources** p. 266-268; p. 294-296; p. 322-323; p 358-360; p 396-398; p. 434-436; p. 472-474; 500-502.) Suffix **-ed** and **-ing** added to unchanging base words is explicitly taught in **Unit 10** (See p. 324-360) and included in word resources for all units following for all decoding activities. (See **Resources** p 396-398; p. 434-436; p. 472-474; 500-502.). Suffix **-es** is explicitly taught in **Unit 13** (See p. 438-474). See **Resources** p. 500-502.) The activities that include decoding words include: **Introduce New Concepts, Word of the Day**, **Word Talk**, **Make it Fun**, **Word Play**, and **Storytime.** **Introduce New Concepts:** (Unit 6: p. 201; p. 220), (Unit 7: p. 256), (Unit 9: p. 312), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 387), (Unit 13: p. 442-443; p. 452-453; p.462) **Word of the Day (description p. 56-57):** (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p 257; p. 260), (Unit 8: p. 290), (Unit 9: p. 315; p. 318), (Unit 10: p. 343; p. 352), (Unit 11: p. 388; p. 393), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 494) **Make it Fun (description p. 60)**: (Unit 6 p. 202; p. 212; p. 224-225), (Unit 7: p. 261-262), (Unit 12: p. 408-409), (Unit 13: p. 457; p. 467) **Word Talk (description p. 58-59):** (Unit 6 p. 206; p. 208; p. 217; p. 226), (Unit 7: p. 242; p. 244; p. 252; p. 262; p. 264), (Unit 11: p. 374; p. 380; p. 394), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Word Play (description p. 60):** (Unit 6: p. 216), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 482-483; p. 484; p. 490)

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		Storytime (description p. 60:) (Unit 7: p. 245; p. 254; p. 265), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 14: 488-489) Students also practice reading words with inflectional endings in the following activities: The **Student Practice Book**: (p. 37-40; p. 43; p. 45-46; p. 53; p. 55-56; p. 60; p. 70; p. 74-75; p. 77; p. 79-80; p.8 7-88; p. 90; p. 101; p. 104-107; p. 109-114) **Student Notebook** (e.g., p. 104-105) **Fun Hub Practice** provides students with practice decoding words with inflectional endings through an activity called **Word Find Fun**, as referenced in the TM. The **Home Support Packet 1** (e.g., p. 53) provides targeted practice applying knowledge of reading and spelling words with inflectional endings, as referenced in the TM. See also the **Fundations Fluency Kit 1** and **Fundations® Readers Level 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.
1.RF.3.A.i	Develop phonics in the reading process by: *reading contractions and compound words*	Word analysis strategies are taught explicitly and systematically. In Unit 12, the focus changes from sounds to syllables and students learn to look at words in larger orthographic parts (syllables, rather than individual sounds). Students learn how to read two-syllable words with closed syllables including **compound words**. White Syllable Frames are used to provide a multimodal approach to teaching syllable division. See Unit 12 (p 400-439). Once taught, compound words are practiced in decoding activities going forward in Units 13 and 14: **Introduce New Concepts, word of the Day, Word Talk, Make it Fun, Word Play and Storytime Activities**. **Introduce New Concepts** (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443) **Word of the Day (description p. 56-57)** (Unit 12: p. 405; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444), (Unit 14: p. 492; p. 494)

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		Word Talk (description p. 58-59) (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Make it Fun (description p. 60)** (Unit 12: p. 418-419), (Unit 13: p. 457; p. 467) **Word Play (description p. 60)** (Unit 13: p. 448), (Unit 14: p. 490) **Storytime (description p. 60)**: (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 460) The **Student Practice Book** provided practice with decoding two-syllable words including compound words, as referenced by the TM. The **Fundations 1 Home Support Pack** provides targeted practice with decoding compound words, as referenced in the TM. **Fun Hub Practice** provides students with practice decoding compound words through an activity called **Word Find Fun**, as referenced in the TM. The activities in the **Fundations® Level 1 Missouri Supplemental Packet** on the Fundations Level 1 Learning Community address decoding words with **contractions**.
1.RF.3.A.j	Develop phonics in the reading process by: *reading high-frequency words*	In Fundations, high frequency words with irregular spelling patterns or concepts not yet taught to mastery in the program are called Trick Words. In Level 1, students learn 93 Trick Words for quick and automatic recognition and for spelling. Combined with students' emerging phonetic knowledge, learning these Trick Words will allow students to achieve mastery of the first 100 words on the Fry list. They will also master 94% of the first 100 words on the American Heritage Word Frequency Book list. (See **Unit 14 Resources** p. 501 for a list of all Trick Words.) Level 1 students will be able to read high-frequency words that have regular sound spelling patterns taught in the Level I curriculum; including the following high frequency words from Fry's first 100 list and the American Heritage Word Frequency Book (Caroll, et al., 1971): **and, in; that; it; on; with; at; this; had; but; not; all; when; can; use, an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made** During the **Teach Trick Words – Reading** activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students' attention on the trick words by circling them. Meaning is discussed as needed. Recognition is

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		reinforced with flash cards during the Trick Words Drill (Drill sounds/Warm UP) and by entering each trick word into the **Student Notebook**. **Teach Trick Words - Reading (description p. 52-53):** (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Students also practice trick words for automaticity by reading flashcards as a **Trick Word Drill** during the **Drill Sounds/Warm Up** activity. **Drill Sounds/Warm Up (Description p. 38-39)**: (Unit 3: p. 134; p. 138; p. 140; p. 150), (Unit 4: p. 158; p. 162; p. 166; p. 168; p. 172; p. 176), (Unit 5: p. 184; p. 188; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 212; p. 216; p. 218; p. 220; p. 224; p. 226; p. 228), (Unit 7: p. 237; p. 238; p. 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308; p. 310; p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 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) **Student Practice Book**: (p. 18, p. 41, p. 44, p. 51, p. 54; p. 58; p. 68; p.78; p. 89; p. 92; p. 96; p. 108) **Student Notebook**: (p. 100-101) **Fun Hub Practice** provides targeted practice reading grade level high frequency words, in an activity called **Not So Tricky!**, as referenced in the TM. The **Home Support Pack** (e.g., p. 54) provides targeted practice reading grade-appropriate high frequency words, as reference in the TM. Also see the **Fundations Fluency Kit 1** and **Fundations® Readers Level 1** (e.g., the Teacher's Guide, p. 5), which provide additional decoding practice specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging,

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		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.
1.RF.3.A.k	Develop phonics in the reading process by: *demonstrating decoding skills when reading*	The instruction in Unit 1 ensures mastery of letter-sound correspondences. This prepares students for instruction (beginning in Unit 2 and continuing daily throughout the year) for word analysis strategies with phonetically regular words with the closed syllable and vowel-consonant-e syllable types in Level 1. Students are explicitly taught to apply word analysis to a variety of reading tasks during activities that are rotated throughout each week. Activities that include using decoding skills to read words in isolation and in context: **Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime.** **Introduce New Concepts:** (Unit 2: p. 106-107; p. 108-109; p. 111), (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284-285), (Unit 9: p. 302-303; p. 312-313), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 366-367; p. 387), (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443; p. 452-453; p. 462) **Word of the Day (description p. 56-57)** (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) **Word Talk (description p. 58-59)** (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 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) **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;

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		p. 355), (Unit 11: p. 371; p. 381; p. 390-391), (Unit 12: p. 408-409; p. 418-419; p. 428-429), (Unit 13: p. 446-447; p. 457; p. 467) **Word Play (description p. 60)** (Unit 2. p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392), (Unit 13: p. 448), (Unit 14: p. 480-481; p. 484; p. 490) **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: p. 488-489) **Student Notebook**: **Storytime** (p. 98-122) See also the **Fundations Fluency Kit 1** (included in Teacher's Kit) and **Fundations Readers 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. The **Student Practice Book** provides targeted practice with decoding words in isolation and in context, as referenced in the TM. The **Fundations 1 Home Support Pack** provides targeted practice with decoding words in isolation and in context, as referenced in the TM. **Fun Hub Practice** provides students with practice decoding words with common letter-sound correspondences through an activity called **Word Find Fun**, as referenced in the TM.

FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
1.RF.4.A.a	Read appropriate texts with fluency (rate,	The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
	accuracy, expression, appropriate phrasing), with purpose, and for comprehension: *use context to confirm or self-correct word recognition and understanding, rereading as necessary*	do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as **Trick Word Reading**, **Word of the Day**, and **Storytime**. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing. The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: 488-489) **Prosody**: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. **Word of the Day (description p. 56-57)**: (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) Additionally, phrasing is modeled and practiced during the **Teach Trick Words – Reading** activity, with sentences written on sentence frames. **Teach Trick Words – Reading (description p. 52-53)**: (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353),

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
		(Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) For student practice, also see the **Fun Hub Practice**, **Fluency Kit 1** and **Fundations 1 Home Support Pack,** which provide targeted practice reading grade level text, as referenced in the TM. The **Fluency Kit** includes exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. 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. In addition, the **Fundations® Readers Level 1** align specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. (See the **Fundations Readers Teacher's Guide**, p. 5, p. 17-18).

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Additional Missouri Learning Standards Supported by Fundations

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

In addition to the foundational skills, Fundations also strongly supports **English Language Arts Priority Standards from the Missouri Learning Standards**. Students learn through explicit instruction in the following reading, writing, language, and speaking & listening standards.

Reading (Literary and Informational)

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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.

COMPREHENSION		
Std. #	**Standard Language**	**Primary Citations**
1.R.1.A.c	Develop and demonstrate reading skills in response to reading text and read-alouds by: *seeking clarification and locating facts and details about stories and other texts*	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.

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COMPREHENSION		
Std. #	**Standard Language**	**Primary Citations**
		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) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.

VOCABULARY		
Std. #	**Standard Language**	**Primary Citations**
1.R.1.B.b	Develop an understanding of vocabulary by: *identifying common root words and their 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 multimodal tool to teach suffixes. The concept of suffix -s is explicitly taught in **Unit 6** and are included in word resources for all units following for all decoding activities. (See **Resources** p. 266-268; p. 294-296; p. 322-323; p 358-360; p 396-398; p. 434-436; p. 472-474; 500-502.) Suffix **-ed and -ing** added to unchanging base words is explicitly taught in **Unit 10** and are included in word resources for all units following for all decoding activities (See **Resources** p. 396-398; p. 434-436; p. 472-474; 500-502.) Suffix **-es** is explicitly taught in **Unit 13** (See **Resources** p. 500-502.) The activities that include decoding words include: **Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities.** **Introduce New Concepts:** (Unit 10: p. 348-349), (Unit 11: p. 387), (Unit 13: p. 442-443; p. 445; p. 452-453; p. 455; p. 462; p. 465) **Word of the Day (description p. 56-57):** (Unit 10: p. 343; p. 349; p. 352), (Unit 11; p. 388; p. 393), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 494) **Word Talk (description p. 58):** (Unit 13: p. 446; p. 449; p. 450, p. 458), (Unit 14: p. 486; p. 496; p. 498)

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VOCABULARY		
Std. #	**Standard Language**	**Primary Citations**
		Word Play (description p. 60): (Unit 13: p. 448), (Unit 14: p. 482; p. 484; p. 490) **Make It Fun (description p. 60):** (Unit 13: p. 457, p. 467), (Unit 14: p. 486-487, p. 493, p. 495)
1.R.1.B.i	Develop an understanding of vocabulary by: *using words and phrases acquired through conversations, reading and being read to, and responding to texts*	**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)

INDEPENDENT TEXT		
Std. #	**Standard Language**	**Primary Citations**
1.R.1.D	Read independently for multiple purposes over sustained periods of time by: *engaging with and reading text that is developmentally appropriate*	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. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385),

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INDEPENDENT TEXT		
Std. #	**Standard Language**	**Primary Citations**
		(Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice. **Fundations Fluency Kit 1** and **Fundations® Readers Level 1** align specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. See **Ways to Engage with Decodable Readers**, Appendix p. 528-530 for several ways to engage with text with varying levels of support.

FICTION		
Std. #	**Standard Language**	**Primary Citations**
1.R.2.A.a	Read, infer, analyze, and draw conclusions to: *describe characters, setting, problem, solution, and events in logical sequences*	**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)

TEXT FEATURES		
Std. #	**Standard Language**	**Primary Citations**
1.R.3.A.c	Read, infer, and draw conclusions to:	**Storytime (description p. 60):** (Unit 6, p. 228) (Unit 7: p. 265) (Unit 10: p. 356), (Unit 12: p. 432-433), (Unit 13: p. 470)

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TEXT FEATURES		
Std. #	**Standard Language**	**Primary Citations**
	use text features to locate specific information in text	

TEXT STRUCTURES		
Std. #	**Standard Language**	**Primary Citations**
1.R.3.C.b	Read, infer, and draw conclusions to: *identify main ideas and provide supporting details*	**Storytime (description p. 60)**: (Unit 12: p. 432-433), (Unit 13: p. 470)

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Writing Standards

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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

WRITING		
Std. #	**Standard Language**	**Primary Citations**
1.W.1.C	Write opinion texts.	**Storytime (description p. 60):** (Unit 12: p. 432–433), (Unit 13: p. 470) Fundations recommend that each student use a **My Fundations Journal** which includes a picture box and writing lines using the Wilson grid. This can be used anytime during the day as it is not part of the standard lesson time. At the beginning of the year, teachers can simply have students draw pictures in it, adding words as the year progresses. Students draw and/or write in their **My Fundations Journal** several times a week. See (Unit 3: p. 151), (Unit 6: p. 218–219; p. 228), (Unit 9: p. 310–311) The **Student Practice Book** provides additional writing prompts in some "Are you ready for a challenge?" sections, as referenced by the TM. See the **Level 1 Learning Community Expert Tips and Resources** for additional writing activities and prompts.
1.W.1.B	Write informative / expository texts.	
1.W.1.C	Write fiction or nonfiction narratives and poems.	

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Language Standards

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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.

GRAMMAR		
Std. #	**Standard Language**	**Primary Citations**
1.L.1.A.g	In speech and written form, apply standard English grammar to: *produce complete simple and compound sentences*	Students learn a **Word of the Day** selected to correspond with the word structure being studied. Students write the Word of the Day and a sentence using the word to the appropriate page of the Vocabulary section in their **Student Notebooks**. **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) Dictation Activity requires students to write complete sentences and follow a proofreading procedure making sure they have all the words, a capital letter at the beginning, and punctuation mark at the end. **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).

