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Fundations® 3e Levels K-3

Alignment to

New Jersey Student Learning Standards

English Language Arts (2023)

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Fundations® 3e Level K

Fundations® Level K Alignment to New Jersey Student Learning Standards for English Language Arts (2023)

Foundational Skills: Reading Language

PRINT CONCEPTS		
Std. #	**Standard Language**	**Primary Citations**
L.RF.K.1a	Demonstrate understanding of the organization and basic features of print. *Follow words from left to right, top to bottom, and page by page.*	*****Unless otherwise indicated, all pages are from the Teacher's Manual Level K***** Fundations Level K **Storytime** activities recommend books and direct teachers to discuss print and book awareness, including activities that have students read text from top to bottom and left to right, scooping words into meaningful phrases. **Storytime**: (Unit 1: p. 102-103; p. 122-123; p. 162-163; p. 132-133; p. 183); (Unit 2: p. 199; p. 208-209; p. 218); (Unit 3: p. 275; p. 285; p. 295); (Unit 4: p. 311; p. 321; p. 331; p. 340); (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406) Print awareness is also demonstrated and reinforced during several activities that use blue Sentence Frames (see Word Awareness, p. 70 for an example). The activities emphasize that sentences are read left to right and words are separated by spaces include: **Teach Trick Words**, **Trick Word Practice**, **Word Play-Word Awareness**, **Word Play-Read Sentences**, and **Dictation/Sentences.** **Teach Trick Words (description p. 44-45)**: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **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) **Introduce New Concepts**: (Unit 5: p. 351, p. 379)

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PRINT CONCEPTS		
Std. #	**Standard Language**	**Primary Citations**
		Word Play – Sentence Dictation (description p. 48): (Unit 5: p. 360-361; p. 368-369, p. 370-371; 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) Additional activities are provided in the **Home Support Packet** (p. 16, 112), **Student Practice Book** (p. 55, 59, 63, 67, etc.), and the **Fundations Readers Level K**, which specifically aligns with the scope and sequence of Fundations. The **Fundations Level K Alphabet Book Readers** provide practice in print awareness, following words from left to right, top to bottom, and page by page. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 17, p. 20, p. 42). The **Fundations Level K Learning Community** provides additional print awareness resources and guides including Print Concepts Guide , Fundations Guided Proofreading Procedures Cue, and Guided Proofreading Procedures (Levels K and 1), as referenced by the TM.
L.RF.K.1b	Demonstrate understanding of the organization and basic features of print. *Recognize that spoken words are represented in written language by specific sequences of letters.*	Fundations explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. 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. **Introduce New Concepts:** (Unit 2: p. 190–191), (Unit 3: p. 236–237; p. 241; p. 277), (Unit 4: p. 302–303; p. 307; p. 322; p. 332–333), (Unit 5: p. 349; p. 351; p. 379) **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.

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PRINT CONCEPTS		
Std. #	**Standard Language**	**Primary Citations**
		370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p.289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27):** 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 including Print Concepts Guide , Fundations Guided Proofreading Procedures Cue, and Guided Proofreading Procedures (Levels K and 1)). The **Student Practice Book** provides targeting practice for students in recognizing that spoken words are represented in written language by specific sequences of letters, as referenced by the TM.
L.RF.K.1c	Demonstrate understanding of the organization and basic features of print.	Activities using the blue Sentence Frames teach students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include **Teach Trick Words**; **Trick Word Practice**; **Word-Play-Word Awareness**, **Word Play-Read Sentences** and **Sentence Dictation**; **Dictation/Sentences**, and **Make it Fun-Change the Sentence.**

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PRINT CONCEPTS		
Std. #	**Standard Language**	**Primary Citations**
	Understand that words are separated by spaces in 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 (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) Recognition that words are separated by spaces in print occurs during the **Storytime** Activity and with **Fundations Readers Level K.** Activities are also provided in the **Home Support Packet** (p. 31), **Student Practice Book** (p. 55, 59, 62, 63, 67, etc.). The **Fundations Level K Learning Community** provides additional print awareness resources and guides including Print Concepts Guide , Fundations Guided Proofreading Procedures Cue, and Guided Proofreading Procedures (Levels K and 1), as referenced by the TM. The **Fundations Level K Alphabet Book Readers** provide practice in print awareness (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 17, p. 20, p. 42).
L.RF.K.1d	Demonstrate understanding of the	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. Students learn all 26 letter-keyword-sounds and

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PRINT CONCEPTS		
Std. #	**Standard Language**	**Primary Citations**
	organization and basic features of print. *Recognize and name all upper- and lowercase letters of the alphabet.*	letter formation for lowercase letters in **Unit 1.** (See **Unit 1 Introduction,** p. 60-62). Uppercase letter formation is taught in **Unit 2**. (See **Unit 2 Introduction,** p. 186-188). In the following daily activities, students identify and name letters, practicing in a multi-modal manner using engaging materials: **Letter-Keyword-Sound**, **Drill Sounds**, **Echo/Find Letters**, **Dictation/Sounds**, **Echo/Letter Formation**, **Skywrite/Letter Formation**, **Student Notebook**, **Alphabetical Order**, **Make it Fun.** **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Drill Sounds/Warm-Up (description p. 30-31)**: (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p; 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) **Echo/Find Letters (description p. 32-33)**: (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; 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)**: (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.

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PRINT CONCEPTS		
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		157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) **Skywrite/Letter Formation (description p. 40-41)**: (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) **Alphabetical Order (description p. 22-23)**: (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 239; p. 247; p. 257; p. 267; p. 287) **Make it Fun (description p. 48)**: (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 118; p. 129; p. 139; p. 148-149; p. 158; p. 169; p. 178) The **Student Practice Book** provides targeted practice identifying all uppercase and lowercase letters, as referenced in the TM. **Fundations Readers Level K** Alphabet Books each feature one letter and contain activities that reinforce linkages between letter name, letter formation, and letter sound. (See **Fundations Readers Level K Teacher's Guide**, p. 5, p. 10-21). Additional activities are provided in the **Home Support Packet** and the online **Fundations Learning Community** (see Expert Tips/Ideas section).

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
L.RF.K.2a	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Recognize and produce rhyming words.*	Instruction emphasizing phonological activities such as rhyming is included in Fundations Levels K during the **Which Ones Belong?**, **Make It Fun** and **Storytime** activities. **Drill Sounds/Warm Up - Which Ones Belong? (description p. 30–31):** (Unit 1: p. 72; p. 84; p. 92; p. 138; p. 150; p. 152; p. 162; p. 170), (Unit 2: p. 196; p. 198; p. 202; p. 204; p. 208; p. 210; p. 218) **Make it Fun (description p. 48)**: (Unit 1: p. 108-109; p. 118; p. 129), (Unit 2: p. 206) **Storytime (description p. 48)**: (Unit 1: p. 112-113; p. 122-123; p. 183) Teachers have access to additional phonemic awareness resources provided in the **Home Support Packet** and online **Fundations Level K Learning Community**, including Additional Phonological Awareness Activities to Target Specific Skills. The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness, including rhyming. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42).
L.RF.K.2b	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Count, pronounce, blend, and segment syllables in spoken words.*	Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the **Word Play** activity in Unit 1. **Word Play (description p. 48)**: (Unit 1: p. 100-101, p. 110-111; p. 120-121), (Unit 2: p. 214), (Unit 5, p. 362) Teachers have access to additional phonemic awareness resources provided in **Home Support Packet** and online **Fundations Level K Learning Community**, including Additional Phonological Awareness Activities to Target Specific Skills. The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness, including syllable awareness. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42).
L.RF.K.2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Phonological awareness pertains to understanding that words may sound alike, as in rhyme, and the ability to distinguish between words that rhyme. Throughout Unit 1, instruction emphasizes phonological activities that include blending and segmenting onsets and rimes while teaching letter-sound correspondences.

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
	Blend and segment onsets and rimes of single-syllable spoken words.	**Drill Sounds/Warm Up - Which Ones Belong? (description p. 30–31):** (Unit 1: p. 72; p. 84; p. 92; p. 138; p. 150; p. 152; p. 162; p. 170), (Unit 2: p. 196; p. 198; p. 202; p. 204; p. 208; p. 210; p. 218) **Make It Fun (description p. 48)**: (Unit 1: p. 108-109), (Unit 2: p. 206) **Storytime (description p. 48)**: (Unit 1: p. 112-113, p. 122-123; p. 183) **Word Play (description p. 48):** (Unit 1: p. 192-193), (Unit 4, p. 304; p. 316) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239) Teachers have access to additional phonemic awareness resources provided in the **Home Support Packet** and online **Fundations Level K Learning Community** (See Expert Tips/Ideas section including Additional Phonological Awareness Activities to Target Specific Skills.). The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness, including onset and rime. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42).
L.RF.K.2d	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Orally repeat multi-syllable words and pronounce the separate syllables.*	After the teacher dictates a multisyllabic word, students orally repeat the word before identifying and segmenting into syllables. This skill is practiced in the **Word Play** activity. **Word Play (description p. 48)**: (Unit 1: p. 100-101, p. 110-111; p. 120-121), (Unit 2: p. 214), (Unit 5, p. 362) Teachers have access to additional phonemic awareness resources provided in **Home Support Packet** and online **Fundations Level K Learning Community** (See Expert Tips/Ideas section, including Additional Phonological Awareness Activities to Target Specific Skills). The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness, including syllable awareness. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42).
L.RF.K.2e	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Isolate and pronounce the initial, final, and*	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). Students identify the initial, medial, and final sounds with the Wilson tapping technique. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
	medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).	them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds. The skill of isolating phonemes *orally first* in a spoken word is emphasized in the procedure of **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. **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) Every lesson starts with **Drill Sounds/Warm-Up**. Daily activities are varied and will address letter-sound associations, phonemic awareness, and word automaticity. The activity **Which Ones Belong?** requires students to orally identify and produce initial, final, or medial phonemes in words. **Which Ones Belong? (Drill Sounds/Warm-Up, description p. 30–31):** (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 155; p. 156; p. 158; p. 160; p. 162; p. 165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228) Additional **Word Play** and **Make it Fun** activities support the skill of isolating and individual phonemes in spoken words. **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)

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		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 including Additional Phonological Awareness Activities to Target Specific Skills.). The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness, including phoneme isolation. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42).
L.RF.K.2f	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.*	Throughout Fundations Level K, instruction emphasizes phonological and phonemic activities across the continuum while teaching letter-sound correspondences. See the **Fundations® Levels K–2 Phonological & Phonemic Awareness Table,** p. PREFACE 14 to see when specific skills are introduced and practiced, including phoneme manipulation (addition, deletion, substitution.) 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 **Echo/Change** requires students to orally manipulate phonemes to make new words. **Drill Sounds/Warm Up: Echo/Change (description p. 31)**: (Unit 3: p. 236, p. 238, p. 240,p. 242, p. 244, p. 246, p. 248, p. 250, p. 252, p. 254, p. 256, p. 258, p. 260, p. 262, p. 264, p. 266, p. 268, p. 270, p. 272, p. 274, p. 276, p. 278, p. 280, p. 282, p. 284, p. 286, p. 288, p. 290, p. 292, p. 294), (Unit 4: p. 302, p. 304, p. 306, p. 308, p. 310, p. 312, p. 314, p. 316, p. 318, p. 320, p. 322, p. 324, p. 326, p. 328, p. 330, p. 332, p. 334, p. 336, p. 338, p. 340), (Unit 5: p. 348, p. 350, p. 352, p. 354, p. 356, p. 358, p. 360, p. 362, p. 364, p. 366, p. 368, p. 370, p. 372, p. 374, p. 376, p. 378, p. 380, p. 382, p. 384, p. 386, p. 388, p. 390, p. 392, p. 394, p. 396, p. 398, p. 400, p. 402, p. 404, p. 406) During each **Echo Find Words** activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. **Introduce New Concepts** (Unit 2: p. 190-191), (Unit 3: p. 236-237)

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		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 (description p. 48)**: (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210) **Make It Fun (description p. 48)**: (Unit 2: p. 206) Additional activities are provided in the **Home Support Packet** (p. 38, 57, 89, 95) and the online **Fundations Level K Learning Community**. See Expert Tips/Ideas section, including Additional Phonological Awareness Activities to Target Specific Skills.

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Std. #	**Standard Language**	**Primary Citations**
L.RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. *Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.*	Kindergarten students not only learn to recognize and name letters but also simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice demonstrating one-to-one letter-sound correspondence in a multimodal manner using engaging materials. **Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun.** **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Introduce New Concepts**: (Unit 2 p. 190-191), (Unit 3: p. 236–237, p. 277) **Drill Sounds (description p. 30-31)**: (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218;

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Std. #	**Standard Language**	**Primary Citations**
		p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p; 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) **Echo/Find Letters (description p. 32-33):** (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Sounds (description p. 24-25):** Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) **Echo/Letter Formation (description p. 36-37)**: (Orientation: p. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) **Skywrite/Letter Formation (description p. 40-41)**: (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 127; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p.

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		175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) **Alphabetical Order (description p. 22-23):** (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) **Make it Fun (description p. 48):** (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 118; p. 129; p. 139; p. 148-149; p. 158; p. 169; p. 178) Additional activities are provided in the following: **Home Support Packet** (p.7-19; p. 21-23; p. 25-30; p. 32-37; p. 39-51; p. 62-79) Online **Fundations (Level K) Learning Community** (see Expert Tips/Ideas section). **Student Practice Book** (p. 1-38; p. 40; p. 42-44; p. 46-48; p. 50-52; p. 56-57; p. 60; p. 65-66; p. 82; p. 88; p. 94; p. 110) provides targeted practice in identifying and matching the common sounds that letters represent, as referenced in the TM.
L.RF.K.3b	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. *Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.*	In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when "a" says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Fundations Level K is the closed syllable type and the short vowel sounds. Students learn and practice short vowel sounds to mastery in the following activities: **Letter-Keyword-Sound, Echo/Letter Formation, Drill Sounds/Warm-Up, Echo/Find Letters,** and **Student Notebook.** **Drill Sounds/Warm-Up (description p. 30-31):** (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p.

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		152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 315; p. 318; p. 320; p. 322; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406) **Echo/Find Letters (description p. 32-33):** (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Letter-Keyword-Sound (description p. 38-39):** (Unit 1: p. 84; p. 94; p. 104; p. 124) **Echo/Letter Formation (description p. 36-37):** (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) **Student Notebook (description p. 42-43):** (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p. 157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193) In Level K, the activity **Word Play** introduces students to the long vowel sounds, orally distinguishing between long and short sounds. Students learn to read words with long vowels in open syllables through **Trick Words** by identifying phonetic part(s) of the word already learned and tricky parts not yet taught. Starting in Fundations Level 1, students explicitly learn common spelling for long vowel sounds. **Word Play – Listen for Sounds** s (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) **Teach Trick Words (description p. 44-45):** (Unit 4: p. 305; p. 315; p. 325), (Unit 5: p. 381)

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		Also, the **Student Practice Book** and the **Fundations Readers Level K**, which specifically align with the scope and sequence of Fundations, provide students with practice applying grade-level phonics and word analysis skills in decoding words and associating the long and short sounds with common spellings for the five major vowels. (See the **Student Practice Book and Fundations Readers Teacher's Guide Level K**). **Fundations Level K Learning Community** provides additional activities for distinguishing short and long vowel sounds, including **Long and Short Vowels: Additional Activities**.
L.RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. *Read high-frequency words and grade level irregular words with automaticity.*	Automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. All high-frequency words students read are aligned with phonics patterns in **Fundations Level K Scope and Sequence**, PREFACE 32-33 in the activities including **Word Play, Storytime, Teach Trick Words,** and **Teach Trick Word Practice.** 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 explicitly taught within the context of a sentence using blue sentence frames, focusing students' attention on the trick words by circling them. The teacher shows students the parts of the word that follow the spelling that they have learned and then the part(s) that are "tricky." 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. Words taught as Trick Words in Level K: **the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do; one.** **Teach Trick Words (description p. 44-45)**: (Unit 3: p. 250; p. 255, p. 260; p. 265, p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47):** (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) In Level K, students learn to read and spell phonetically regular words up to three sounds, including common high-frequency words. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with
L.RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. *Recognize the parts of high-frequency words that are regular and the parts that are irregular.*	

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		CVC and VC pattern. Level K students will be able to read high-frequency words that have regular VC and CVC sound spelling patterns including the following words: **in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.** **Introduce New Concepts**: (Unit 2 p. 190-191), (Unit 4: p. 302-303), (Unit 5: p. 349) **Word Play-Make Words for Decoding (description p. 48)**: (Unit 2: p. 192; p. 196; p. 198; p. 204; p. 212; p. 214; p. 220; p. 222; p. 224), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 248; p. 256; p. 266; p. 268; p. 276; p. 278; p. 282; p. 284; p. 292), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 317; p. 320; p. 328; p. 330; p. 336), (Unit 5: p. 348; p. 350; p. 360; p. 370; p. 378; p. 380; p. 382; p. 388; p. 392) **Storytime (description p. 48):** (Unit 4: p. 331; p. 340) The **Student Practice Book** provides targeted practice in 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). Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community** (see Expert Tips/Ideas section).
L.RF.K.3e	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. *Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).*	With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added, or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises such as word chaining. **Introduce New Concepts**: (Unit 2 p. 190-191); (Unit 3, p. 236-237); (Unit 4, p. 302-303); (Unit 5, p. 349) **Echo/Find Words (description p. 34-35)**: (Unit 3, p. 237)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Word Play–Make Words for Decoding (description p. 48): (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294), (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340), (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) **Make it Fun:** (Unit 2: p. 206), (Unit 4: p. 306-307; p. 317; p. 355, p. 364-365, p. 375) **Fundations Readers Level K**, which specifically align with the scope and sequence of Fundations, provide students with practice applying grade-level phonics and word analysis skills in distinguishing between similarly spelled words. (See the **Fundations Readers Teacher's Guide Level K**). **Fundations Level K Learning Community** provides additional resources to practice word chains, including Word Chains Guided Practice Resource Level K.

FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	Students apply their decoding skills in **Word Play – Read Sentences** and **Trick Word Practice** with decodable sentences written on Sentence Frames. These activities develop prosody (reading a sentence with appropriate phrasing) and reading for meaning. Students also read the decodable stories in **Storytime**. Fundations provides instruction to help students learn how to think actively while reading and to self-monitor their understanding. This instruction includes the development of students' ability to form visual image or construct mental picture from words using a process called Wilson Comprehension S.O.S.™. (See **Comprehension Strategies** PREFACE 19-20). Also see **Appendix: Ways to Engage with Decodable Readers**, p. 434-437.

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
		Storytime (description p. 48): (Unit 1: p. 102-103; p. 172-173); (Unit 2: p. 199; p. 208-209; p. 218); (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285) **Trick Word Practice (description p. 46-47):** (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) **Sentence Reading:** (Unit 5: p. 349, p. 351) **Word Play–Read Sentences:** Unit 4: p 316-317, 326-327, 336-337), (Unit 5: p. 348, p. 351, p. 352-353; p. 358-359, p. 360-361, p. 362-363, p. 368-369; p. 371, p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403 **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375) Students proofread the written sentence which requires students to read connected text: **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 351, p. 358-359, p. 361, p. 368-369, p. 371, p. 379, p. 381, p. 383, p. 389, p. 395, p. 403). The **Student Practice Book** provides targeted practice in reading previously taught grapheme-phoneme correspondences in connected text, as referenced by the TM. **Fundations Readers Level K** provide practice in applying grade-level phonics and word analysis skills. The Fundations Readers are engaging, 95%+ decodable storybooks that align directly with the Fundations scope and sequence. The Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. (See the **Fundations Level K Readers Teacher's Guide**, p. 5, p. 24-25, p. 43).

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Foundational Skills: Writing Language

SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
L.WF.K.1a	Demonstrate command of the conventions of writing. *Match 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 using verbal cues, repetition, skywriting, tracking, and writing practice. In Unit 1 students learn the lower-case letter formation. Starting in Unit 2, students learn the upper-case letter formation. Once a letter is taught for both lower-and upper-case formation students match the letters in the activities **Echo/Letter Formation** and **Student Notebook**. When students are introduced to a new letter-sound they are shown a Large Sound Card that includes both the upper- and lower-case manuscript letter. **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Echo/Letter Formation (description p. 36-37)**: (Unit 2: p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) The **Student Practice Book** provides additional practice tracing and matching upper- and lower- case letters in the activity **Make a Match**.
L.WF.K.1b	Demonstrate command of the conventions of writing. *Write upper and lowercase letters, with reference to a model.*	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. Letter formation is initially introduced using gross motor memory during the **Sky Write/Letter Formation** activity. Teachers use a gradual release approach to support student's incremental skill mastery. Students first use gross motor memory to trace the letter, then to copy it, and

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SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
		finally to write the letter from memory using the Wilson® grid. Letters are grouped into "like patterns" and grid lines for writing are given specific names and used as reference points. Students are guided through letter formation using consistent verbalizations to develop correct directionality and line placement. 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. Students learn proper pencil grip and writing position with a procedure that prepares them for proper pencil grip with pencils, Dry Erase Writing Tablets, and dry erase markers. See **Skills Taught in Fundations: Automaticity of Handwriting** (PREFACE 20-21). Students learn about correct pencil grip and letter formation procedures with guidance in the Orientation and are reinforced during all writing activities. See **Orientation Introduction**, p. 50-51. **Teach the Wilson Letter Formation Grid,** p. 52, p. 54 **Teach How to Follow Verbalizations,** p. 53 **Teach Pencil Grip and Tracing,** p. 54-55 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. 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;

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SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
		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) The **Student Practice Book** provides targeted practice to trace and write letters, as referenced by the TM. Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community** (See Expert Tips/Ideas section).
L.WF.K.1c	Demonstrate command of the conventions of writing. *Write left to right and include a space between words.*	During **Sentence Dictation** activities in Unit 5, students demonstrate many conventions of print including proper directionality, accurate letter placement within words, and separating words by spaces. **Introduce New Concepts:** (Unit 5: p. 351; p. 379) **Dictation/Sentences (description p. 28-29)**: (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) The **Student Practice Book** provides targeted practice to write sentences, as referenced by the TM. Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community**. See Expert Tips/Ideas section, including Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K and 1).
L.WF.K.1d	Demonstrate command of the conventions of writing. *Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.*	Fundations Level K, Unit 1 introduces the letter-sound association for all consonants and short vowels during the activity **Letter-Keyword-Sound**. As a new letter is taught, its Standard Sound Card is added to the card display. Vowels are displayed on salmon-colored cards to distinguish them from consonants. Students learn that every word must have at least one vowel. Each Unit Introduction provides a **Sound Card Setup Model** for both the teacher display and student letter board with magnetic tiles (see Unit 1, p. 61 for an example). These cards and tiles are used to encode words during **Echo/Find Words** and **Introduce New Concepts**. **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) **Introduce New Concepts:** (Unit 3: p. 241), (Unit 4: p. 307, p. 322-323, p. 332-334)

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SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
		Echo/Letter Formation (description p. 36-37): (Orientation: p. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) **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. 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)
L.WF.K.1e	Demonstrate command of the conventions of writing. *Write a common grapheme (letter or letter group) for each phoneme.*	Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. Starting in **Unit 1**, students learn all short vowel and consonant letter-keyword-sounds, as well as the lowercase formation for each letter (See **Unit 1 Introduction**, p. 60-62). Digraphs are introduced in **Unit 4,** including the letter-keyword-sound and spelling for the digraphs **wh, ch, sh, th,** and **ck** (See **Unit 4 Introduction**, p. 298-300). In the following activities, students identify, name, and write name letters including short vowels, consonants and consonant digraphs: **Letter-Keyword-Sound**, **Drill Sounds**, **Echo/Find Letters, Dictation/Sounds**, **Skywrite/Letter Formation**, **Student Notebook**, and **Make it Fun.** **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) **Introduce New Concepts**: (Unit 3: p. 241), (Unit 4: 302-303, p. 307, p. 322-323, p. 332-334) **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;

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SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
		p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p; 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) **Echo/Find Letters (description p. 32–33):** (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 247; p. 249, p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Sounds (description p. 24-25)**: **Dictation (Dry Erase) – Unit Sounds** (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) **Dictation/Words (description p. 26-27):** (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) **Skywrite/Letter Formation (description p. 40-41)**: (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227), (Unit 4: p. 319) **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.

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SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
		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) The **Student Practice Book** provides targeted practice identifying and writing all uppercase and lowercase letters, as referenced in the TM. Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community** (see Expert Tips/Ideas section).
L.WF.K.1f	Demonstrate command of the conventions of writing. *Orally segment the phonemes in any single syllable, spoken word.*	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. Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes *orally first* in a spoken word before writing is emphasized in the procedure of **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. **Introduce New Concepts:** (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322-323; p. 332-333). **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27)**: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) **Word Play – Listen for Sounds** (Unit 3: p. 238-239; p. 248-249; p. 258-259; p. 268-269; p. 278-279; p. 288-289), (Unit 4: p. 324-325) **Make it Fun** (Unit 1: p. 68; p. 78; p. 98-99; p. 129; p. 148-149; p. 158), (Unit 2: p. 216), (Unit 3: p. 243, p. 253, p. 263; p. 273; p. 293).

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
L.WF.K.2a	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: *Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).*	Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Because students are taught to segment and associate letters with sounds rather than memorize words, students in Level K will be able to spell words with the VC and CVC spelling patterns. All words students encode are aligned with phonics patterns in **Fundations Level K Scope and Sequence**, PREFACE 32-33. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds. **Introduce New Concepts:** (Unit 3: p. 241; p. 277), (Unit 4: p. 307; p. 322-323; p. 332-333), (Unit 5: p. 351; p. 379) **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27)**: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) **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. 381) **Make it Fun:** (Unit 3: p. 263; p. 273; p. 293), (Unit 5: p. 355; p. 364-365; p. 375)

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		My Fundations Journal: (Unit 1: p. 163), (Unit 2: p. 199), (Unit 4: p. 340), (Unit 5: p. 367; p. 387; p. 396) **Fundations Level K Learning Community** provides additional activities for distinguishing short and long vowel sounds, including Long and Short Vowels: Additional Activities.
L.WF.K.2b	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: *Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.*	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. In word chains, students change one letter at a time, including initial or final consonants, to build new words. **Introduce New Concepts:** (Unit 3: p. 236-237) **Echo/Find Words (description p. 34–35):** (Unit 3: p. 237; p. 239) **Make It Fun (description p. 48):** (Unit 1: p. 148; p. 158), (Unit 3: p. 243; p. 263; p. 273; p. 293) **Fundations Level K Learning Community** provides additional resources to practice encoding with word chains, including Word Chains Guided Practice Resource Level K.
L.WF.K.2c	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: *Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.*	Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to encode all words presented with CVC and VC pattern. **Introduce New Concepts:** (Unit 3: p. 241) (Unit 4: p. 307; p. 322-323; p. 332-333) (Unit 5: p. 351; p. 379) **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Echo/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;

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27)**: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **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. 381) **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the **Student Practice Books** (as noted in the Teacher's Manual), **Home Support Packet** and the online **Fundations Level K Learning Community** (See Expert Tips/Ideas section).
L.WF.K.2d	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: *Writing frequently used words accurately.*	In Level K, students learn to read and spell phonetically regular words up to three sounds, including common high-frequency words. Level K students will be able to accurately write high-frequency words that have regular VC and CVC sound spelling patterns including the following words: **in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get; which.** Students write Trick Words (irregular high frequency words) during sentence dictation with guidance and support, including teacher modeling and using the **Student Notebook,** p. 99 to check spelling. **Introduce New Concepts:** (Unit 5: p. 351; p. 379) **Dictation/Words (description p. 26-27):** (Unit 3: p. 293) (Unit 4: p. 309; p. 317) (Unit 5: p. 363; p. 365; p. 375; p. 379; p. 383; p. 393; p. 399; p. 405) **Dictation/Sentences (description p. 28):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) **Word Play – Sentence Dictation/Write Sentences:** (Unit 5: p. 358-359; p. 360-361; p. 368-369; p. 371; p. 372-373; p. 381)

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		Make It Fun: (Unit 5: p. 355; p. 364-365; p. 375) **Fundations Level K Learning Community** provides additional activities for writing frequently used words, including Teaching Trick Words for Spelling and Trick Word Practice (K-2).
L.WF.K.2e	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: *Attempting phonetic spellings of unknown words.*	Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns. Because students are taught to segment and associate letters with sounds rather than memorize words, students will be able to spell words with the VC and CVC spelling patterns. A key part of learning to spell is the automatic recognition of the letters that correspond to a dictated sound. This is practiced in the **Echo/Find Letters** (**see description p. 32-33)** and **Dictation/Sounds** Activities **(see description p. 24-25**). Digraphs are included Level K in Units 4 and 5. **Introduce New Concepts**: (Unit 3: p. 241), (Unit 4: p. 307; p. 322-323) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27)**: (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403; p. 405) Additional activities are provided in the **Home Support Packet** (p. 89; p. 95; p. 106-110) The **Student Practice Book** (p. 64; p. 68; p. 70; p. 72; p. 74; p. 78; p. 81; p. 84; p. 91-93; p. 105; p.108-109; p. 114 provides targeted practice in spelling words using sound-spelling patterns, as referenced in the TM.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		See the **Fundations Level K Learning Community** Expert Tips/Ideas section, including Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K and 1).
L.WF.K.2f	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: *Writing initial and final consonant blends (must, slab, plump).*	In Fundations Level K, students are introduced to CCVC and CVCC words for both decoding and encoding in the form of words with consonant digraphs starting in Unit 4. In Fundations Level 1, students learn the difference between consonant digraphs and blends and write words with initial and final consonant blends. See **Fundations® Scope and Sequence Level K and Level 1**, p. PREFACE 32-37.

SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
L.WF.K.3a	Demonstrate command of the conventions of sentence composition. *Repeat a sentence, identifying how many words are in the sentence.*	The blue Sentence Frames are used to help explicitly teach word awareness. These frames allow students to discern separate words in a dictated sentence. This skill is emphasized throughout Unit 1 in the **Word Play** activity. In Dictation/Sentence students echo a dictated sentence and select the correct number of Sentence Frames needed. **Word Play-Word Awareness** (Unit 1: p. 70-71; p. 80-81; p. 9091; 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) **Introduce New Concepts:** (Unit 5: p. 351, p. 379) **Dictation/Sentences (description p. 28-29):** (Unit 5: 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) Other Activities use the blue Sentence Frames to teach concepts requiring students to identify and segment the individual words in a spoken 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)

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
		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) **Make it Fun-Change the Sentence:** (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the **Home Support Packet** (p. 31) and the online **Fundations (Level K) Learning Community** (see Expert Tips/Ideas section).
L.WF.K.3b	Demonstrate command of the conventions of sentence composition. *Write simple sentences.*	Students independently write simple sentences during **Dictation**. They also develop their proofreading skills with guidance by checking the spelling of words and correcting mistakes. **Introduce New Concepts**: (Unit 3: p. 241), (Unit 4: p. 307; p. 322-323), (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) **Make it Fun-Change the Sentence:** (Unit 5: p. 355; p. 364-365; p. 375) **Word Play – Sentence Dictation/Write Sentences** (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **My Fundations Journal**: (Unit 1: p. 163), (Unit 2: p. 199), (Unit 4: p. 340), (Unit 5: p. 367; p. 387; p. 396)

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
L.WF.K.3c	Demonstrate command of the conventions of sentence composition. *Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.*	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 the pronoun "I," ending punctuation, and appropriate spacing between words. **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 (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) (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). **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) See **Student Practice Book**, as noted in the teacher's manual (p. 67, p. 73, p. 80, p. 90, etc.) The **Fundations Level K Learning Community** provides additional print awareness and sentence composition resources including Print Concepts Guide , Fundations Guided Proofreading Procedures Cue, and Guided Proofreading Procedures (Levels K and 1), as referenced by the TM.
L.WF.K.3d	Demonstrate command of the conventions of sentence composition. *Use end punctuation.*	
L.WF.K.3e	Demonstrate command of the conventions of sentence composition. *Use manipulatives or digital tools to construct complete sentences.*	Manipulatives (blue Sentence Frames) are used to build students' understanding that words make up sentences. In Level K, students learn that sentences begin with a capital or uppercase letter and end with punctuation, including the correct use of a period, a question mark, and an exclamation mark. See PREACE p. 21 for an example. Activities that use blue Sentence Frames include **Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play-Read Sentence, Dictation/Sentences**, and **Make it Fun-Change the Sentence**:

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
		Teach Trick Words (description p. 44-45): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47):** (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) **Word Play-Word Awareness** (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111; p. 120-121; p. 130-131; p. 140-141; p. 150-151; p. 160-161; p. 170-171; p. 180-181) **Word Play – Read Sentences (**Unit 4: p 316-317, 326-327, 336-337), (Unit 5: p 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403 **Word Play – Sentence Dictation/Write Sentences** (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 351, p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Make it Fun-Change the Sentence:** (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the **Home Support Packet** (p. 31) and the online **Fundations Level K Learning Community** (see Expert Tips/Ideas section).
L.WF.K.3f	Demonstrate command of the conventions of sentence composition. *Write sentences with increasing complexity.*	In the activity **Word Play – Word Awareness** in Unit 1, teachers model writing sentences with increasing complexity, including questions and sentences with more than one subject. In Unit 5, Students independently write sentences during **Dictation** with sentences that increase with complexity throughout the unit. **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) **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) **Make it Fun-Change the Sentence:** (Unit 5: p. 355; p. 364-365; p. 375)

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
		Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **My Fundations Journal**: (Unit 1: p. 163), (Unit 2: p. 199), (Unit 4: p. 340), (Unit 5: p. 367; p. 387; p. 396)
L.WF.K.3g	Demonstrate command of the conventions of sentence composition. *Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.*	The blue Sentence Frames are used to help explicitly teach word awareness and sentence composition. These frames allow students to discern separate words in a dictated sentence. In the activity **Word Play – Word Awareness** in Unit 1, teachers model writing a sentence and changing a "who" or "what" to make a new sentence. In Unit 5, students apply this concept by writing sentences in the activities **Introduce New Concepts, Word Play**, and **Make It Fun**. **Word Play – Word Awareness (description p. 48):** (Unit 1: p. 70-71; p. 80–81; p. 90-91; p. 100-101; p. 110-111) **Introduce New Concepts:** (Unit 5: p. 351) **Word Play – Review Sentence Dictation:** (Unit 5: p. 358; p. 360) **Make It Fun – Change the Sentence (description p. 48):** (Unit 5: p. 355; p. 364-365; p. 375)
L.WF.K.3h	Demonstrate command of the conventions of sentence composition. *Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.*	Blue sentence frames include frames for matching ending punctuation to the type of sentence. Students explicitly learn correct use of a period, a question mark, and an exclamation mark. **Word Play (description p. 48):** (Unit 1: p. 150-151; p. 170; p. 180-181), (Unit 5: p. 380-381) **Introduce New Concepts:** (Unit 5: p. 349; p. 379) **Word Play – Sentence Dictation/Write Sentences** (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 351, p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405)
L.WF.K.3i	Demonstrate command of the conventions of sentence composition.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
	With support, distinguish between a complete sentence and a sentence fragment.	
L.WF.K.3j	Demonstrate command of the conventions of sentence composition. *With support, write statements in response to questions, and questions transformed from statements, using conventional word order.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.WF.K.3k	Demonstrate command of the conventions of sentence composition. *Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.*	The activity **Word Play – Word Awareness** reinforces sentence structure, as the teacher repeats a question and changes the sentence frames to match student responses. **Word Play – Word Awareness (description p. 48):** (Unit 1: p. 70-71; p. 80–81; p. 90-91; p. 100-101; p. 110-111)
L.WF.K.3l	Demonstrate command of the conventions of sentence composition. *Use conjunctions appropriately in sentences (e.g., and, but, so, and because).*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*

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Additional New Jersey 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. Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012).

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

Language Standards

KNOWLEDGE OF LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.KL.K.1a	With prompting and support, develop knowledge of language and its conventions when speaking and listening. *Use frequently occurring nouns and verbs.*	**Dictation/Sentences (description p. 28-29): Dictation (Dry Erase):** (Unit 5: p. 383; p. 389; p. 395; p. 403) **Word Play:** (Unit 5: p. 360-361)
L.KL.K.1b	With prompting and support, develop knowledge of language and its conventions when speaking and listening. *Form regular plural nouns orally by adding -s or -es.*	Fundations Level 1 explicitly teaches suffixes -s and -es to form plural nouns.
L.KL.K.1c	With prompting and support, develop knowledge of language and its conventions when speaking and listening.	**Word Play (description p. 48):** (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 110-111; p. 150-151; p. 160-161; p. 180-181) **Storytime (description p. 48):** (Unit 1: p. 72; p. 92–93; p. 143; p. 162–163), (Unit 3: p. 245; p. 265; p. 285; p. 295), (Unit 4: p. 311; p. 321), (Unit 5: p. 366–367; p. 386–387)

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KNOWLEDGE OF LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
	Understand and use question words (interrogatives)	**Make it Fun:** (Unit 5: p. 395; p. 405)
L.KL.K.1d	With prompting and support, develop knowledge of language and its conventions when speaking and listening. *Use the most frequently occurring prepositions.*	**Teach Trick Words (description p. 44-45):** (Unit 3: p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47):** (Unit 3: p. 265; p. 275; p. 285; p. 295), Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404)
L.KL.K.1e	With prompting and support, develop knowledge of language and its conventions when speaking and listening. *Produce and expand complete sentences in shared language activities.*	**Make It Fun – Change the Sentence (description p. 48):** (Unit 5: p. 355; p. 364-365; p. 375) **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) **Make It Fun:** (Unit 5: p. 385; p. 395; p. 405)

VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
L.VL.K.2a	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. *Identify new meanings for familiar words and apply them accurately.*	While Fundations' focus is on foundational skills, teachers are prompted to develop vocabulary while doing word building activities. See **Vocabulary**, p. PREFACE 19 **Echo/Find Words (description, p. 34-35):** (Unit 3: p. 249), (Unit 5: p. 349) **Word Play**: (Unit 1: p. 150-151; p. 170-171), (Unit 2: p. 196; p. 212), (Unit 3: p. 238-239; p. 248-249) **Make it Fun:** (Unit 2: p. 206)

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VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
L.VL.K.2b	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.	In Fundations Levels 1, 2, and 3 students explicitly learn to use affixes as a clue to the meaning of an unknown word.

VOCABULARY ACQUISITION, USE AND INTERPRETATIVE MEANING		
Std. #	**Standard Language**	**Primary Citations**
L.VI.K.3a	With guidance and support from adults, explore word relationships and nuances in word meanings. *Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.VI.K.3b	With guidance and support from adults, explore word relationships and nuances in word meanings. *Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.VI.K.3c	With guidance and support from adults, explore word relationships and nuances in word meanings.	**Word Play – Word Awareness (description p. 48):** (Unit 1: p. 70–71; p. 80–81; p. 90–91; p. 100–101; p. 110–111)

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VOCABULARY ACQUISITION, USE AND INTERPRETATIVE MEANING		
Std. #	**Standard Language**	**Primary Citations**
	Identify real-life connections between words and their use.	
L.VI.K.3d	With guidance and support from adults, explore word relationships and nuances in word meanings. *Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*

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Reading Standards

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

READING		
Std. #	**Standard Language**	**Primary Citations**
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 92-93, p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 143; p. 162-163; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 265; p. 275; p. 285; p. 295), (Unit 4: p, 311; p. 321; p. 331, p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406) **Make it Fun:** (Unit 5: p. 395; p. 405)
RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).	**Storytime (description p. 48):** (Unit 5: p. 356; p. 366–367; p. 376; p. 386–387; p. 396; p. 406)
RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).	**Storytime (description p. 48)**: (Unit 1: p. 82; p. 92-93, p. 102-103; p. 112-113; p. 122-123; p. 143; p. 153; p. 162-163; p. 183), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396) **Make it Fun:** (Unit 5: p. 395; p. 405).
RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).	**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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READING		
Std. #	**Standard Language**	**Primary Citations**
RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93, p. 102-103; p. 143; p. 153; p. 162-163; p. 172-173), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396) **Make it Fun:** (Unit 5: p. 395; p. 405).
RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**Storytime (description p. 48)**: (Unit 1: p. 143), (Unit 3: p. 245), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396)
RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).	**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** (Unit 5: p. 395; p. 405)
RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, title page of a book).	
RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**Storytime (description p. 48)**: (Unit 1: p. 112-113; p. 122-123; p. 132-133; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396) **Make It Fun (description p. 48):** (Unit 5: p. 385; p. 395; p. 405)
RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**Storytime (description p. 48)**: (Unit 1: p. 92-93; p. 102-103; p. 162-163; p. 172-173), (Unit 3: p. 265; p. 275; p. 285), (Unit 4: p. 311)

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READING		
Std. #	**Standard Language**	**Primary Citations**
RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	**Storytime (description p. 48)**: (Unit 3: p. 295); (Unit 4: p. 321), (Unit 5: p. 376; p. 396)
RI.AA.K.7	With prompting and support, identify the reasons an author gives to support points in a text.	**Storytime (description p. 48)**: (Unit 1: p. 143), (Unit 3: p. 245), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396)
RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	**Storytime (description p. 48)**: (Unit 1: p. 162-163; p. 172-173), (Unit 3: p. 245; p. 255; p. 265; p. 285; p. 295), (Unit 4: p. 311; p. 321), (Unit 5: p. 366-367; p. 386-387)
RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	**Storytime (description p. 48)**: (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406)

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Writing Standards

WRITING		
Std. #	**Standard Language**	**Primary Citations**
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is…).	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.	**Storytime (description p. 48):** (Unit 5: p. 376; p. 396) **My Fundations Journal:** (Unit 5: p. 376; p. 396)
W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.	**Storytime (description p. 48):** (Unit 1: p. 92-93; p. 162-163), (Unit 3: p. 265), (Unit 5: p. 366-367; p. 386-387) **My Fundations Journal**: (Unit 1: p. 163), (Unit 3: p. 265), (Unit 4: p. 340), (Unit 5: p. 367; p. 387)
W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.	The **Fundations Level K Learning Community** provides additional print awareness and sentence composition resources including Print Concepts Guide , Fundations Guided Proofreading Procedures Cue, and Guided Proofreading Procedures (Levels K and 1), as referenced by the TM.
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).	Fundations equips students with the fundamental skills necessary to prepare them for more complex learning experiences through inquiry and project-based learning. **Storytime** and other Fundations activities teach students how to ask questions, be curious, and use reading to find answers. **Storytime (description p. 48):** (Unit 5: p. 356; p. 366–367; p. 376; p. 386–387; p. 396; p. 406) Also see Connecting Foundational Literacy with Project Based Learning for sample inquiries using the **Fundations Level K Readers**.
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	

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WRITING		
Std. #	**Standard Language**	**Primary Citations**
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.	**My Fundations Journal**: (Unit 1: p. 163), (Unit 2: p. 199), (Unit 4: p. 340), (Unit 5: p. 367; p. 387) See the Storytime Activities and Using My Fundations Journal®: Letter Formation and Beyond on the **Fundations Learning Community** for ways to incorporate discussion, drawing, and writing.

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Speaking and Listening Standards

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

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.PE.K.1a	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. *Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).*	All Fundations Learning Activity procedures and routines require collaborative conversations following agreed-upon rules for discussion. Each student actively engages in every lesson activity and component and works both independently and collaboratively with classmates to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See **Principles of Instruction,** p. PREFACE 11 (Scaffolding Step 3: You Do It Together); and **Learning Activity Overview** Section, p. 21-48. **Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 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)
SL.PE.K.1b	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. *Continue a conversation through multiple exchanges.*	
SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 143; p. 153; p. 162-163; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406)
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 143; p. 153; p. 162-163; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406)

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SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 143; p. 153; p. 162-163; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406) **Word Play (description p. 48)**: (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111; p. 120-121; p. 130-131; p. 150-151; p. 160-161; p. 170-171; p. 180-181)
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	**Storytime (description p. 48):** (Unit 1: p. 92-93; p. 1620-163), (Unit 3: p. 265) **My Fundations Journal**: (Unit 1: p. 163), (Unit 2: p. 199), (Unit 4: p. 340), (Unit 5: p. 367; p. 387; p. 396)
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 143; p. 153; p. 162-163; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406) **Make It Fun:** (Unit 5: p. 385; p. 395; p. 405)

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WILSON fundations™ | Literacy for All



Fundations® 3e Level 1

Fundations® Level 1 Alignment to New Jersey Student Learning Standards for English Language Arts (2023)

Foundational Skills: Reading Language

PRINT CONCEPTS		
Std. #	**Standard Language**	**Primary Citations**
L.RF.1.1	Demonstrate mastery of the organization and basic features of print; recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 1*** Students systematically learn features of a sentence. Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. 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.** **Introduce New Concepts:** (Unit 2: p. 115, p. 119), (Unit 3: p. 147) **Make It Fun – Scrambled Sentences:** (Unit 6: p. 224-225), (Unit 8: p. 277), (Unit 10: p. 355), (Unit 12: p. 408-409), (Unit 13: p. 446-447) **Teach Trick Words - Reading** (description p. 52-53): (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 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) During **Sentence Dictation**, 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

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PRINT CONCEPTS		
Std. #	**Standard Language**	**Primary Citations**
		sentence after writing. Students reread the sentence, following words from left to right while scooping into meaningful phrases. See **Proofreading Procedure**, p. 36 **Dictation/Sentences (description p. 36-37; Proofreading Procedure):** (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p.355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p.419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469),(Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The **Storytime Mark Words** activity provides students with additional practice identifying capital letters at the beginning of a sentence and ending punctuation within connected text. **Storytime – Mark Words:** (Unit 3: p. 141), (Unit 4: p. 167), (Unit 7: p. 245), (Unit 8: p. 282-283), (Unit 9: p. 311), (Unit 10: p. 337), (Unit 13: p. 451) Additional practice in print awareness activities is provided in the **Student Notebook** (see Reference page: Capitalization and Punctuation, p. 212) and with the stories in the **Fundations® Readers Level 1**. These are engaging, 95%+ decodable storybooks that align directly with the Fundations scope and sequence. The **Student Practice Book** reinforces students' recognition of the distinguishing features of a sentence as they read and write sentences, as referenced by the TM. Additional resources on print awareness and using the proofreading procedure are located on the **Fundations Level 1 Learning Community** including Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K and 1).

PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
L.RF.1.2a	Demonstrate mastery of spoken words, syllables,	Fundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
	and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. *Distinguish long from short vowel sounds in spoken single-syllable words.*	linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). In 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. Students learn that a syllable is one push of breath and every syllable must contain at least one vowel. In Level 1, students learn the short vowel sounds beginning in Unit 1 in the **letter-keyword-sound** activity. In Unit 9, students are introduced to the open syllable type and distinguish between closed (short vowel) and open (long vowel) sounds. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. See **Unit 11 Introduction,** p. 362-363. Words with both long and short vowel sounds are included in word resources for Units 11-14 for decoding and encoding activities. (**Resources:** p. 396-398; p. 434-436; p. 472-474; p. 500-502) **Letter-Keyword-Sound (description p. 48-49):** (Unit 1: p. 74; p. 76; p. 80; p. 84) **Introduce New Concepts:** (Unit 9: p. 302-303; p. 312-313), (Unit 11: p. 366-367, p. 368-369), (Unit 12: p. 404-405) **Drill Sounds/Warm-Up (Echo/Change):** (Unit 11: p. 380; p. 388; p. 394), (Unit 12: p. 414; p. 420; p. 426; p. 428), (Unit 13: p. 442), (Unit 14: p. 482; p. 486; p. 488) **Drill Sounds/Warm-Up (Vowel Sounds Poster):** (Unit 11: p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384) **Make it Fun (description p. 60):** (Unit 5: p. 189), (Unit 8: p. 287), (Unit 11: p. 371; p. 381; p. 390-391), (Unit 12: p. 429) **Word Talk (description p. 58-59):** (Unit 11: p. 374; p. 380; p. 390; p. 394) **Word Play (description p. 60):** (Unit 11: p. 386; p. 392)

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		Distinguishing between long and short vowels by orally segmenting phonemes in a word is reinforced in spelling activities **Echo Find Words**, **Dictation/Words**. **Echo/Find Words (description p. 42-45)**: (Unit 11: p. 369; p. 371; p. 379; p. 387) **Dictation/Words (description p. 30-31)**: (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) Also see the **Student Practice Book**: Junior Word Detective (Unit 11: p. 84)
L.RF.1.2b	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. *Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.*	Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The 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. In addition to the Wilson finger tapping technique, phonemic awareness instruction in Fundations is aided by card manipulation (See **Skills and Procedures Taught in Fundations** PREFACE 16-17). 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. The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the **Word of the Day and Word Talk** activities, and in some **Introduce New Concepts** and **Word Play** activities**.** Blends are introduced in Level 1, Unit 8 (see **Unit 8 Introduction**, p. 270). **Word Play (Warm Up):** (Unit 2: p. 116), (Unit 10: p. 338) **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.

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) **Word Play (description: p. 60):** (Unit 2. p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392) **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) 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.
L.RF.1.2c	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. *Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.*	Every lesson starts with **Drill Sounds/Warm-Up**. Daily activities are varied and address letter-sound associations, phonemic awareness, and word automaticity. The activity **Which Ones Belong?** requires students to orally identify and produce initial, final, or medial phonemes in words. **Which Ones Belong? (description p. 48–49):** (Unit 1: p. 70; p. 72; p. 74; p. 76; p. 80; p. 82; p. 84; p. 86; p. 90; p. 92; p. 94; p. 96) The Wilson® finger tapping technique is used to analyze spoken words, isolating and pronouncing phonemes in a word. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted ***orally*** before students then identify letter tiles or write the word applying the alphabetic principle, beginning in Unit 3 through the end of the year. The skill of isolating phonemes in a spoken word is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts activities.** **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)

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		Make it Fun (description p. 60): (Unit 2: p. 123), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287) **Echo/Find Words (description p. 42-45):** (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Dictation/Single Syllable Words (description p. 30-31):** (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) In addition, students practice isolating and pronouncing sounds in: **Student Practice Book:** (p. 12-16; p. 19-23; p. 26-30; p. 33-35; p. 37-40; p. 43; p. 45; p.4 7-50; p. 53; p. 55; p. 57; p. 60-62; p. 64-67; p. 69; p. 71-75; p. 77; p. 79; p. 81-85; p. 87-88) The **Fundations 1 Home Support Pack** (e.g., p. 65 and p. 69) provides targeted practice of isolating and pronouncing sounds in single syllable words, as referenced in the TM. **Fun Hub Practice** provides practice with isolating and pronouncing sounds in the Activity **Make a Change**, as referenced in the TM.
L.RF.1.2d	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	The skill of segmenting phonemes in spoken words is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** 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 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. **Introduce New Concepts:** (Unit 9: p. 305), (Unit 10: p. 331) **Make it Fun:** (Unit 8: p. 287), (Unit 3: p. 146), (Unit 9: p. 314-315), (Unit 13: p. 467)

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**Echo/Find Words (description p. 42-45):** (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Dictation/Single Syllable Words (description p. 30-31)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) In addition, students practice segmenting sounds in: **Student Practice Book**: (p. 12-16; p. 19-23; p. 26-30; p. 33-35; p. 37-40; p. 43; p. 45; p.4 7-50; p. 53; p. 55; p. 57; p. 60-62; p. 64-67; p. 69; p. 71-75; p. 77; p. 79; p. 81-85; p. 87-88) The **Fundations 1 Home Support Pack** provides targeted practice with segmenting phonemes as referenced in the TM. **Fun Hub Practice** provides students with practice segmenting phonemes through an activity called **Make a Change** as referenced in the TM.

PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
L.RF.1.3a	Know and apply grade-level phonics and word analysis skills in decoding words. *Know the spelling-sound correspondences for common consonant*	The concept of digraphs was taught in Fundations Level K and is again explicitly taught in Fundations 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)

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Std. #	**Standard Language**	**Primary Citations**
	digraphs (two letters that represent one sound).	**Drill Sounds/Warm Up (description p. 38-39)** (Unit 3: p. 132, p. 134, p. 136, p. 138, p. 140, p. 142, p. 144, p. 146, p. 148, p. 150), (Unit 4: p. 158, p. 160, p. 162, p. 164, p. 166, p. 168, p. 170, p. 172, p. 176), (Unit 5: p. 184, p. 186, p. 188, p. 190, p. 192), (Unit 6: p. 200, p. 202, p. 204, p. 206, p. 208, p. 210, p. 212, p. 214, p. 216, p. 218, p. 220, p. 222, p. 224, p. 226, p. 228), (Unit 7: p. 237, p. 238, p. 240, p. 242, p. 244, p. 246, p. 248, p. 250, p. 252, p. 254, p. 256, p. 258, p. 260, p. 262, p. 264), (Unit 8: p. 274, p. 276, p. 278, p. 280, p. 282, p. 284, p. 286, p. 288, p. 290, p. 292), (Unit 9, p. 302, p. 304, p. 306, p. 308, p. 310, p. 312, p. 314, p. 316, p. 318, p. 320), (Unit 10: p. 328, p. 330, p. 332, p. 334, p. 336, p. 338, p. 340, p. 344, p. 346, p. 348, p. 350, p. 352, p. 354, p. 356), (Unit 11: p. 366, p. 368, p. 370, p. 372, p. 374, p. 376, p. 378, p. 380, p. 382, p. 384, p. 386, p. 388, p. 390, p. 392, p. 394), (Unit 12: p. 404, p. 406, p. 408, p. 410, p. 412, p. 414, p. 416, p. 418, p. 420, p. 422, p. 424, p. 426, p. 428, p.430, p. 432), (Unit 13: p. 442, p. 444, p. 446, p. 448, p. 450, p. 452, p. 454, p. 456, p. 458, p. 460, p. 462, p. 468, p. 470), (Unit 14: p. 480, p. 482, p. 484, p. 486, p. 488, p. 490, p. 492, p. 494, p. 496, p. 498) **Echo/Find Letters (description p. 40-41)** (Unit 3, p. 138-139, p. 145), (Unit 4, p. 159, p. 173), (Unit 6: p. 206-207, p. 210-211, p. 220, p. 226-227), (Unit 7: p.243, p. 247, p. 253, p. 257), (Unit 8: p. 280-281, p. 285, p. 291), (Unit 9: p. 303, p. 319), (Unit 10: p. 333, p. 341, p. 345, p. 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.

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		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 informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
L.RF.1.3b	Know and apply grade-level phonics and word analysis skills in decoding words. *Decode regularly spelled one-syllable words.*	In Fundations, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when "a" says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Fundations activities that include decoding words with these syllable types include: **Introduce New Concepts:** (Unit 2: p. 106-107; p. 108-109; p. 111), (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284-285), (Unit 9: p. 302-303; p. 312; p. 313), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 366-367; p. 387), (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443; p. 452-453; p. 462) **Word of the Day (description p. 56-57):** (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494)

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Std. #	**Standard Language**	**Primary Citations**
		Word Talk (description p. 58-59): (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Make it Fun (description p. 60):** (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 224-225), (Unit 7: p. 260-261), (Unit 8: p. 277), (Unit 9: p. 309; p. 314-315), (Unit 10: p. 333; p. 342-343; p. 355), (Unit 11: p. 371; p. 381; p. 390-391), (Unit 12: p. 408-409; p. 418-419; p. 428-429), (Unit 13: p. 446-447; p. 457; p. 467), **Word Play (description p. 60):** (Unit 2. p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392), (Unit 13: p. 448), (Unit 14: p. 480-481; p. 484; p. 490) **Storytime (description p. 60):** (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: 488-489) The **Student Practice Book** provides targeted practice decoding one-syllable words, as referenced by the TM. **Fun Hub Practice** provides students with practice decoding regularly spelled one-syllable words in an activity called **Word Find FUN** as referenced in the TM. The **Fundations 1 Home Support Pack** provides targeted practice decoding one-syllable words, as referenced in the TM. **Fundations Fluency Kit 1** (e.g., see Unit 9, Real Words) and **Fundations® Readers Level 1,** and 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.

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L.RF.1.3c	Know and apply grade-level phonics and word analysis skills in decoding words. *Know final -e and common vowel team conventions for representing long vowel sounds.*	In Fundations letter/sound correspondences are taught in relation to the syllable type being studied. The final -e syllable type is taught in Unit 11. (See **Unit 11 Introduction**, p. 362) **Introduce New Concepts:** (Unit 11: p. 366-367, p. 387), (Unit 12: p. 414; p. 417) **Make it Fun (description p. 60):** (Unit 11: p. 371; p. 381; p. 391) **Word of the Day (description p. 56-57):** (Unit 11: p. 370, p. 372, p. 378, p. 382, p. 388, p. 393) **Word Play (description p. 60):** (Unit 14: p. 482) **Student Practice Book:** (p. 81-85; p. 87-88; p. 90), and **Student Notebook**: (p. 114-115) 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 Fundations teaches reading and spelling together, in-depth word study for vowel team 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) **Fun Hub Practice** provides students with practice VCe words through an activity called **Word Find Fun** as referenced in the TM. The **Fundations 1 Home Support Pack** (e.g., p. 87) provides practice reading VCe words as referenced in the TM.
L.RF.1.3d	Know and apply grade-level phonics and word analysis skills in decoding words. *Distinguish long and short vowels when*	In Level 1, students learn the short vowel sounds beginning in Unit 1 in the **letter-keyword-sound** activity. In Unit 9, students are introduced to the open syllable type and distinguish between closed (short vowel) and open (long vowel) sounds. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
	reading regularly spelled one-syllable words.	and long vowel sounds in the vowel-consonant-e syllable type. See **Unit 11 Introduction,** p. 362-363. Words with both long and short vowel sounds are included in word resources for Units 11-14 for decoding and encoding activities. (**Resources:** p. 396-398; p. 434-436; p. 472-474; p. 500-502) **Letter-Keyword-Sound (description p. 48-49):** (Unit 1: p. 74; p. 76; p. 80; p. 84) **Drill Sounds/Warm-Up (Vowel Sounds Poster):** (Unit 11: p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384) **Introduce New Concepts:** (Unit 2: p. 106-107; p. 108-109; p. 111) (Unit 9: p. 302-303; p. 312-313), (Unit 11: p. 366-367; p. 368-369) **Make it Fun (description p. 60):** (Unit 5: p. 189), (Unit 8: p. 287), (Unit 11: p. 371; p. 381; p. 390-391), (Unit 12: p. 429) **Word Talk (description p. 58-59):** (Unit 11: p. 374; p. 380; p. 390; p. 394) **Word Play (description p. 60):** (Unit 11: p. 386; p. 392), (Unit 14: p. 482) The **Student Practice Book** provides targeted practice for reading one-syllable words with short and long vowel sounds, as referenced by the TM. **Fun Hub Practice** provides students with practice CVC and VCe one syllable words through an activity called **Word Find Fun** as referenced in the TM. The **Fundations 1 Home Support Pack** provides practice reading CVC and VCe words, as referenced in the TM.
L.RF.1.3e	Know and apply grade-level phonics and word analysis skills in decoding words. *Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that*	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). 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, visually demonstrating a vowel in every syllable. 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. Students learn that a syllable is one push of breath and every syllable must contain at least one vowel. In Level 1, students first

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
	every syllable must have a vowel sound.	learn to decode closed syllables, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. 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 introduced. **Introduce New Concepts:** (Unit 9: p. 302–303; p. 305; p. 312; p. 313), (Unit 11: p. 366–367), (Unit 12: p. 404–405; p. 406–407; p. 414–415; p. 417; p. 424), (Unit 13: p. 442–443; p. 452–453; p. 462) **Word of the Day (description p. 56–57):** (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464–465; p. 466), (Unit 14: p. 485; p. 492; p. 494) **Word Talk (description p. 58–59):** (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Make It Fun (description p. 60):** (Unit 12: p. 408–409; p. 418–419; p. 428–429), (Unit 13: p. 446–447; p. 457; p. 467) **Word Play (description p. 60):** (Unit 11: p. 386–387; p. 392), (Unit 13: p. 448), (Unit 14: p. 480–481; p. 484; p. 490) **Storytime (description p. 60):** (Unit 12: p. 412–413; p. 422–423), (Unit 13: p. 460), (Unit 14: p. 488–489) **Echo/Find Words (description p. 42–43):** (Unit 10: p. 333) Students also practice applying knowledge of syllable awareness to read multisyllabic words in the **Student Practice Book** (e.g., p. 91, p. 93), **Fundations 1 Home Support Pack** (e.g., p. 95), and the **Student Notebook** (p. 116-117), as referenced in the TM. **Fun Hub Practice** provides students with practice decoding multisyllabic words in the activity **Word Find Fun**, as referenced in the TM. Also see the **Fundations Fluency Kit 1** and **Fundations® Readers Level 1** which align specifically with the scope and sequence of Fundations® Level 1.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
L.RF.1.3f	Know and apply grade-level phonics and word analysis skills in decoding words. *Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).*	In Fundations, high frequency words with irregular spelling patterns or words with 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. The teacher shows students the parts of the word that follow the spelling that they have learned and then the part(s) that are "tricky." Meaning is discussed as needed. Recognition and automaticity are 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) Level 1 students will be able to read high-frequency words that have regular sound spelling patterns taught in the Level 1 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;**
L.RF.1.3g	Know and apply grade-level phonics and word analysis skills in decoding words. *Recognize the parts of high-frequency words that are regular and the parts that are irregular.*	