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PUNCTUATION, CAPITALIZATION, SPELLING		
Std. #	**Standard Language**	**Primary Citations**
1.L.1.B.b	In written text: *use ending punctuation*	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 and capitalization and uses tall Sentence Frame to reinforce capitalization. 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. **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). **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) **Storytime (description p. 60):** (Unit 4: p. 167) The **Fundations 1 Home Support Pack** provides targeted practice with capitalization, punctuation, and spelling, as referenced in the TM.
1.L.1.B.c	In written text: *capitalize the first letter of others' first and last names*	

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Speaking & Listening Standards

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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.

COLLABORATIVE DISCUSSIONS		
Std. #	**Standard Language**	**Primary Citations**
1.SL.3.A.c	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: *confirming comprehension of read-alouds and other media by retelling and asking appropriate questions*	***All*** lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See **Principles of Instruction** PREFACE 11 (Scaffolding Step 3: You Do It Together); Learning **Activity Overview Section** pages 25-60, and **Storytime**. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.

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WILSON fundations™ | Literacy for All



Fundations® 3e Level 2

Fundations® Level 2 Alignment to Missouri Learning Standards for English Language Arts Reading Foundations (2016)

Reading Foundations

PRINT AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
2.RF.1.A.a	Develop print awareness in the reading process by: *understanding that sentences are organized into paragraphs to convey meaning*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 2*** **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 and cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. In the Digging Deeper: Close Reading part of Storytime students examine the meaning of sentences and paragraphs within a text. **Storytime (description p. 60):** (Unit 2: p. 115), (Unit 5: p. 191), (Unit 6: p. 217), (Unit 9: p. 300), (Unit 10: p. 327; p. 328), (Unit 11: p. 357), (Unit 13: p. 403), (Unit 14: p. 432), (Unit 15: p. 459), (Unit 16: p. 481), (Unit 17: p. 507)

PHONICS		
Std. #	**Standard Language**	**Primary Citations**
2.RF.3.A.a	Develop phonics in the reading process by: *decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel*	In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including vowel digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. The concepts of consonant digraphs and blends are explicitly taught, beginning in **Unit 1** (See **Unit 1 Introduction**, p. 70). White Syllable Frames are used to provide a multimodal approach to teaching syllable division (See **Unit 5, Introduce New Concepts,** p. 176-178 as an example). Multisyllabic words are introduced in **Unit 5** and then included in word resources for all units following for all decoding activities. (See **Resources:** p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
	digraphs, and vowel diphthongs	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). Fundations activities that include decoding words with these syllable types include: **Introduce New Concepts, Word of the Day, Word Talk, Make It Fun,** and **Storytime** activities. **Introduce New Concepts:** (Unit 5: p. 176-178, p. 181, p. 183, p. 188-189), (Unit 6: p. 206-207, p. 209, p. 210, p. 212-213, p. 216-217, p.219), (Unit 7: p. 234-235, p.237, p. 240-241, p. 245, p. 255), (Unit 8: p. 272-273, p. 275), (Unit 9: p. 290-291, p.301), (Unit 10: p. 318-319, p. 321, p. 322, p. 329), (Unit 11: p. 346, p. 349, p. 350, p. 356-357, p. 358), (Unit 12: p. 374, p.377), (Unit 13: p. 392-393, p. 394-395, p. 397, p. 405), (Unit 14: p. 420-421, p. 423), (Unit 15: p. 448-449, p. 451), (Unit 16: p. 476, p. 479), (Unit 17: p. 494-495, p. 497, p. 504) **Word of the Day (description p. 56-57):** (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; p. 506; p. 510) **Word Talk (description p. 58-59** (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502-503; p. 512) **Make It Fun (description p. 60):** (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 8: p. 274-275), (Unit 9: p. 295; p. 304-305), (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), (Unit 17: p. 499; p. 508) **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)

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		For additional decoding practice, see the **Fundations Student Practice Book 2**, **Fundations Fluency Kit 2** (included in Teacher's Kit), and **Fundations Readers**. The **Student Practice Book** provides targeted practice for decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables, and consonant digraphs and blends, as referenced by the TM. **Fun Hub Practice** provides students with practicing decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables, consonant digraphs and blends through the activity **Word Find Fun,** as referenced by the TM. The **Home Support Pack** provides targeted practice pages for decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables, and consonant digraphs blends, as referenced by the TM.
2.RF.3.A.b	Develop phonics in the reading process by: *distinguishing long and short vowels when reading regularly spelled one-syllable words*	In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (**Resources**: p. 140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516) By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		in both single and multisyllabic words. **Unit 1 Introduction** (p. 70), **Unit 3 Introduction** (p. 126), **Unit 4 Introduction** (p. 142), **Unit 5 Introduction** (multisyllabic words) (p. 172), **Unit 6 Introduction** (p. 202), **Unit 7 Introduction** (p. 230), **Unit 10 Introduction** (p. 314), **Unit 11 Introduction** (p. 342), **Unit 13 Introduction** (p. 388), **Unit 14 Introduction** (p. 416), **Unit 15 Introduction** (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: **Dictation Dry Erase**, **Dictation (Composition Book)** and **Dictation (Day 5 Check Up)**, **Introduce New Concepts**, **Echo/Find Words**, **Word of the Day**, **Word Talk**, and **Make It Fun**. **Dictation/Words (description p. 30-35)**: (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p.355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p.511) **Dictation/Sentences (description p. 38-39)**: (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505;p. 507; p. 511) **Introduce New Concepts**: (Unit 4: p. 151), (Unit 10: p. 321), (Unit 13: p. 394-395), (Unit 15: p. 451) **Echo/Find Words (description p. 44-49)**: (Unit 3: p. 133), (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), Unit 15: p. 461), (Unit 17: p. 509) **Word of the Day (description p. 56-57)**: (Unit 3: p. 134-135; p. 138), (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 208; p. 214-215; p. 218; p. 220), (Unit 7: p. 236-237; p. 242-243; p. 246; p. 248; p. 257; p. 258-259), (Unit 10: p. 320; p. 324; p.

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 15: p.459) **Word Talk (description p. 58-59)**: (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502-503; p. 512) **Make It Fun (description p. 60)**: (Unit 3: p. 135), (Unit 4: p. 163), (Unit 5: p. 186-187; p. 193), (Unit 6: p. 214; p. 220-221), (Unit 7: p. 238-239; p. 248-249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 462-463). Students also have the opportunity to apply taught skills when using the **Fundations Fluency Kit** (e.g., Unit 3, Real Words) and **Fundations® Readers Level 2** (e.g., see the Teacher's Guide, p. 5) which provide additional decoding practice specifically with the scope and sequence of Fundations® Level 2. Also see the **Student Practice Book** (e.g., p 64 and p. 70) and the **Student Notebook** (p. 90-139), which provides targeted practice in distinguishing between long and short vowel sounds in one-syllable and multisyllabic words, as referenced by the TM. **Fun Hub Practice** provides students with practicing to distinguish between long and short vowel sounds in one-syllable and multisyllabic words through the activity **Word Find Fun,** as referenced by the TM. **The Home Support Pack** provides targeted practice pages for distinguishing between long and short vowel sounds in one-syllable and multisyllabic words, as referenced by the TM.
2.RF.3.A.c	Develop phonics in the reading process by: *decoding 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. White Syllable Frames are used to provide a multimodal approach to teaching syllable division (see Unit 5, **Introduce New Concepts** p. 176-178 as an example).