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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 High frequency words that are phonetically regular are included in **Introduce New Concepts**, **Word of the Day**, **Make it Fun**, and **Storytime** activities as the phonics patterns are introduced and reviewed. See **Resources: Review Words** and **Current Unit Words** for phonetically regular high frequency words in each unit. **Word of the Day – Make Words:** (Unit 3: p. 136), (Unit 5: p. 186), (Unit 7: p. 237), (Unit 8: p. 277), (Unit 11: p. 378) **Resources - Review Words / Current Unit Words:** (Unit 2: p. 127), (Unit 3: p. 153), (Unit 4: p. 179), (Unit 5: p. 195), (Unit 6: p. 231), (Unit 7: p. 267), (Unit 8: p. 295-296), (Unit 9: p. 323), (Unit 10: p. 359), (Unit 11: p. 397-398), (Unit 12: p. 435-436), (Unit 13: p. 473), (Unit 14: p. 501) Students also practice recognizing and reading grade-appropriate regularly and irregularly spelled words in the following activities: **Storytime (description p. 60):** (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: p. 488-489) The **Student Practice Book** provides targeted practice reading grade-appropriate regularly and irregularly spelled words, as reference in the TM. **Fun Hub Practice** provides targeted practice reading grade level irregular words in the activities **Word Find Fun** and **Not So Tricky!**, as referenced in the TM. The **Home Support Pack** provides targeted practice reading grade-appropriate regularly and irregularly spelled words, as reference in the TM. Also see the **Fundations Fluency Kit 1** (e.g., Unit 12, Words, Trick Words, Phrases), **Fundations® Readers Level 1,** which provide additional decoding practice specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
L.RF.1.4a	Read with sufficient accuracy and fluency to support comprehension. *Read grade-level text with purpose and understanding.*	In Fundations®, students have multiple opportunities to develop automatic word recognition while also developing prosody and expression through reading of connected text. Increased emphasis is placed on the importance of accuracy and automaticity of word reading necessary for building fluency. Comprehension remains the ultimate goal as students develop their foundational skills. In addition to fluency-building instruction with Fundations texts, teachers should reinforce fluency skills through grade-level reading as part of core ELA instruction. See **Fluency**, PREFACE 17. **Storytime (description p. 60):** (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: 488-489) Throughout **Storytime**, teachers model and explicitly teach strategies that build understanding. Students are equipped with meaningful, transferable strategies, most notably the **Comprehension S.O.S.** strategy, a foundational tool that grows with them, supporting comprehension in increasingly complex reading experiences. The goal of **Comprehension S.O.S**. is to help students develop visualization and metacognitive strategies that support them in replaying and retelling the story. See **Comprehension Strategies**, PREFACE 19-20. **Storytime (description p. 60):** (Unit 3: p. 151), (Unit 4: p. 176), (Unit 7: p. 254), (Unit 8: p. 292), (Unit 9: p. 320), (Unit 10: p. 346-347), (Unit 11: p. 384-385), (Unit 12: p. 422-423), (Unit 13: p. 460) To support integration of these strategies to grade-level text, Fundations offers additional resources such as Additional Literacy Activities, Graphic Organizers, and Oral Discussion Prompts on the **Fundations Level 1 Learning Community,** Storytime Activities (2nd and 3rd Edition). Using these materials during direct instruction helps to build strategies which can be applied to other readings and supports all learners to engage with varied text. Fundations provides recommendations for ways to engage with all text types depending on instructional needs. In the **Fundations Level 1 Learning Community,** Moving Students Through Different Texts teachers are provided with guidance on how to plan instruction with both controlled and noncontrolled (grade-level) text depending on students' needs.

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
L.RF.1.4b	Read with sufficient accuracy and fluency to support comprehension. *Read grade-level text orally with accuracy, appropriate rate, and expression.*	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 reading decodable connected text with a variety of activities such as **Teach Trick Words - Reading**, **Word of the Day**, and **Storytime**. The decodable text phrases, sentences, and passages are at least 95% decodable and align with the scope and sequence of Fundations. See Appendix: **Ways to Engage with Decodable Readers**, p. 528-530. 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. See **Skills and Procedures Taught in Fundations: Fluency**, p. PREFACE 17. 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 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), (Unit 13: p. 460), (Unit 14: 488-489) In the **Word of the Day** activity, the teacher writes a sentence on the board to indicate the meaning of the word. Students practice **prosody** by scooping and reading the sentence in meaningful phrases. **Word of the Day (description p. 56)**: (Unit 6: p. 204; p. 210; p. 213; p. 222-223; 224), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) Additionally, phrasing is modeled and practiced during the **Teach Trick Words–Reading** activity, with sentences written on sentence frames.

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FLUENCY		
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) **Fun Hub Practice Level 1** provides targeted practice reading grade level words with accuracy and fluency, in an activity called **Word Find FUN**, as referenced in the TM. The **Level 1 Fluency Kit** provides timed exercises for sounds, word, Trick Words, and phrases to develop automaticity, accuracy, and prosody. Timed readings are used for progress monitoring while reading for meaning is emphasized. See **Level 1 Fluency Kit**, p. 1-7. Also see the **Fundations Readers Teacher's Guide**, p. 2, p. 9-11, p. 16, p. 18-20. **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. Also see **Fundations Level 1 Learning Community:** Moving Students Through Different Texts and Storytime Activities (2nd and 3rd Edition)
L.RF.1.4c	Read with sufficient accuracy and fluency to support comprehension. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*	In Level 1 students progress systematically from CVC words to words with four, then five sounds to words with more complex patterns, including multisyllabic words and long vowel patterns. Students learn to blend sounds to read words using the finger-tapping procedure, a successful routine in the Wilson Reading System®. See **Phonics and Word Study: Instruction for Decoding, Word Recognition, and Spelling,** p. PREFACE 16-17. Teachers model for students how to approach unknown words, and how to make self-corrections during **Storytime**. Students read the same text multiple times, supporting self-monitoring word recognition and understanding. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254), (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), (Unit 13: p. 460), (Unit 14: 488-489) Also see the **Fundations Readers Teacher's Guide**: Teacher Directed Oral Reading, p. 31-32.

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
		Also see Supporting Students with Self-Correction of Errors on the **Fundations Level 1 Learning Community.**

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Foundational Skills: Writing Language

SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
L.WF.1.1a	Demonstrate command of the conventions of writing *Write the upper and lowercase alphabets from memory.*	Fundations provides direct and explicit instruction with written language and tools to teach students about size, shape, spacing, slant, and stroke for the formation of lowercase and uppercase letters. Students use gross-motor memory to learn letter formation following teacher 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. In Fundations Level K, students are explicitly taught the letter formations of all 26 letters, upper- and lowercase. The lower-case letters are reviewed in Level 1; the uppercase letters are not retaught unless needed. See **Skills Taught in Fundations: Automaticity of Handwriting**, p. PREFACE 20-21. The Level 1 Teacher's Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see **Formation Guides**). Students develop correct pencil grip and letter formation procedures with guidance in the Orientation. These skills are reinforced during all letter formation and writing activities. See **Orientation Introduction**, p. 62-63. **Teach the Wilson Letter Formation Grid:** (Orientation: p. 64) **Teach How to Follow Verbalizations:** (Orientation: p. 65) **Teach Pencil Grip and Tracing:** (Orientation: p. 65) In Unit 1, students learn and practice letter formation in the following activity: **Sky Write/Letter Formation** and **Echo/Letter Formation**. **Sky Write/Letter Formation (description p. 50-51)**: (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96). **Echo/Letter Formation (description p. 46-47)**: (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115) After Unit 1 students are held accountable for legible handwriting in all Dictation activities and on the Unit Tests. See **Unit 2 Introduction**, p. 102. During **Sentence Dictation** activities, students apply many conventions of print including proper directionality, accurate letter

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SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
		placement within words, and separating words by spaces. Students follow a proofreading procedure to check for these features of a sentence after writing. See **Proofreading Procedure**, p. 36 **Introduce New Concepts:** (Unit 2: p. 115, p. 119), (Unit 3: p. 147) **Dictation (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35), Dictation/Sentences: (description p. 36-37)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) **Unit Test:** (Unit 1: p. 99), (Unit 2: p. 125), (Unit 3: p. 151), (Unit 4: p. 177), (Unit 5: p. 193), (Unit 6: p. 229), (Unit 7: p. 265), (Unit 8: p. 293), (Unit 9: p. 321), (Unit 10: p. 357), (Unit 11: p. 395), (Unit 12: p. 433), (Unit 13: p. 471), (Unit 14: p. 499) The **Student Practice Book** provides additional practice printing both uppercase and lowercase letters, as referenced by the TM. The **Fundations 1 Home Support Pack** provides targeted practice of letter formation, as referenced in the TM. Also see the **Fundations Level 1 Learning Community** for additional letter formation resources on letter verbalizations, print awareness, and appropriate positioning/pencil grip.
L.WF.1.1b	Demonstrate command of the conventions of writing *Write a common grapheme (letter or letter group) for each phoneme.*	In Fundations, sound instruction is linked to the letter name and shape. Students learn the letter name, its formation, and its sound simultaneously. During the activities **Sky Write/Letter Formation**, **Echo/Letter Formation**, and **Dictation/Sounds** students learn and practice letter formation and sound-symbol correspondence for all consonants, consonant digraphs, and short and long vowels. **Sky Write/Letter Formation (description p. 50-51)**: (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96).

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SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
		Echo/Letter Formation (description p. 46-47): (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115) **Dictation/Sounds (description p. 28)**: (Unit 2: p. 113; p. 123), (Unit 3: p. 135, p. 139, p. 147), (Unit 4: p. 163, p. 167, p. 169), (Unit 5: p. 185, p. 189), (Unit 6: p. 203, p. 207, p. 211, p. 213, p. 215, p. 217, p. 219, p. 221, p. 225, p. 227), (Unit 7: p. 241, p. 251, p. 253, p. 255), (Unit 8: p. 261, p. 281, p. 287, p. 291), (Unit 9: p. 305, p. 309, p. 311, p. 313, p. 315, p. 317, p. 319), (Unit 10: p. 331, p. 335, p. 343, p. 345, p. 347, p. 351, p. 355), (Unit 11: p. 369, p. 377, p. 379, p. 381, p. 383, p. 385, p. 389, p. 391, p. 393), (Unit 12: p. 407, p. 415, p. 419, p. 421, p. 423, p. 425, p. 431), (Unit 13: p. 445, p. 447, p. 449, p. 457, p. 459, p. 461, p. 465, p. 467, p. 469), (Unit 14: p. 487, p. 489, p. 491, p. 493, p. 495)
L.WF.1.1c	Demonstrate command of the conventions of writing. *Orally segment the phonemes in any single syllable, spoken word.*	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. The skill of segmenting phonemes in spoken words is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** activities. **Introduce New Concepts:** (Unit 2: p. 108-109; p. 111), (Unit 9: p. 305), (Unit 10: p. 331) **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) **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)

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SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
		Make it Fun: (Unit 8: p. 287) In addition, students practice segmenting sounds before writing in: **Student Practice Book**: (p. 12-16; p. 19-23; p. 26-30; p. 33-35; p. 37-40; p. 43; p. 45; p.4 7-50; p. 53; p. 55; p. 57; p. 60-62; p. 64-67; p. 69; p. 71-75; p. 77; p. 79; p. 81-85; p. 87-88) The **Fundations 1 Home Support Pack** provides targeted practice with segmenting phonemes as referenced in the TM. **Fun Hub Practice** provides students with practice segmenting phonemes through an activity called **Make a Change** as referenced in the TM.
L.WF.1.1d	Demonstrate command of the conventions of writing *Recognize that each syllable is organized around a vowel sound.*	In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. See **Phonics and Word Study: Instruction for Decoding, Word Recognition, and Spelling,** p. PREFACE 16-17. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. 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. In the activity **Dictation/Words**, students show their understanding of word structures using a marking system. Students metacognitively engage in analyzing word parts to orthographically map words, including marking the syllable type and vowels. See **Student Notebook, What is a Syllable,** p. 22-23 and **Mark My Words**, p. 212 for syllable types and marking examples. **Introduce New Concepts:** (Unit 9: p. 302-303; p. 305), (Unit 11: p. 366-367; p. 368), (Unit 12: p. 406-407; p. 415; p. 424)

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SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
		Make it Fun (description p. 60): (Unit 12: p. 418-419; p. 428-429) **Word Play (description p. 60):** (Unit 14: p. 490) **Echo/Find:** (Unit 10: 333) **Dictation (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35):** (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)

SPELLING		
Std. #	**Standard Language**	**Primary Citations**
L.WF.1.2a	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with: *Short vowels and single consonants.*	Short vowels are introduced in Fundations Level K and reviewed in Level 1 Unit 1 (See **Unit 1 Introduction**, p. 66). Students encode words with short vowels throughout Level 1. The concept of encoding CVC words with short vowels is taught in Fundations Level K and is explicitly taught in Level 1 Unit 2 (See **Unit 2 Introduction,** p. 102). Once introduced, students encode CVC words throughout Level 1. In Unit 9, students learn about closed syllables. This Unit reviews the reading and spelling of previous word patterns. See **Unit 9 Introduction**, p. 298. **Letter-Keyword-Sound (description p. 48-49):** (Unit 1: p. 74; p. 76; p. 80; p. 84) **Introduce New Concepts:** (Unit 2: p. 108-109, p. 119); (Unit 9: p. 305; p. 312-313) **Make It Fun (description p. 60):** (Unit 2: p. 123) The glued (or welded) sound **all** is introduced in Unit 4. In Unit 5, the glued sounds **am** and **an** are introduced. In Unit 7, four new glued sounds ending with **ng** (**ang**, **ing**, **ong**, **ung**) and four ending with **nk** (**ank**, **ink**, **onk**, **unk**) introduced. See **Unit 5 Introduction**, p. 180 and **Unit 7 Introduction**, p. 232. **Introduce New Concepts:** (Unit 4: p. 168), (Unit 5: p. 184-185), (Unit 7: p. 239; p. 256), (Unit 14: p. 483) **Make it Fun:** (Unit 7: p. 238; p. 250), (Unit 8: p. 287)