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		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 with long vowels are addressed in Unit 6: **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: **Introduce New Concepts**: (Unit 6: p. 216-217), (Unit 7: p. 240-241), (Unit 10: p. 329), (Unit 11: p. 356-357), (Unit 12: p. 392-393) **Word of the Day (description p. 56-57)**: (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, p. 360), (Unit 12: p. 380), (Unit 13: p. 396, p. 399, p. 402, p. 406), (Unit 14: p. 430), (Unit 15: p. 459) (Unit 17: p. 496; p. 510) **Word Talk (description p. 58-59)**: (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502-503; p. 512) **Make It Fun (description p. 60)**: (Unit 6: p. 220-221), (Unit 11: p. 361), (Unit 12: p. 379) **Storytime (description p. 60)**: (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509). Also, students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2** and the **Fundations Readers Level 2** which explicitly correspond to the scope and sequence of Fundations for grade 2. The **Student Practice Book** (e.g., p. 36), the **Student Notebook** (e.g., p. 104-105), and the **Fluency Kit** (e.g., Unit 11, Real Words) provide targeted practice for decoding two syllable words with long vowels, as referenced by the TM. **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.

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		The **Home Support Pack** provides targeted practice pages for decoding two syllable words with long vowels, as referenced by the TM. Also see the **Fundations Readers Teacher's Guide** (p.5). **Fundations Readers® Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
2.RF.3.A.d	Develop phonics in the reading process by: *decoding words with vowel diphthongs*	In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. In grade 2, students learn to read and spell words with vowel diphthongs (oi, oy, ou, ow, au, aw) in Unit 12, Unit 14 and Unit 16. Fundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Level 3. Once introduced, words with vowel diphthongs are included in word resources for all units following, and are used in the following activities**: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk,** and **Make It Fun.** Also, see **Unit 12 Introduction** (p. 370), **Unit 14 Introduction** (p. 416). **Introduce New Concepts:** (Unit 12: p. 374; p. 377), (Unit 14: p. 420-421; p. 423), (Unit 16: p. 476) **Word of the Day (description p. 56-57):** (Unit 12: p. 378; p. 380), (Unit 14: p. 426; p. 430; p. 434), (Unit 16: p. 478, p. 480) **Word Talk (description p. 58-59):** (Unit 12: p. 382), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 464), (Unit 16: p. 484)

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		Make It Fun (description p. 60): (Unit 12: p. 379), (Unit 13: p. 401), (Unit 14: p. 424), (Unit 15: p. 462-463) **Drill Sounds/Warm-Up (description p. 40-41)**: (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484) **Echo/Find Words (description p. 44-49)**: (Unit 14: p. 431) (Unit 15: p. 461) **Dictation/Words and Sentences (description p. 30-35; p. 38-39):** (Unit 12: p. 378-379; p. 381), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435, p. 437), (Unit 15: p. 453; p. 455; p. 463; p. 465), (Unit 16: p. 481, p. 483) The **Student Practice Book** and the **Student Notebook** provide targeted practice for decoding grade level words with vowel teams, as referenced by the TM. **Fun Hub Practice** provides students with practicing decoding two syllable words with vowel teams, through the activity of **Word Find Fun**, as referenced by the TM. The **Home Support Pack** provides targeted practice pages for decoding two syllable words with vowel teams, as referenced by the TM. **Fundations® Fluency Kit 2** (included in the Teacher's Kit) provides student practice with decoding. Also see the **Fundations Readers Teacher's Guide** (p.5). The **Fundations® Readers Level 2** correspond to Fundations' scope and sequence for grade 2. Fundations Readers are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
2.RF.3.A.e	Develop phonics in the reading process by:	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

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Std. #	**Standard Language**	**Primary Citations**
	decoding words with vowel digraphs	encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. In grade 2, students learn to read and spell words with vowel digraphs (ai, ay, ee, ey, ea, oa, ow, oe, oo, ou, ue, ew) starting in Unit 10. Fundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3. Once introduced, words with vowel digraphs are included in word resources for all units following, and are used in the following activities: **Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk,** and **Make It Fun.** Also, see **Unit 10 Introduction** (p. 314), **Unit 11 Introduction** (p. 342), **Unit 13 Introduction** (p. 388), **Unit 15 Introduction** (p. 444). **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 13: p. 392-393; p. 394-395; p. 397), (Unit 14: p. 420-421), (Unit 15: p. 448-449; p. 451) **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 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 15: p. 450; p. 454-455; p. 459; p. 462) **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. 437), (Unit 15: p. 452; p. 456; p. 464; p. 466) **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 15: p. 462-463) **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)

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		Echo/Find Words (description p. 44-49): (Unit 10: p. 331), (Unit 13: p. 405), (Unit 15: p. 461) **Dictation/Words and Sentences (description p. 30-35; p. 38-39):** (Unit 10: p. 323; p. 325; p. 327; p. 329, 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. 483) The **Student Practice Book** (e.g., p. 77, p. 88-89) and the **Student Notebook** (e.g., p. 130-131) provide targeted practice for decoding grade level words with long vowels, as referenced by the TM. **Fun Hub Practice** provides students with practicing decoding two syllable words with long vowels, through the activity of **Word Find Fun**, as referenced by the TM. The **Home Support Pack** provides targeted practice pages for decoding two syllable words with long vowels, as referenced by the TM. **Fundations® Fluency Kit 2** (included in the Teacher's Kit) provides student practice with decoding. Also see the **Fundations Readers Teacher's Guide** (p.5). The **Fundations® Readers Level 2** correspond to Fundations' scope and sequence for grade 2. Fundations Readers are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
2.RF.3.A.f	Develop phonics in the reading process by: *reading words with common prefixes and suffixes*	Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including **un-, dis-, mis-, non-, trans-, pre-, pro-, re-,** and **de-** and with suffixes, including **-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly,** and **-ty**, beginning in Unit 4 (see **Unit 4 Introduction**: p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (**Resources**: p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516).

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: **Introduce New Concepts**, **Word of the Day, Word Talk, Make It Fun,** and **Storytime** activities. **Introduce New Concepts:** (Unit 4: p. 146-148; p. 151; p. 158-159; p. 161), (Unit 5: p. 188-189), (Unit 6: p. 210; p. 218–219), (Unit 7: p. 255), (Unit 13: p. 405) **Word of the Day (description p. 56–57):** (Unit 4: p. 150–151; p. 152; p. 159; p. 160–161), (Unit 5: p. 190; p. 192–193), (Unit 7: p. 242, 258), (Unit 9: p. 302; p. 306–307), (Unit 11: p. 360), (Unit 13: p. 406–407) **Word Talk (description p. 58–59):** (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 7: p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326), (Unit 11: p. 354-355), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502-503; p. 512) **Make It Fun:** (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 248; p. 258–259), (Unit 11: p. 361) The **Student Practice Book** provides targeted practice for decoding words with prefixes and suffixes, as referenced by the TM. **Fun Hub Practice** provides students with practicing decoding words with common prefixes and suffixes, through the activity of **Word Find Fun**, as referenced by the TM. Also, the **Fluency Kit** (e.g., Unit 8, Real Words) and the **Home Support Pack** provide targeted practice pages for decoding words with common prefixes and suffixes, as referenced by the TM. Also see the **Fundations Readers Teacher's Guide** (p.5). **Fundations Readers® Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
2.RF.3.A.g	Develop phonics in the reading process by: *using contractions*	The activities in the Fundations® Level 2 Missouri Supplemental Packet on the Fundations Level 2 Learning Community address decoding and spelling words with contractions. Fundations Level 3 Unit 11 also provides explicit instruction and practice with contractions.