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		All words students decode and encode are aligned with phonics patterns taught according to the **Fundations Level 1 Scope and Sequence**, PREFACE 34-37. In the activities **Echo/Find Words, Dictation/Words,** and **Dictation/Sentences** students encode current phonics patterns as they are introduced and review previously taught patterns. **Echo/Find Words (description p. 42-45)**: (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387) **Dictation (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35), Dictation/Sentences: (description p. 36-37)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) The **Student Practice Book** provides targeted practice for encoding words and is aligned to the Fundations Level 1 Scope and Sequence, as referenced in the TM.
L.WF.1.2b	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with: *Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).*	In Fundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as ways to spell /k/, digraphs, and double letters. All consonant graphemes, including qu and x, are taught in Level K and reviewed in Level 1, Unit 1. The concept digraphs and multiple spellings for /k/ are explicitly taught in Unit 3. In Unit 4, students learn the **ff**, **ll**, **ss** bonus letter rule. The extra **f**, **l**, or **s** is considered a **bonus letter** because it is extra and does not make a sound. All words students encode are aligned with phonics patterns taught according to the **Fundations Level 1 Scope and Sequence**, PREFACE 34-37. In the activities **Echo/Find Words, Dictation/Words,** and **Dictation/Sentences** students encode current phonics patterns as they are introduced and review previously taught patterns.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		Letter-Keyword-Sound (description p. 48–49): (Unit 1: p. 94; p. 96) **Introduce New Concepts:** (Unit 3: p. 135; p. 144–145; p. 147), (Unit 4: p. 158–159; p. 168), (Unit 8: p. 274–275; p. 284–285) **Word Play:** (Unit 14: p. 483) **Make It Fun (description p. 60):** (Unit 3: p. 137), (Unit 4: p. 165; p. 173), (Unit 8: p. 287) **Echo/Find Words (description p. 42-45)**: (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387) **Dictation (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35), 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: 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)
L.WF.1.2c	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with: *Initial and final consonant blends (must, slab, plump).*	The concept of initial and final consonant blends is explicitly taught in Unit 8 (See **Unit 8 Introduction,** p. 270). **Introduce New Concepts:** (Unit 8: p. 274-275, 284-285) **Make It Fun (description p. 60):** (Unit 8: p. 287) **Echo/Find Words (description p. 42-43):** (Unit 8: p. 281; p. 291), (Unit 9: p. 313; p. 319), (Unit 10: p. 341), (Unit 11: p. 387), (Unit 12: p. 409) **Dictation/Words (description p. 30-31), Dictation/Sentences: (description p. 36-37):** (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 343; p. 345; p. 347; p. 355), (Unit 11: p. 369; p. 377; p. 383; p. 385; p. 389; p. 393), (Unit 12: p. 419; p. 425), (Unit 13: p. 457; p. 461), (Unit 14: p. 485; p. 487; p. 489)

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
L.WF.1.3a	Demonstrate command and use of the conventions of writing: *Write sentences with increasing complexity.*	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 in 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).
L.WF.1.3b	Demonstrate command and use of the conventions of writing: *Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
L.WF.1.3c	Demonstrate command and use of the conventions of writing: *Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.*	Students systematically learn capitalization, punctuation, and appropriate spacing. Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. See **Skills and Procedures Taught in Fundations: Punctuation and Capitalization** (PREFACE 21). During **Sentence Dictation** activities, students interpedently write sentences with attention to capitalization, ending punctuation, and spacing. Students follow a proofreading procedure to check spelling and conventions after writing. See **Proofreading Procedure**, p. 36. **Introduce New Concepts:** (Unit 2: p. 115, p. 119), (Unit 3: p. 147) **Make It Fun – Scrambled Sentences:** (Unit 6: p. 224-225), (Unit 8: p. 277), (Unit 10: p. 355), (Unit 12: p. 408-409), (Unit 13: p. 446-447) **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) Although not scored on the **Unit Test**, teachers check student mastery of skills such as legibility, capitalization, and punctuation to provide additional guidance and practice as needed. **Unit Test:** (Unit 2: p. 125), (Unit 3: p. 151), (Unit 4: p. 177), (Unit 5: p. 193), (Unit 6: p. 229), (Unit 7: p. 265), (Unit 8: p. 293), (Unit 9: p. 321), (Unit 10: p. 357), (Unit 11: p. 395), (Unit 12: p. 433), (Unit 13: p. 471), (Unit 14: p. 499) The **Student Practice Book** provides additional practice independently writing sentences, as referenced by the TM. Also see the **Fundations Level 1 Learning Community** for additional resources, including print awareness / proofreading procedures and additional writing activities.
L.WF.1.3d	Demonstrate command and use of the conventions of writing: *Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.*	

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
L.WF.1.3e	Demonstrate command and use of the conventions of writing: *Use commas in dates and to separate single words in a series.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.WF.1.3f	Demonstrate command and use of the conventions of writing: *Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.WF.1.3g	Demonstrate command and use of the conventions of writing: *Write statements in response to questions, and questions transformed from statements, using conventional word order.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.WF.1.3h	Demonstrate command and use of the conventions of writing: *Elaborate a simple subject or simple*	During Storytime, students answer questions about a text read aloud and retell the story or information. Students are encouraged to use their **My Fundations Journal** to draw and write about the text after answering orally. **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. 228), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9:

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
	predicate, in response to questions who, what, where, when, how, or why.	p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385; p. 395), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 370), (Unit 14: p. 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** and the **Fundations® Readers Level 1** for additional practice with asking and answering questions about key details in text, including sentence starters.
L.WF.1.3i	Demonstrate command and use of the conventions of writing: *Use conjunctions appropriately in sentences (e.g., and, but, so, and because).*	Students independently write sentences and follow a proofreading procedure to check spelling, capitalization, and punctuation during the **Dictation/Sentence** activity. Some sentences include the conjunction *and.* See **Proofreading Procedure**, p. 38. **Dictation/Sentences (description p. 36–37):** (Unit 2: p. 123), (Unit 8: p. 283), (Unit 10: p. 339), (Unit 14: p. 487)

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Additional New Jersey 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. Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012).

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

Language Standards

KNOWLEDGE OF LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.	***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 work both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to weave in vocabulary instruction within the Learning Activities. See **Skills and Procedures Taught in Fundations: Vocabulary**, p. PREFACE 18-19 During **Word of the Day** activity, students use the new vocabulary word in a sentence to indicate the meaning of the word. Teachers model writing and reading the sentence by scooping the sentence into phrases. Students practice reading with prosody (good phrasing and expression) and write the Word of the Day and sentence in 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 13: p. 454; p. 456; p. 466), (Unit 14: p. 485)

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KNOWLEDGE OF LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		During the **Dictation Sentence** Activity, teachers dictate a sentence emphasizing phrasing and expression. Students echo the sentence and independently write it. After writing, students follow a proofreading procedure to fluently read and check writing conventions and spelling. **Dictation/Sentences: (description p. 36-37)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)

VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
L.VL.1.2a	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. *Choose flexibly from an array of strategies to determine the meaning of words and phrases.*	There is a strong relationship between students' vocabulary knowledge and their ability to comprehend what they read (Lepola et al., 2020; Lervåg & Aukrust, 2010). Opportunities to build vocabulary are threaded throughout all levels of Fundations. Throughout each Fundations lesson, teachers weave in vocabulary instruction and talk about word meanings. Students learn to choose flexibly from a variety of strategies to determine the meaning of words, including using sentence-level context, word elements (morphology), and understanding words can have multiple meanings. **Word Talk (description p. 58):** (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p.

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VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
		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) In Level 1, students also study vocabulary explicitly. Students learn a **Word of the Day**, including multiple meaning words, selected to correspond with the word structure being studied. Students enter new words and a sentence into a vocabulary dictionary, which is a 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 13: p. 454; p. 456; p. 466), (Unit 14: p. 485) Students learn about word elements including 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**. Suffix **-ed and -ing** added to unchanging base words is explicitly taught in **Unit 10**. Suffix **-es** is explicitly taught in **Unit 13**. **Introduce New Concepts:** (Unit 6: p. 201; p. 202-203; p. 220), (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 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)
L.VL.1.2b	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.	**Storytime (description p. 60):** (Unit 3: p. 151), (Unit 4: p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 254), (Unit 9: p. 320), (Unit 10: p. 346-347), (Unit 11: p. 384-385), (Unit 12: p. 422-423), (Unit 13: p. 460), (Unit 14: p. 488-489) Also see the Storytime Activities on the **Fundations Learning Community** for additional practice.

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VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	

VOCABULARY ACQUISITION, USE AND INTERPRETATIVE MEANING		
Std. #	**Standard Language**	**Primary Citations**
L.VI.1.3a	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. *Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*	**Storytime (description p. 60):** (Unit 3: p. 151), (Unit 4: p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 254), (Unit 9: p. 320), (Unit 10: p. 346-347), (Unit 11: p. 384-385), (Unit 12: p. 422-423), (Unit 13: p. 460), (Unit 14: p. 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
L.VI.1.3b	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.VI.1.3c	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	**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.

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VOCABULARY ACQUISITION, USE AND INTERPRETATIVE MEANING		
Std. #	**Standard Language**	**Primary Citations**
	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485) **Word Talk (description p. 58):** (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 13: p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)
L.VI.1.3d	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. *Identify real-life connections between words and their use (e.g., note places at home that are cozy).*	**Word of the Day (description p. 56):** (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485) **Word Talk (description p. 58-59):** (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 13: p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)
L.VI.1.3e	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*

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Reading Standards

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

READING		
Std. #	**Standard Language**	**Primary Citations**
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).	**Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 450-451; p. 460), (Unit 14: p. 488-489) Also see the Storytime Activities on the **Fundations Learning Community** and the **Fundations® Readers Level 1** for additional practice with asking and answering questions about key details in text.
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).	**Storytime (description p. 60)**: (Unit 6: p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395), (Unit 12: p. 432-433), and (Unit 13: p. 470). Also see the Storytime Activities on the **Fundations Learning Community** and the **Fundations® Readers Level 1** for additional practice with asking and answering questions about key details in text.
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).	**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: p. 488-489)

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READING		
Std. #	**Standard Language**	**Primary Citations**
		Also see **Fluency Kit 1** Materials and **Fundations® Readers Level 1**.
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).	**Storytime (description p. 60):** (Unit 6: p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395), (Unit 12: p. 432-433), and (Unit 13: p. 470). Also see the Storytime Activities on the **Fundations Learning Community** and **Fundations® Readers Level 1** for additional practice with identifying the main idea and retell key details of text.
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.	**Storytime (description p. 60):** (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 450-451; p. 460), (Unit 14: p. 488-489) Also see the Storytime Activities on the **Fundations Learning Community** and **Fundations® Readers Level 1** for additional practice with describing characters, settings, and major events in a story, using key details.
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.	**Storytime (description p. 60)**: (Unit 6: p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395), (Unit 12: p. 432-433), and (Unit 13: p. 470). Also see the Storytime Activities on the **Fundations Learning Community** for additional practice with describing related information within an informational text
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.	**Storytime (description p. 60):** (Unit 6: p. 218; p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395); (Unit 12: p. 432-433), (Unit 13: p. 470), (Unit 14: p. 498). Also see the Storytime Activities on the **Fundations Learning Community** for additional ways to apply the framework to a wide range of text within a core ELA program.

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READING		
Std. #	**Standard Language**	**Primary Citations**
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.	**Storytime (description p. 60):** (Unit 6: p. 218; p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395); (Unit 12: p. 432-433), (Unit 13: p. 470), (Unit 14: p. 498). Also see the **Storytime Activities** on the **Fundations Learning Community** for additional ways to apply the framework to a wide range of text within a core ELA program.
RL.PP.1.5	Identify who is telling the story at various points in a text.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.	**Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 450-451; p. 460), (Unit 14: p. 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*

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READING		
Std. #	**Standard Language**	**Primary Citations**
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.	**Storytime (description p. 60)**: (Unit 12: p. 432-433), (Unit 13: p. 470)
RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*

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Writing Standards

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

WRITING		
Std. #	**Standard Language**	**Primary Citations**
W.AW.1.1	With prompts and support, write opinion pieces on a topic or texts.	*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.*
W.IW.1.2	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.	**Storytime (description p. 60):** (Unit 12: p. 432-433), (Unit 13: p. 470) Fundations recommends 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. **My Fundations Journal**: (Unit 6: p. 228)
W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.	Fundations recommends 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. **My Fundations Journal**: (Unit 3: p. 151), (Unit 6: p. 219), (Unit 9: p. 311)
W.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.	*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.*

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WRITING		
Std. #	**Standard Language**	**Primary Citations**
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.	Fundations equips students with the fundamental skills necessary to prepare them for more complex learning experiences through inquiry and project-based learning. **Storytime** and other Fundations activities teach students how to ask questions, be curious, and use reading to find answers. **Storytime (description p. 60)**: (Unit 6: p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395), (Unit 12: p. 432-433), and (Unit 13: p. 470). Also see **Connecting Foundational Literacy with Project Based Learning** for sample inquiries using the **Fundations Level 1 Readers**.
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.	*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.*
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.	See the **Storytime Activities** and **Using My Fundations Journal®: Letter Formation and Beyond** on the **Fundations Learning Community** for ways to incorporate discussion, drawing, and writing.

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Speaking and Listening Standards

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.PE.1.1a	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).*	***All*** lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See **Principles of Instruction,** p. PREFACE 11 (Scaffolding Step 3: You Do It Together); **Learning Activity Overview Section,** p. 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: p. 488-489) See the Storytime Activities on the **Fundations Learning Community** for additional practice.
SL.PE.1.1b	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *Build on others' talk in conversations by responding to the comments of others through multiple exchanges.*	
SL.PE.1.1c	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *Ask questions to clear up any confusion about the topics and texts under discussion.*	
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: p. 488-489)

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SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
		Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**Storytime (description p. 60)**: (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: p. 489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: p. 488-489) See the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: p. 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.	**Word of the Day (description p. 56-57)**: (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485) **Word Talk (description p. 58-59)**: (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217, p. 226),

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SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
		(Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 13: p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: p. 488-489)

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WILSON fundations™ | Literacy for All



Fundations® 3e Level 2

Fundations® Level 2 Alignment to New Jersey Student Learning Standards for English Language Arts (2023)