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
2.RF.3.A.h	Develop phonics in the reading process by: *using common syllable patterns to decode words including r-controlled 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. White Syllable Frames are used to provide a multimodal approach to teaching syllable division (see Unit 5, **Introduce New Concepts** p. 176-178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. 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. For additional decoding practice, see the **Fundations Student Practice Book 2**, **Fundations Fluency Kit 2** (included in Teacher's Kit), **Fundations Readers**. R-controlled vowels and syllable rules are directly addressed in Unit 8 and Unit 9. **Introduce New Concepts:** (Unit 5: p. 176-178), (Unit 6: p. 216-217), (Unit 7: p. 240-241), (Unit 8: p. 272-273), (Unit 9: p. 290-292, p. 301) **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: 306-307), (Unit 10: p. 330; p. 334-335), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402-403), (Unit 14: p. 430; p. 434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; p. 506; p. 510) **Word Talk (description p. 58-59)** (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502-503; p. 512) **Make It Fun (description p. 60):** (Unit 5: p. 186-187), (Unit 6: p. 220-221), (Unit 15: p. 462-463) **Storytime (description p. 60)**: (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
2.RF.3.A.i	Develop phonics in the reading process by: *reading irregularly spelled high-frequency words*	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called Trick Words in Fundations) are taught as words to be automatically recognized. High frequency irregular sight words are taught for quick recognition to allow students access to connected text in advance of learning the phonics principles necessary for decoding them (Ehri, 2014), In Level 2 Fundations students will learn 81 trick words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (fry & Kress, 2006). **Review Trick Words**: (Unit 1: p. 86; p. 88) **Teach Trick Words (description p. 54-55)**: (Unit 2: p. 103; p. 113), (Unit 3: p. 133), (Unit 4: p. 151; p. 159), (Unit 5: p. 178; p. 190-191), (Unit 6: p. 207; p. 217), (Unit 7: p. 235; p. 244; p. 254), (Unit 8: p. 273), (Unit 9: p. 290; p. 301), (Unit 10: p. 319; p. 329), (Unit 11: p. 347; p. 357), (Unit 12: p. 375), (Unit 13: p. 393; p. 403), (Unit 14: p. 421; p. 431), (Unit 15: p. 449; p. 458), (Unit 16: p. 477), (Unit 17: p. 495) **Trick Word Practice (description p. 54-55)**: (Unit 1: p. 90), (Unit 2: p. 110; p. 116), (Unit 3: p. 136), (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192), (Unit 6: p. 215; p. 222), (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307), (Unit 10: p. 325; p. 331; p. 335), (Unit 11: p. 349; p. 353; p. 355; p. 359; p. 363), (Unit 12: p. 377; p. 381), (Unit 13: p. 394; p. 404; p. 408), (Unit 14: p. 422; p. 428; p. 433; p. 436), (Unit 15: p. 455; p. 460; p. 465), (Unit 16: p. 479; p. 482), (Unit 17: p. 497; p. 502; p. 511) **Dictation/Trick Words (description p. 36-37)**: (Unit 1: p. 87; p. 89), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215 p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511). **Fun Hub Practice**, provides targeted practice reading grade level irregular words, in an activity called **Not So Tricky**, as referenced in the TM.

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Std. #	**Standard Language**	**Primary Citations**
		See also the **Fundations Fluency Kit 2** (e.g., Unit 4: Phrases, Unit 7: Trick Words), the **Home Support Pack**, and **Student Practice Book** (e.g., p. 82), which provide targeted practice reading irregular words, as referenced in the TM. Also see the **Fundations Readers Teacher's Guide** (p.5). **Fundations® Readers Level 2** 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.
2.RF.3.A.j	Develop phonics in the reading process by: *demonstrating decoding skills when reading new words in a text*	Once students have been introduced to and have practiced single word decoding, they begin decoding with connected text in the activity **Storytime**. **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). Also see the **Fundations Fluency Kit 2** (e.g., Unit 5, 6, and 7 passages), the **Home Support Pack**, **Student Practice Book** (e.g., p. 70, p. 76), and **Student Notebook** (e.g., p. 96-99, p. 114-115) which provide targeted practice reading grade level words and connected text with accuracy and fluency, as reference in the TM. Also see the **Fundations Readers Teacher's Guide** (p. 5, p. 10-11, p. 16-17, p. 19-20). **Fundations Readers Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, 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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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
2.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension: *use context to confirm or self-correct word recognition and understanding, rereading as necessary*	The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as **Word of the Day**, and **Storytime**. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509). **Prosody**: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the **Word of the Day** activity. **Word of the Day (description p. 56-57)**: (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 214-215; p. 218; p. 220), (Unit 7: p. 257; p. 258-259), (Unit 8: p. 274; p. 278), (Unit 9: p. 292-293; p. 294; p. 302; p. 306-307), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454-455; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510). **Fun Hub Practice Level 2** provides targeted practice reading grade level words with accuracy and fluency, in an activity called Word Find FUN, as referenced in the TM. Also see the **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-

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FLUENCY		
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		115) which provide targeted practice reading grade level words and connected text with accuracy and fluency, as reference in the TM. Also see the **Fundations Readers Teacher's Guide** (p. 5, p. 10-11, p. 16-17, p. 19-20). **Fundations Readers Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, 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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Additional Missouri Learning Standards Supported by Fundations

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

In addition to the foundational skills, Fundations also strongly supports **English Language Arts Priority Standards from the Missouri Learning Standards**. Students learn through explicit instruction in the following reading, writing, language, and speaking & listening standards.

Reading (Literary and Informational)

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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.

COMPREHENSION		
Std. #	**Standard Language**	**Primary Citations**
2.R.1.A.c	Develop and demonstrate reading skills in response to text by: *seeking clarification and using information/facts and details about texts and supporting answers with evidence from text*	**Storytime (description p. 60)**: (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, p. 153, p. 155, p. 163, p. 165); (Unit 5, p. 181, p. 183, p. 191, p. 195); (Unit 6, p. 211, p. 217, p. 223); (Unit 7, p. 239, p. 245, p. 251); (Unit 8, p. 276-277); (Unit 9, p. 295, p. 296, p. 300, p. 303); (Unit 10, p. 319, p. 327, p. 328, p. 333); (Unit 11, p. 347, p. 351, p. 357, p. 359); (Unit 12, p. 375, p. 376); (Unit 13, p. 393, p. 398, p. 403, p. 409); (Unit 14, p. 424-425, p. 427, p. 432, p. 435); (Unit 15, p. 453, p. 457, p. 459, p. 461); (Unit 16, p. 477, p. 481); and (Unit 17, p. 500, p. 505, p. 507, p. 509).
2.R.1.A.d	Develop and demonstrate reading skills in response to text by: *retelling a story's beginning, middle, and*	**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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COMPREHENSION		
Std. #	**Standard Language**	**Primary Citations**
	end and determining its central message, lesson, or moral	13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509) The **Student Practice Book** provides targeted practice for retelling texts in ways that maintain meaning and logical order, as referenced by the TM.