Foundational Skills: Reading Language

PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
L.RF.2.3a	Know and apply grade-level phonics and word analysis skills in decoding words. *Know spelling-sound correspondences for common vowel teams.*	*****Unless otherwise indicated, all pages are from the Teacher's Manual Level 2***** In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. In grade 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). Fundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception). Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following, and are used in the following activities: **Dictation (Dry Erase)**, **Dictation (Composition Book)** and **Dictation (Day 5 Check Up)**, **Drill Sounds/Warm-Up**, **Introduce New Concepts**, **Echo/Find Letters and Words**, **Word of the Day**, **Word Talk**, and **Make It Fun**. Also, see **Unit 10 Introduction** (p. 314), **Unit 11 Introduction** (p. 342), **Unit 12 Introduction** (p. 370), **Unit 13 Introduction** (p. 388), **Unit 14 Introduction** (p. 416) **Unit 15 Introduction** (p. 444), **Unit 16 Introduction** (p. 472). **Introduce New Concepts:** (Unit 10: p. 318-319, p. 321, p. 322, p. 329), (Unit 11: p. 346, p. 349, p. 350, p. 356-357, p. 358), (Unit 12: p. 374, p.377), (Unit 13: p. 392-393, p. 394-395, p. 397, p. 405), (Unit 14: p. 420-421, p.423), (Unit 15: p. 448-449, p. 451), (Unit 16: p. 476, p. 479)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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) **Dictation/Sounds (description p. 28-29)**: **Dictation (Dry Erase/Composition Books/Check-Up)**: (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) **Dictation/Words (description p. 30-35)**: **Dictation (Dry Erase/Composition Books/Check-Up)**: (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) **Dictation/Sentences (description p. 38-39)**: **Dictation (Dry Erase/Composition Books/Check-Up)**: (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483) **Echo/Find Letters (description p. 42-43)**: (Orientation: p. 65), (Unit 10: p. 331) ,(Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461) **Echo/Find Words (description p. 44-49)**: (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431) (Unit 15: p. 461) **Word of the Day (description p. 56-57)**: (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454-455; p. 459; p. 462), (Unit 16: p. 478; p. 480)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Word Talk (description p. 58-59): (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484) **Make It Fun (description p. 60)**: (Unit 10: p. 323; p. 332-333), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407), (Unit 14: p. 424), (Unit 15: p. 462-463) The **Student Practice Book** (e.g., p. 77, p. 88-89) and the **Student Notebook** (e.g., p. 130-131) provide targeted practice for decoding grade level words with long vowels, as referenced by the TM. **Fun Hub Practice** provides students with practicing decoding two syllable words with long vowels, through the activity of **Word Find Fun**, as referenced by the TM. The **Home Support Pack** provides targeted practice pages for decoding two syllable words with long vowels, as referenced by the TM. **Fundations® Fluency Kit 2** (included in the Teacher's Kit) provides student practice with decoding. Also see the **Fundations Readers Teacher's Guide** (p.5). The **Fundations® Readers Level 2** correspond to Fundations' scope and sequence for grade 2. Fundations Readers are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
L.RF.2.3b	Know and apply grade-level phonics and word analysis skills in decoding words. *Decode regularly spelled two-syllable words with long vowels.*	In Fundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, **Introduce New Concepts** p. 176-178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. 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**

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Std. #	**Standard Language**	**Primary Citations**
		activities. Syllable rules, *including but not limited to two-syllable words with long vowel sounds*, are directly addressed in: **Unit 6, 7, 10, 11, 13, 15 Introductions**: (p. 172, p. 202, p. 230, p. 314, p. 342, p. 388, p. 444) **Introduce New Concepts**: (Unit 6: p. 216-217), (Unit 7: p. 240-241), (Unit 8: p. 272-273), (Unit 10: p. 329), (Unit 11: p. 356-357), (Unit 13: 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), (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 6: p. 220-221), (Unit 11: p. 361), (Unit 13: p. 407), (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). 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. 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

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Std. #	**Standard Language**	**Primary Citations**
		and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
L.RF.2.3c	Know and apply grade-level phonics and word analysis skills in decoding words. *Decode words with common prefixes and suffixes.*	Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including **un-, dis-, mis-, non-, trans-, pre-, pro-, re-,** and **de-** and with suffixes, including **-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly,** and **-ty**, beginning in Unit 4 (see **Unit 4 Introduction**: p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (**Resources**: p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: **Introduce New Concepts**, **Word of the Day, Word Talk, Make It Fun,** and **Storytime** activities. **Introduce New Concepts:** (Unit 4: p. 146-148; p. 151; p. 158-159; p. 161), (Unit 5: p. 188-189), (Unit 6: p. 210; p. 218–219), (Unit 7: p. 255), (Unit 13: p. 405) **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.

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		Also, the **Fluency Kit** and the **Home Support Pack** provide targeted practice pages for decoding words with common prefixes and suffixes, as referenced by the TM. Also see the **Fundations Readers Teacher's Guide** (p.5). **Fundations Readers® Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
L.RF.2.3d	Know and apply grade-level phonics and word analysis skills in decoding words. *Identify words with inconsistent but common spelling-sound correspondences.*	Students learn to identify words with inconsistent but common spelling-sound correspondences when they learn both closed and vowel-consonant-e syllable exceptions. **Unit 3 Introduction** (p. 126), **Unit 6 Introduction** (p. 202). Once introduced, these exceptions are included in word resources for all units following, and students must distinguish between regular and inconsistent spelling-sound correspondences in both single and multisyllabic words in the following activities: **Dictation (Dry Erase)**, **Dictation (Composition Book)** and **Dictation (Day 5 Check Up)**, **Introduce New Concepts**, **Echo/Find Words**, **Word of the Day**, **Word Talk**, and **Make It Fun.** **Introduce New Concepts**: (Unit 3: p. 130-131), (Unit 6: p. 219), (Unit 10: p. 321) (Unit 13: p. 394-395) (Unit 15: p. 451) **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)

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		Echo/Find Words (description p. 44-49): (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) **Word of the Day (description p. 56-57)**: (Unit 3: p. 134-135; p. 138) (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 208; p. 214-215; p. 218; p. 220), (Unit 7: p. 236-237; p. 242-243; p. 246; p. 248; p. 257; p. 258-259), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 15: p. 459) **Word Talk (description p. 58-59)**: (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502-503; p. 512) **Make It Fun (description p. 60)**: (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 186-187; p. 193) (Unit 6: p. 214; p. 220-221) (Unit 7: p. 238-239; p. 248-249; p. 259), (Unit 10: p. 323; p. 332-333), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 462-463). **Fun Hub Practice** provides students with practicing decoding grade level words, through the activity of **Word Find Fun**, as referenced by the TM. The **Student Notebook** (e.g., p. 93), and the **Fundations Fluency Kit 2 provide** practice with this standard. The **Fundations Level 2 Home Support Pack** provides targeted practice pages for identifying grade level words, as referenced by the TM. Also see the **Fundations Readers Teacher's Guide** (p. 5). **Fundations Readers Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
L.RF.2.3e	Know and apply grade-level phonics and word analysis skills in decoding 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 the **Teach Trick Words** activity, the teacher shows students the parts of the word that follow the spelling that they have learned

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
	Recognize and read grade-appropriate irregularly spelled words.	and then the part(s) that are "tricky." 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). **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). **Storytime** texts include irregular words that have been previously taught. **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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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		See also the **Fundations Fluency Kit 2** (Unit Words, Trick Words, Phrases), the **Home Support Pack**, and **Student Practice Book,** which provide targeted practice reading phonetically irregular words, as referenced in the TM. **Fun Hub Practice**, provides targeted practice decoding grade level irregular words, through the activity of **Word Find Fun** and reading grade level irregular words, in an activity called **Not So Tricky**, as referenced in the TM.
L.RF.2.3f	Know and apply grade-level phonics and word analysis skills in decoding words. *Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).*	High frequency irregular 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 the activity **Trick Word Practice** students develop automaticity with non-phonetic words using gross motor-memory for both reading and spelling. **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) **Storytime** texts include irregular words that have been previously taught. **Storytime (description p. 60):** (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509). The **Fundations Level 2 Fluency Kit** provides practice in reading high frequency and grade level irregular words with automaticity in isolation and phrases.
L.RF.2.3g	Know and apply grade-level phonics and word analysis skills in decoding words.	In the **Teach Trick Words** activity, the teacher shows students the parts of the word that follow the spelling that they have learned and then the part(s) that are “tricky." See **Fundations® Activity Cue Cards: Trick Words,** p. 535 for an example. **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.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
	Identify the parts of high-frequency words that are regular and the parts that are irregular.	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)

FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
L.RF.2.4a	Read with sufficient accuracy and fluency to support comprehension. *Read grade-level text with purpose and understanding.*	In Fundations®, students have multiple opportunities to develop automatic word recognition while also developing prosody and expression through reading of connected text. Increased emphasis is placed on the importance of accuracy and automaticity of word reading necessary for building fluency. Comprehension remains the ultimate goal as students develop their foundational skills. In addition to fluency-building instruction with Fundations texts, teachers should reinforce fluency skills through grade-level reading as part of core ELA instruction. See **Fluency**, PREFACE 17-18. **Storytime - Part 4: Reading Fluently (description p. 60):** (Unit 2: p. 117), (Unit 4: p. 165), (Unit 5: p. 195), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509) Throughout Storytime, teachers model and explicitly teach strategies that build understanding. Students are equipped with meaningful, transferable strategies, most notably the **Comprehension S.O.S.** strategy, a foundational tool that grows with them, supporting comprehension in increasingly complex reading experiences. The goal of **Comprehension S.O.S**. is to help students develop visualization and metacognitive strategies that support them in replaying and retelling the story. See **Comprehension Strategies**, PREFACE 19-20. **Storytime (Making a Movie / Digging Deeper):** (Unit 2: p. 108; p. 115), (Unit 4: p. 155; p. 163), (Unit 5: p. 183; p. 191), (Unit 6: p. 217), (Unit 7: p. 245), (Unit 9: p. 296; p. 300), (Unit 10: p. 327; p. 328), (Unit

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
		11: p. 351; p. 357), (Unit 12: p. 376), (Unit 13: p. 398; p. 403), (Unit 14: p. 427; p. 432), (Unit 15: p. 457; p. 459), (Unit 17: p. 505; p. 507) To support integration of these strategies to grade-level text, Fundations offers additional resources such as Additional Literacy Activities, Graphic Organizers, and Oral Discussion Prompts on the **Fundations Level 2 Learning Community,** Storytime Activities. Using these materials during direct instruction helps to build strategies which can be applied to other readings and supports all learners to engage with varied text. Fundations provides recommendations for ways to engage with all text types, depending on instructional needs. In the **Fundations Level 2 Learning Community, Expert Tip:** Moving Students Through Different Texts teachers are provided with guidance on how to plan instruction with both controlled and noncontrolled (grade-level) text, depending on students' needs. The **Level 2 Fluency Kit** provides timed exercises for sounds, word, Trick Words, and phrases to develop automaticity, accuracy, and prosody. See **Level 2 Fluency Kit**, p. 1-7 Also see the **Fundations Readers Teacher's Guide**, p. 2-3, p. 10-11, p. 16-17, p. 19-21, p. 22, and p. 30-33. **Fundations Readers Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
L.RF.2.4b	Read with sufficient accuracy and fluency to support comprehension. *Read grade-level text orally with accuracy, appropriate rate, and expression.*	The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as **Trick Word Reading**, **Word of the Day**, and **Storytime**. To develop fluency and rate of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. See **Skills and Procedures Taught in Fundations: Fluency**, p. PREFACE 17-18. The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
		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. 114-115) 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. Fundations provides further guidance by providing recommendations for ways to engage with all text types, depending on student needs. In the **Fundations Level 2 Learning Community**, **Expert Tip:** Moving Students Through Different Texts teachers are provided with guidance on how to

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
		plan instruction with both controlled and noncontrolled (grade-level) text, depending on students' needs.
L.RF.2.4c	Read with sufficient accuracy and fluency to support comprehension. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*	In Level 2 students begin to learn more complex patterns, all the syllable types, and letter-sound combinations, such as glued sounds, exceptions, vowel patterns, and suffixes. They also learn to read multisyllabic words with all syllable types. Students learn to blend sounds to read words using the finger-tapping procedure, a successful routine in the Wilson Reading System®. See **Phonics and Word Study: Instruction for Decoding, Word Recognition, and Spelling,** p. PREFACE 16-17. Teachers model for students how to approach unknown words, and how to make self-corrections during **Storytime**. Students read the same Storytime text multiple times, supporting self-monitoring word recognition and understanding. **Storytime – Part 2: Making a Movie (description p. 60):** (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 217), (Unit 7: p. 245), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p. 351), (Unit 12: p. 376), (Unit 15: p. 457), (Unit 17: p. 505) **Storytime - Part 4: Reading Fluently (description p. 60):** (Unit 2: p. 117), (Unit 4: p. 165), (Unit 5: p. 195), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509) Also see **Supporting Students with Self-Corrections of Errors** on the **Fundations Level 2 Learning Community.**

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Foundational Skills: Writing Language

SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
L.WF.2.1a	Demonstrate command of the conventions of writing. *Write legibly and with sufficient fluency to support composition.*	Fundations Level K and Level 1 teach correct letter formation and automaticity of consistent letter formations in manuscript for all lower- and upper-case letters. Letters are practiced with sky writing and consistent verbalizations. Fundations provides direct and explicit instruction to teach students about size, shape, spacing, slant, and stroke for the formation of lower and uppercase letters. In Level 2, students are held accountable for proper letter formation during dictation to demonstrate mastery with accuracy and fluency in words and sentences. Supplemental learning activities and resources are provided for continued instruction. See **Handwriting, Spelling, and Punctuation: Foundations for Written Composition,** p. PREFACE 20-21 **Echo/Letter Formation (Supplemental)**, p. 50-51 **Skywrite/Letter Formation (Supplemental)**, p. 52-53 **Orientation Introduction,** p. 62-63; **Day 2,** p. 66-67 **Dictation/Sentences (description p. 38-39)**: (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) Although not scored on the **Unit Test**, teachers check student mastery of skills such as legibility, capitalization, and punctuation to provide additional guidance and practice as needed. **Unit Test:** (Unit 1: p. 93-94), (Unit 2: p. 121-122), (Unit 3: p. 139-140), (Unit 4: p. 167-168), (Unit 5: p. 197-198), (Unit 6: p. 225-226), (Unit 7: p. 263-264), (Unit 8: p. 281-282), (Unit 9: p. 309-310), (Unit 10: p. 337-338), (Unit 11: p. 365-366), (Unit 12: p. 383-384), (Unit 13: p. 411-412), (Unit 14: p. 439-440), (Unit 15: p. 467-468), (Unit 16: p. 485-486), (Unit 17: p. 513-514)

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SOUND-LETTER BASICS		
Std. #	**Standard Language**	**Primary Citations**
L.WF.2.1b	Demonstrate command of the conventions of writing. *Write the most common graphemes (letters or letter groups) for each phoneme, for example:* *Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck* *Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.*	In Fundations, reading and spelling are taught in tandem. Students learn to segment and associate letters with sounds to spell rather than memorizing words. For phonemes with multiple spelling options, students follow the **Spelling Options Procedure** (see p. 37). In **Dictation/Sounds** students write all taught graphemes that correspond to a dictated phoneme. This activity supports the development of the alphabetic principle and helps students solidify both sound-symbol correspondence and letter formation. **Introduce New Concepts:** (Unit 1: p. 84), (Unit 6: p. 212), (Unit 9: p. 290-291), (Unit 10: p. 321), (Unit 11: p. 349), (Unit 12: p. 377), (Unit 13: p. 394-395), (Unit 14: p. 423), (Unit 15: p. 451), (Unit 16: p. 479) **Dictation/Sounds (description p. 28-29)**: (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119) (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p.355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Unit Test (Sounds):** (Unit 1: p. 93-94), (Unit 2: p. 121-122), (Unit 3: p. 139-140), (Unit 4: p. 167-168), (Unit 5: p. 197-198), (Unit 6: p. 225-226), (Unit 7: p. 263-264), (Unit 8: p. 281-282), (Unit 9: p. 309-310), (Unit 10: p. 337-338), (Unit 11: p. 365-366), (Unit 12: p. 383-384), (Unit 13: p. 411-412), (Unit 14: p. 439-440), (Unit 15: p. 467-468), (Unit 16: p. 485-486), (Unit 17: p. 513-514)