VOCABULARY		
Std. #	**Standard Language**	**Primary Citations**
2.R.1.B.a	Develop an understanding of vocabulary by: *using prefixes, root words, and suffixes to determine the meaning of words*	Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in **Unit 4** (See p. 142-170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in **Unit 5** (See p. 172-200) and are included in word resources for all units following for all decoding activities. Affix -ive is explicitly taught in **Unit 6** (See p. 202-229) and is included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in **Unit 7** (See p. 230-266) and are included in word resources for all units following for all decoding activities. During **Word of the Day** and **Word Talk** activities in these units, teachers discuss meaning of words with affixes. **Word of the Day (description p. 56-57):** (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 208; p. 214-215; p. 218; p. 220), (Unit 7: p. 236-237; p. 242-243; p. 246; p. 248; p. 257; p. 258) **Word Talk (description p. 58-59):** (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262)
2.R.1.B.c	Develop an understanding of vocabulary by: *using context to determine the meaning of*	**Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)

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VOCABULARY		
Std. #	**Standard Language**	**Primary Citations**
	a new word or multiple-meaning word in text	
2.R.1.B.h	Develop an understanding of vocabulary by: *using conversational, general academic, and domain-specific words and phrases*	Students learn a "Word of the Day," selected to correspond with the word structure being studied. The Word of the Day words are selected from resources such as Biemiller's list (Biemiller, 2009), so that students not only learn word structure, but also learn the meaning of words that have higher utility or are likely to be heard or read frequently. **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) Storytime involves listening and reading activities with narrative and informational text. Storytime focuses on accurate and fluency reading with connected text, comprehension, and vocabulary acquisition with repeated readings and discussions of the same text. **Storytime (description p. 60):** (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 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)

FICTION		
Std. #	**Standard Language**	**Primary Citations**
2.R.2.A.a	Read, infer, analyze, and draw conclusions to:	**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

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FICTION		
Std. #	**Standard Language**	**Primary Citations**
	describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson	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).
2.R.2.A.b	Read, infer, analyze, and draw conclusions to: *describe the main characters in works of fiction, including their traits, motivations, and feelings*	**Storytime (description p. 60)**: (Unit 2: p. 108) (Unit 4: p. 163) (Unit 5: p. 183; p. 191) (Unit 6: p.223) (Unit 13: p. 403)

TEXT FEATURES		
Std. #	**Standard Language**	**Primary Citations**
2.R.3.A.a	Read, infer, and draw conclusions to: *identify the main idea of sections of text and distinguish it from the topic*	**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.

TEXT STRUCTURES		
Std. #	**Standard Language**	**Primary Citations**
2.R.3.C.a	Read, infer, and draw conclusions to:	**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).

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TEXT STRUCTURES		
Std. #	**Standard Language**	**Primary Citations**
	explain main ideas and supporting details	Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.

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Writing Standards

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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

WRITING		
Std. #	**Standard Language**	**Primary Citations**
2.W.2.A	Write opinion texts.	**Storytime (description p. 60)**: (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)
2.W.2.B	Write informative / explanatory texts.	**Storytime (description p. 60)**: (Unit 6: p. 223), (Unit 9: p. 303)
2.W.2.C	Write fiction or non-fiction narratives and poems.	**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 PROCESS		
Std. #	**Standard Language**	**Primary Citations**
2.W.3.A.d	Apply research process to: *gather evidence from available sources, literary and informational*	**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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Language Standards

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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.

GRAMMAR		
Std. #	**Standard Language**	**Primary Citations**
2.L.1.A.h	In speech or written form apply standard English grammar to: *produce simple declarative, imperative, exclamatory, and interrogative sentences*	Students learn a **Word of the Day** selected to correspond with the word structure being studied. Students write the Word of the Day and a sentence using the word to the appropriate page of the Vocabulary section in their **Student Notebooks**. **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)

PUNCTUATION, CAPITALIZATION, SPELLING		
Std. #	**Standard Language**	**Primary Citations**
2.L.1.B.c	In written text: *use apostrophes correctly for contractions*	The activities in the **Fundations® Level 2 Missouri Supplemental Packet** on the Fundations Level 2 Learning Community address spelling words with contractions, including using apostrophes correctly.
2.L.1.B.d	In written text: *capitalize weeks, days, months, holidays*	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

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PUNCTUATION, CAPITALIZATION, SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		have a capital letter at the beginning of the sentence and have capitalized any proper nouns. **Dictation/Sentences (description p. 38-39):** (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) The **Home Support Pack** provides targeted practice pages for capitalization of months and days of the week, as referenced by the TM.

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Speaking & Listening Standards

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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.

COLLABORATIVE DISCUSSIONS		
Std. #	**Standard Language**	**Primary Citations**
2.SL.3.A.b	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: *confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions*	*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**, p. 27-60; and **Storytime** on the **Fundations Learning Community**. The **Storytime** activity requires students to manage discussions and questions about the text in a group setting and specifically works on the skill of retelling or describing key ideas or details from a text read aloud. **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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WILSON fundations™ | Literacy for All



Fundations® 3e Level 3

Fundations® Level 3 Alignment to Missouri Learning Standards for English Language Arts Reading Foundations (2016)

Reading Foundations

PHONICS		
Std. #	**Standard Language**	**Primary Citations**
3.RF.3.A.a	Develop phonics in the reading process by: *decoding multisyllabic words in context and independent of context by applying common spelling patterns*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 3*** 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. In all units, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. White Syllable Frames are used to provide a multimodal approach to teaching syllable division (see Unit 3, **Introduce New Concepts** p. 160-161 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types (see **Introduce New Concepts**, p. 160-161, p. 364-365 as examples). Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 3: **Introduce New Concepts, Word of the Day, Word Talk, Word Play** and **Make It Fun** activities. 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). 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**. In the activities **Guess Which One** and **Word of the Day** students decode words in the context of various sentences.

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		Guess Which One (description p. 56-57): (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251),(Unit 7: p. 299; p. 309); (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p.427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Introduce New Concepts (description p. 70)**: (Unit 3: p. 160-161), (Unit 4: p. 174-175; p. 178-179; p. 188) (Unit 5: p. 202-203; p. 216-217) (Unit 6: p. 230-231; p. 232-233; p. 236-237; p. 240-241; p. 250; p.255) (Bonus Unit: p. 269-271; p. 272-273; p. 280-281; p. 282-283; p. 284) (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308) (Unit 8: p. 324-325; p. 334-335; p. 336; p. 344) (Unit 9: p. 364-365; p. 368-369; p. 374-375; p. 384-385; p. 388-389) (Unit 10: p. 404-405; p. 406; p. 416; p. 424-425; p. 426-427; p. 429) (Unit 12: p. 472-473; p. 474; p. 482-483; p. 484-485) (Unit 13: p. 502; p. 507; 512-513) (Unit 14: p. 532; p. 542-543) **Word of the Day (description p. 66-67)**: (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 302; p.310; p. 312-313), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390-391), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) **Word Talk (description p. 68-69)**: (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. 520), (Unit 14: p. 540; p. 550) **Make It Fun (description p. 70)**: (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 208-209; p. 218), (Unit 6: p. 249; p. 256), (Bonus Unit: p. 274; p. 276; p. 283), (Unit 7: p. 305; p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 372-373; p. 383; p. 392), (Unit 10: p. 412; p. 422-423; p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 516-517), (Unit 14: p. 541; p. 549) **Word Play (description p.70)**: (Unit 5: p. 208), (Bonus Unit: p. 278). The **Student Practice Book** provides targeted practice in decoding multisyllabic words that include a range of spelling patterns in context and independent of context, as referenced by the TM.

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		Fun Hub Practice provides students with decoding practice across varied spelling patterns through the activity **Word Find Fun,** as referenced by the TM. The **Home Support Pack** provides targeted practice pages for multisyllabic word reading, as referenced by the TM.
3.RF.3.A.b	Develop phonics in the reading process by: *decoding words that double final consonants when adding an ending*	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 (see Unit 2 p. 114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed 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). 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. **See Resources**: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Students practice decoding words that include double final consonants when adding a suffix in the following activities: **Introduce New Concepts, Word of the Day, Word Talk,** and **Make It Fun.** **Introduce New Concepts (description p.70)** (Unit 2: p. 128-129; p. 130-131; p. 132-133; p. 138-139; p. 140-141), (Unit 4: p. 184; p. 188), (Unit 9: p. 388-389) **Word of the Day (description p. 66-67):** (Unit 2: p. 132; p. 134-135; p. 140; p. 142), (Unit 4: p. 186; p. 190), (Unit 9: p. 390-391), (Unit 13: p. 516; p. 518) **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. p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. p. 520), (Unit 14: p. 540; p. 550)

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		Make It Fun (description p.70): (Unit 2: 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) The **Student Practice Book** provides targeted practice in decoding words using knowledge of suffixes, including changing base words, as referenced in the TM. **Fun Hub Practice** provides students with targeted practice decoding words using knowledge of suffixes, including changing base words, through the activity called **Word Find Fun**, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for decoding words using knowledge of suffixes, including changing base words, as referenced in the TM.
3.RF.3.A.c	Develop phonics in the reading process by: *using the meaning of common prefixes and suffixes*	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). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (**Resources**: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: **Introduce New Concepts** and **Make It Fun** activities. **Introduce New Concepts (description p. 70):** (Bonus Unit: p. 269; p. 270-271; p. 272-273; p. 280-281; p. 282-283; p. 284) **Make It Fun (description p.70):** (Bonus Unit: p. 274; p. 276; p. 283) Fundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn the meaning of 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). 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-

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p.434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) **Introduce New Concepts (description p.70)**: (Unit 2: p. 118-119; p. 120-121; p. 122-123; p. 124-125; p. 126; p. 128-129; p. 130-131; p. 132-133; p. 138-139; p. 140-141) (Unit 4: p. 174-175; p. 178-179; p. 184; p. 188) (Bonus Unit: p. 269; p. 280-281) (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308) (Unit 8: p. 329) (Unit 9: p. 376; p. 384-385; p. 388-389) (Unit 10: p. 426-427) (Unit 12: p. 486-487), (Unit 14: p. 542-543) **Word of the Day (description p. 66–67):** (Unit 2: p. 122; p. 124; p. 132; p. 134; p. 135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 6: p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 330; p. 332, (Unit 9: p. 380; p. 390), (Unit 10: p. 410; p. 428), (Unit 12: p. 476; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 547; p. 548) **Word Talk (description p. 68-69)**: (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. 520), (Unit 14: p. 540; p. 550) **Make It Fun (description p.70):** (Unit 2: p. 126; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit 8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549). The **Student Practice Book** provides targeted practice in identifying the meaning of and use of affixes, as referenced by the TM. **Fun Hub Practice** provides students with targeted practice in identifying the meaning of and use of affixes through activities called **Build words with Echo** and **Word Find Fun,** as referenced by the TM. The **Home Support Pack** provides targeted practice pages in identifying the meaning of and use of affixes, as referenced by the TM.
3.RF.3.A.d	Develop phonics in the reading process by:	In Level 3, Fundations explicitly teaches that in English there are many words that sound alike but have different spellings and meanings. These words are called homophones or Sound Alike words. Sound Alike words are introduced and practiced in every unit in the

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	using the meaning of homophones	following activities: **Guess Which One** and **Dictation**. Students add Sound Alike words to the **Student Notebook** in the Sound Alike Words section. Sound Alike words are included in word resources for all units. (**Resources**: p. 111-112, 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.) **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) **Dictation/Sound Alike and Trick Words (description p. 40-41)**: (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) The **Student Practice Book** provides targeted practice in using the meaning of homophones to decode and encode words, as referenced by the TM. The **Home Support Pack** provides targeted practice pages using homophones in sentences, as referenced by the TM. **FUN HUB Practice** provides targeted practice in using the meaning of homophones in the activity **Sound Alike Scramble**, as referenced by the TM.
3.RF.3.A.e	Develop phonics in the reading process by:	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 multisyllabic words. In all units, encoding

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	decoding known and unknown words by spelling patterns	skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. Fundations activities for decoding words with these spelling patterns and syllable types include: **Introduce New Concepts**, **Word of the Day**, **Word Talk**, **Word Play**, and **Make It Fun** activities. **Introduce New Concepts (description p. 70)**: (Unit 1: p. 90-91, p. 100, p. 103, p. 104-105), (Unit 2: p. 118-119, p. 120-121, p. 122-123, p. 124-125, p. 126, p. 128-129, p. 132-133), (Unit 3: p. 160-161), (Unit 4: p. 174-175; p. 178-179; p. 188), (Unit 5: p. 202-203), (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. 424-425; p. 426-427; p. 429), (Unit 12: p. 472-473; p. 474; p. 482-483; p. 484-485), (Unit 13: p. 502; p. 507; 512-513), (Unit 14: p. 532; p. 542-543) **Word of the Day (description p. 66-67)**: (Unit 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. 302; p.310; p. 312-313), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390-391), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) **Word Talk (description p. 68-69)**: (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462),(Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. 520), (Unit 14: p. 540; p. 550) **Make It Fun (description p. 70)**: (Unit 1: p. 98, p. 106-107), (Unit 2: p. 130, p. 134, p. 144), (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 208-209; p. 218), (Unit 6: p. 238-239, 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), (Unit 14: p. 541) **Word Play (description p. 70)**: (Unit 5: p. 208), (Bonus Unit: p. 278)

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		Students learn to segment and spell words simultaneously while learning to decode and blend sounds to read whole words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Fundations activities for encoding words with these syllable types include: **Dictation (Dry Erase)**, **Dictation (Composition Book)** and **Dictation (Day 5 Check Up)**, **Echo/Find Words**, **Introduce New Concepts** and **Make It Fun**. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162-163 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. **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), (Unit 5: p. 204-205; p. 212-213), (Unit 6: p. 234-235; p. 242; p. 252), (Bonus Unit: p. 270-271; p. 272-273; p. 282-283) (Unit 7: p. 296-297; p. 298-299; p. 308), (Unit 8: p. 326; p. 328-329; p. 346-347), (Unit 9: p. 366-367; p. 375; p. 376-377; p. 386; p. 388-389), (Unit 10: p. 406; p. 408-409; p. 414-415; p. 416; p. 426-427), (Unit 11: p. 444-445; p. 446-447; p.456-457), (Unit 12: p. 473; p. 485; p. 486-487), (Unit 13: p. 504; p. 515) (Unit 14: p. 534-535; p. 544-545) **Make It Fun (description p. 70)**: (Unit 2: p. 126; p. 144) (Unit 4: p. 181, p.189), (Unit 5: p. 208-209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343), (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). **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.

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p.427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163); (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p.341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Echo/Find Words (description p. 48-49; p. 50-51; p. 52-53)**: (Orientation p. 79), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268-269; p. 278-279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 458), (Unit 12: p. 474-475), (Unit 13: p. 505) The **Student Practice Book** provides targeted practice in using spelling patterns, as referenced in the TM. **Fun Hub Practice** provides students with decoding and encoding words with multiple sound-spelling patterns through the **Build Words with Echo** and **Word Find Fund** activities, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for decoding and encoding words with multiple sound-spelling patterns, as referenced in the TM.
3.RF.3.A.f	Develop phonics in the reading process by: *reading irregularly spelled high-frequency words*	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Fundations) are taught as words to be automatically recognized in Fundations Levels K, 1 and 2. By the end of Level 2, Fundations students are prepared to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the **Trick Words** activity **(description p. 64-**

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PHONICS		
Std. #	**Standard Language**	**Primary Citations**
		65). See Level 1 Review Trick Words (p. 593) and Level 2 Review Trick Words (p. 594) high frequency word lists. The **Student Practice Book** provides targeted practice in decoding homophones or sound-alike words, many of which are high-frequency words, as referenced in the TM. **Fun Hub Practice** provides students with decoding homophones or sound alike words, many of which are high frequency words through the **Sound Alike Scramble** activity, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for decoding homophones or sound alike words, many of which are high frequency words, as referenced in the TM. Additional resources and Expert Tips on the **Fundations Learning Community** provide more opportunities for students to practice reading irregularly spelled high-frequency words.

FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
3.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension: *use context to confirm or self-correct word recognition and understanding, rereading as necessary*	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. 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). In Level K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
		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) The **Student Practice Book** also provides opportunities for students to read connected text, as referenced by the TM. Additional resources and Expert Tips on the **Fundations Learning Community** provide more opportunities for students to practice fluency.

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Additional Missouri Learning Standards Supported by Fundations

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

In addition to the foundational skills, Fundations also strongly supports **English Language Arts Priority Standards from the Missouri Learning Standards**. Students learn through explicit instruction in the following reading, writing, language, and speaking & listening standards.

Reading (Literary and Informational)

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

Fundations provides vocabulary instruction in the **Word of the Day**, **Word Talk**, **Guess Which One**, and **Make it Fun** activities. Throughout the lessons, teachers weave in vocabulary instruction and talk about word meanings.

VOCABULARY		
Std. #	**Standard Language**	**Primary Citations**
3.R.1.B.a	Develop an understanding of vocabulary by: *decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words*	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. Suffixes **-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward** and **-or** are the focus **Unit 2** (p. 114-151), **Unit 4** (p. 170-197) **Unit 9** (p. 360-398) **Unit 14** (p. 528-555). Students learn prefixes, including **con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro,** and **re**, beginning in the Bonus Unit (see **Bonus Unit Introduction**: p. 264). During **Word of the Day**, **Make it Fun**, and **Word Talk** activities in these units, teachers discuss meaning of words with affixes and roots. **Word of the Day (description p. 66-67)**: (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 9: p. 368; p. 370; p. 378-379; p. 380; p. 390-391), (Unit 14: p. 536; p. 538; p. 546-547; p. 548)

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VOCABULARY		
Std. #	**Standard Language**	**Primary Citations**
		Make It Fun (description p.70): (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286) **Word Talk (description p. 68-69)**: (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550). The **Student Practice Book** provides targeted practice in identifying the meaning of and use of affixes, as referenced in the TM. **Fun Hub Practice** provides students in identifying the meaning of and use of affixes through activities called **Build Words with Echo** and **Word Find Fun**, as referenced in the TM. The **Home Support Pack** provides targeted practice pages in identifying the meaning of and use of affixes, as referenced in the TM.
3.R.1.B.b	Develop an understanding of vocabulary by: *using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words*	In Level 3, students will become increasingly aware of structures of words and their meanings. They learn homophones called "sound alike" words. These are words that sound alike but have different spellings and different meanings. Students practice using sentence-level context clues to determine the meaning of a word or phrase in activities that include: **Guess Which One** and **Dictation/Sound Alike & Trick Words.** **Guess Which One (description p. 56-57):** (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Dictations/Sound Alike & Trick Words (description p. 40-41)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p.

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VOCABULARY		
Std. #	**Standard Language**	**Primary Citations**
		489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) The **Student Practice Book** provides targeted practice in using context to determine the meaning of unfamiliar words at the sentence and passage level, as referenced in the TM. Students enter words and a defining sentence into a vocabulary dictionary and homophones ("Sound Alikes") dictionary, which are sections in the **Student Notebook**. **Fun Hub Practice** provides students with targeted practice in determining the meaning of words in the context of a sentence and a short passage through the activity called **World of Words**, as referenced in the TM. The **Home Support Pack** provides targeted practice pages in using context to determine the meaning of unfamiliar words at the sentence level, as referenced in the TM.
3.R.1.B.i	Develop an understanding of vocabulary by: *using conversational, general academic, and domain-specific words and phrases*	Teachers are directed to incorporate vocabulary instruction in the Fundations activities to create a vocabulary rich environment. See **Skills and Procedures Taught in Fundations** PREFACE 17. All the Fundations Learning Activity procedures and routines require students to speak coherently and encourage the use of academic vocabulary. See **Using Questioning** on PREFACE 8; **Comprehension Strategies** on PREFACE 18-19; **Learning Activity Overview Section** pages 31-70; and Storytime on **Fundations (Level 3) Learning Community**. Explicit vocabulary instruction is included in the **Guess Which One, Word of the Day, Word Talk** activities. **Guess Which One (description p. 56-57):** (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Word of the Day (description p. 66-67):** (Unit 1: p. 94; p. 96; p. 102; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312-313),(Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378-379; p. 380; p. 390-391), (Unit 10: p. 407; p. 410; p. 418; p.

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VOCABULARY		
Std. #	**Standard Language**	**Primary Citations**
		420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476-477; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) **Word Talk (description p. 68-69):** (Unit 1: p. 108), (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. 520), (Unit 14: p. 540; p. 550) The **Student Practice Book** provides targeted practice using general academic words, as referenced in the TM.

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Language Standards

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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.

GRAMMAR		
Std. #	**Standard Language**	**Primary Citations**
3.L.1.A.f	In speech and written form, apply standard English grammar to: *produce simple and compound imperative, exclamatory, declarative, and interrogative sentences*	In Level 3, students construct simple, compound and complex sentences using vocabulary words with proper capitalization and punctuation. Students practice writing complete sentences during activities that include: **Dictation/Sentences** and **Word of the Day.** In **Word of the Day**, students add a sentence to the Vocabulary section of their **Student Notebooks**. **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163); (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Word of the Day (description p. 66-67)**: (Unit 1: p. 94; p. 96; p. 102; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312-313),(Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390-391), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) The **Student Practice Book** also provides opportunities for students to construct written responses with complete sentences, as referenced by the TM.

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Speaking & Listening Standards

The following English Language Arts Priority Standards from the Missouri Learning Standards are aligned below.

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.

PURPOSE		
Std. #	**Standard Language**	**Primary Citations**
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings by: *asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others*	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See: **Using Questioning** PREFACE 8; **Principles of Instruction** PREFACE 10-12 (Scaffolding Step 3: You Do It Together); **Comprehension Strategies** PREFACE 18-19; **Fundations Level 3 Learning Activities and Skills** PREFACE 21; **Differentiated Instruction** PREFACE 25-26; **Learning Activity Overview Section** p. 31-70; and **Storytime** on Fundations Learning Community, Level 3.

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