SPELLING		
Std. #	**Standard Language**	**Primary Citations**
L.WF.2.2ai	Demonstrate command of the conventions of encoding and spelling. *Regular, single-syllable words that include*	In Fundations Level K and Level 1, students learn the letter-keyword-sound for **k**, as well as the digraphs **ch** and **ck.** Students review and apply these concepts to encoding words in Level 2 Unit 1. The **ic** spelling of /ik/ at the end of a multisyllabic word is introduced in Unit 5. Fundations Level 3 explicitly teaches additional position-based patterns including: **-tch**, **-dge**, and **-ge**.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
	position-based patterns (ch, -tch; k, -ck; -ge, -dge).	**Introduce New Concepts:** (Unit 1: p. 75; p. 77; p. 84-85), (Unit 5: p. 182) **Make it Fun:** (Unit 1: p. 87) **Dictation/Words (description p. 30-35):** (Unit 1: p. 87; p. 89; p. 91), (Unit 5: p. 183; p. 185; p. 187; p. 194-195) The sound-spelling pattern **-ge** is introduced in the Trick Words *large* and *change*. **Trick Words (description p. 54-55):** (Unit 7: p. 235; p. 237) **Dictation/Trick Words (description p. 36-37):** (Unit 7: p. 243; p. 249; p. 251) **Dictation/Sentences (description p. 38-39):** (Unit 7: p. 243)
L.WF.2.2aii	Demonstrate command of the conventions of encoding and spelling. *Regular, single-syllable words that include complex consonant blends (scr, str, squ).*	The concept of consonant blends, including three-letter blends and digraph blends, is explicitly taught, beginning in **Unit 1**. See **Unit 1 Introduction**, p. 70. **Introduce New Concepts:** (Unit 1: p. 78-79; p. 83) **Make it Fun:** (Unit 1: p. 82) **Echo/Find Words (description p. 44-49):** (Unit 1: p. 83), (Unit 2: p. 113), (Unit 10: p. 331) **Dictation/Words and Sentences (description p. 30-35, 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), (Unit 4: p. 155; p. 165), (Unit 6: p. 213), (Unit 7: p. 251, (Unit 13: p. 401)
L.WF.2.2aiii	Demonstrate command of the conventions of encoding and spelling. *Regular, single-syllable words that include less common vowel teams for long vowels (ow, oo, au, ou, ue).*	In Fundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). Fundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception). Starting in Unit 10, students learn to read and spell words with vowel teams, including vowel digraphs and diphthongs (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw) in both single-syllable and multisyllabic words. Less common vowel teams for long vowels are taught in Unit 13 and Unit 15. See **Unit 10 Introduction** (p. 314), **Unit 11 Introduction** (p. 342), **Unit 12 Introduction** (p. 370), **Unit 13 Introduction** (p. 388), **Unit 14 Introduction** (p. 416) **Unit 15 Introduction** (p. 444), **Unit 16 Introduction** (p. 472).

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		Introduce New Concepts: (Unit 10: p. 321; p. 322), (Unit 11: p. 349; p. 350), (Unit 13: p. 394-395; p. 397), (Unit 15: p. 451) **Make It Fun:** (Unit 13: p. 401; p. 407) **Dictation (description p. 28-38)**: (Unit 10: p. 323; p. 325; p. 327; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361), (Unit 13: p. 397; p. 399; p. 401; p. 407), (Unit 15: p. 453; p. 457; p. 463; p. 465) **Echo/Find Letters and Words (description p. 44-49)**: (Unit 10: p. 331), (Unit 13: p. 405), (Unit 15: p. 461)
L.WF.2.2aiv	Demonstrate command of the conventions of encoding and spelling. *Regular, single-syllable words that include vowel-r combinations (turn, star, third, four/for).*	R-controlled vowel sounds are taught in Unit 8 (**ar, or**) and Unit 9 (**er, ir, ur**) in both single-syllable and multisyllabic words. Students learn to read and spell these r-controlled syllables in isolation and when combined with other syllable types. See **Unit 8 Introduction** (p. 268) and **Unit 9 Introduction** (p. 286). **Introduce New Concepts:** (Unit 8: p. 275), (Unit 9: p. 290-291) **Make it Fun:** (Unit 9: p. 295) **Dictation/Words (description p. 30-35); Dictation/Sentences (description p. 38-39):** (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 355), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 407), (Unit 14: p. 427; p. 429), (Unit 17: p. 501; p. 511)
L.WF.2.2av	Demonstrate command of the conventions of encoding and spelling. *Regular, single-syllable words that include contractions (we'll; I'm; they've; don't).*	Fundations Level 3 explicitly teaches students to read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made.
L.WF.2.2avi	Demonstrate command of the conventions of encoding and spelling.	Fundations Level 2 introduces the concept of homophones in Unit 10 as part of spelling options for long vowel sounds. Students learn to use a dictionary to determine the correct spelling of a homophone word based on its meaning.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
	Regular, single-syllable words that include homophones (bear, bare; past, passed).	**Introduce New Concepts:** (Unit 10: p. 322), (Unit 11: p. 346), (Unit 13: p. 397) **Make It Fun:** (Unit 10: p. 323) **Dictation/Sentences (description p. 38-39):** (Unit 11: p. 353; p. 361), (Unit 13: p. 399; p. 401; p. 407)
L.WF.2.2avii	Demonstrate command of the conventions of encoding and spelling. *Regular, single-syllable words that include plurals and possessives (its, it's).*	Fundations Level 2 teaches forming plurals with the suffixes **-s** and **-es** in Unit 4 (see **Unit 4 Introduction**, p. 142). When spelling words with suffixes, students will first isolate the base word by saying it and then spelling it before adding the suffix, focusing on how the suffix changes the meaning of the base word. **Introduce New Concepts:** (Unit 4: p. 146-148; p. 151), (Unit 6: p. 210), (Unit 13: p. 405) **Make It Fun:** (Unit 4: p. 163) **Dictation/Sentences (description p. 38-39):** (Unit 4: p. 153), (Unit 5: p. 185; p. 191), (Unit 6: p. 211; p. 213), (Unit 7: p. 249), (Unit 9: p. 293; p. 307), (Unit 11: p. 363), (Unit 12: p. 379), (Unit 14: p. 425; p. 429), (Unit 15: p. 453), (Unit 16: p. 483), (Unit 17: p. 501; p. 503; p. 507) **The Fundations Level 2 Learning Community** provides resources and lessons to address possessive nouns including, Grammar Strategies: Possessive Nouns.
L.WF.2.2bi	Demonstrate command of the conventions of encoding and spelling. *Regular two- and three-syllable words that combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).*	In Fundations, spelling strategies for phonetically regular words including syllable division are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to encode **closed (Unit 5), vowel-consonant-e (Unit 6), open (Unit 7), r-controlled (Units 8-9), vowel teams (Units 10-16),** and **consonant -le (Unit 17)** syllables in multisyllabic words. White Syllable Frames are used to provide a multimodal approach to teaching syllable division for spelling (see Unit 5, Introduce New Concepts p. 181 as an example). Syllable division rules are taught for spelling when multisyllabic words are addressed for each of the syllable types. Students practice encoding words using knowledge of syllable division rules during all activities that include encoding once multisyllabic words are addressed in Unit 5: **Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words** and **Make it Fun**. Multisyllabic words are

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		included in word resources for all units following Unit 5 for all encoding activities. See **Resources:** p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). **Introduce New Concepts:** (Unit 5: p. 181), (Unit 6: p. 216-217), (Unit 7: p. 240-241), (Unit 8: p. 273; p. 275); (Unit 9: p. 301), (Unit 12: p. 377), (Unit 13: p. 394-395), (Unit 17: p. 494-495; p. 497; p. 504) **Dictation/Multisyllabic Words (description p. 32-33)**: (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Dictation/Sentences (description p. 38-39)**: (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Echo/Find Words (description p. 44-49)**: (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461), (Unit 17: p. 509) **Make It Fun (description p. 60):** (Unit 5: p. 186-187), (Unit 6: p. 220-221), (Unit 11: p. 361), (Unit 13: p. 407), (Unit 15: p. 462-463), (Unit 17: p. 499, 508) The **Student Practice Book** provides targeted practice for spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word, as referenced by the TM. **Fun Hub Practice** provides students with practicing spelling words using knowledge of syllable division patterns through the activity of **Build Words with Echo**, as referenced by the TM.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		The **Home Support Pack** provides targeted practice pages for spelling words using knowledge of syllable division patterns, as referenced by the TM.
L.WF.2.2bii	Demonstrate command of the conventions of encoding and spelling. *Regular two- and three-syllable words that are compounds comprising familiar parts (houseboat; yellowtail).*	Starting in Unit 5 the focus changes from sounds to syllables, and students learn to look at words in larger orthographic parts (syllables rather than individual sounds). Students learn how to read and spell multisyllabic words with all six syllable types, including compound words. **Introduce New Concepts:** (Unit 5: p. 176-178), (Unit 6: p. 216-217), (Unit 8: p. 273) **Make It Fun (description p. 60):** (Unit 5: p. 186-187), (Unit 6: p. 220-221) **Dictation (description p. 28-38)** examples include compound words: (Unit 5: p. 183; p. 187), (Unit 6: p. 221), (Unit 7: 251); (Unit 8: p. 277), (Unit 10: p. 333), (Unit 11: p. 363), (Unit 13: p. 408-409), (Unit 14: p. 433), (Unit 15: p. 465) **Echo/Find Words (description p. 44-49)** examples include compound words: (Unit 10: p. 331), (Unit 13: p. 405), (Unit 15: p. 461)
L.WF.2.2biii	Demonstrate command of the conventions of encoding and spelling. *Regular two- and three-syllable words that include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).*	Fundations explicitly teaches spelling of the base word and prefixes/suffixes. Students learn to encode words with prefixes, including **un-, dis-, mis-, non-, trans-, pre-, pro-, re-,** and **de-** and with 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 encoding activities. See **Resources:** p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516). Students practice encoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following encoding activities: **Introduce New Concepts** (Unit 4: p. 146-148; p.151; p. 161), (Unit 5: p. 189), (Unit 7: p. 254) **Dictation (description p. 28-39):** (Unit 4: p. 153; p. 157), (Unit 5: p. 191; p. 194-195), (Unit 6: p. 213; p. 221), (Unit 7: p. 249; p. 261), (Unit 10: p. 333; p. 335), (Unit 11: p. 361; p. 363), (Unit 12: p. 381), (Unit 13: p. 407; p. 408-409), (Unit 14: p. 435), (Unit 16: p. 481; p. 483), (Unit 17: p. 505; p. 507)

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		Echo/Find Words (description p. 44-49) (Unit 7 p. 255), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461), (Unit 17: p. 509) **Make It Fun (description p. 60)** (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 247-248, 259) The **Student Practice Book** provides targeted practice for spelling words with prefixes, including inflectional endings, as referenced by the TM. **Fun Hub Practice** provides students with practicing spelling words with prefixes, including inflectional endings, through the activity of **Build Words with Echo**, as referenced by the TM. **The Home Support Pack** provides targeted practice pages for spelling words with prefixes, including inflectional endings, as referenced by the TM.
L.WF.2.2ci	Demonstrate command of the conventions of encoding and spelling. *Words with suffixes that require consonant doubling (penning, slimmed).*	Fundations Level 2 explicitly teaches spelling of the base word and suffixes with unchanging bases. Students learn to categorize suffixes as vowel suffixes or consonant suffixes. For spelling, students will learn to isolate, say, and spell the base word of a word before adding the suffix. See **Unit 4 Introduction**, p. 142. Categorizing suffixes and isolating base words lays an important foundation for Fundations Level 3 which explicitly teaches suffix spelling rules. Advanced spelling conventions with suffixes that require changes to the base word are introduced and mastered in the Fundations Level 3 curriculum. **Introduce New Concepts** (Unit 4: p. 146-148; p.151; p. 161), (Unit 5: p. 188-189), (Unit 7: p. 255), (Unit 13: p. 405)
L.WF.2.2cii	Demonstrate command of the conventions of encoding and spelling. *Words with suffixes that require dropping silent-e (smiled, paving).*	
L.WF.2.2di	Demonstrate command of the conventions of encoding and spelling. *Most often used words in English: irregular words*	In Fundations, high frequency words are called Trick Words, and these words are not tapped out. Across Levels K and 1, students learned 107 Trick Words for both quick and automatic recognition and for spelling. Combined with students' developing phonetic knowledge, learning these Trick Words will allow students to achieve mastery of the first 200 words on the Fry list and 95% of the first 300 words on the American Heritage Word Frequency Book list by the end of Level 2.

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Std. #	**Standard Language**	**Primary Citations**
	(against, many, enough, does).	During the **Teach Trick Words** activity students are taught to identify part(s) of the Trick Word that are phonetically regular and part(s) that are "tricky." Students practice spelling these words in **Trick Word Practice** and **Dictation/Trick Words**. Trick words that become phonetically regular by the end of Level 3 include: **animal, August, away, breakfast, carry, city, December, eight, goes, great, head, knew, know, large, night, picture, piece, place, ready, right, Saturday, school, special, Thursday, use, used, world.** **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) The **Student Practice Book** provided targeted practice for encoding high frequency words, as referenced by the TM.

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
L.WF.2.2dii	Demonstrate command of the conventions of encoding and spelling. *Most often used words in English: pattern-based words (which, kind, have).*	Phonetically regular pattern-based words, including identified high frequency words, are included in review word and current unit word resources for all units for all encoding activities. Many of the Level K and Level 1 Trick Words become fully decodable in Level 2 and are included in **Dictation/Sentences**. These words include **and, be, by, day, down, each, first, for, good, he, her, how, little, look, may, me, my, now, number, or, over, own, say, see, she, too, try, way, we, when, why, you.** **Dictation/Sentences (description p. 38-39):** (Unit 1: p. 87), (Unit 2: p. 109; p. 111), (Unit 4: p. 165), (Unit 5: p. 183), (Unit 6: p. 213; p. 223), (Unit 7: p. 243; p. 251; p. 253; p. 257), (Unit 8: p. 279), (Unit 9: p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 333; p. 335), (Unit 11: p. 351; p. 363), (Unit 12: p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 437), (Unit 15: p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 507; p. 511) **Resources - Review Words/Current Unit Words:** (Unit 1: p. 95), (Unit 2: p. 123), (Unit 3: p. 141), (Unit 4: p. 169-170), (Unit 5: p. 199), (Unit 6: p. 227-228), (Unit 7: p. 265-266), (Unit 8: p. 283), (Unit 9: p. 311-312), (Unit 10: p. 339-340), (Unit 11: p. 367-368), (Unit 12: p. 385-386), (Unit 13: p. 413-414), (Unit 14: p. 441-442), (Unit 15: p. 469-470), (Unit 16: p. 488), (Unit 17: p. 516) The **Student Practice Book** provided targeted practice for encoding high frequency words, as referenced by the TM.

SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
L.WF.2.3a	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. *With modeling or prompting, separate run-*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.* Fundations builds the foundational skills necessary to write complete sentences using punctuation conventions. See **Punctuation and Capitalization**, PREFACE 21.

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
	on sentences and identify fragments, supplying a subject or predicate as necessary.	Students independently write sentences and follow a proofreading procedure to check spelling, capitalization, and punctuation during activities including **Dictation/Sentence, Word of the Day, and Storytime Optional Writing**. Students write their own complete sentences during the **Word of the Day** and select **Storytime** activities. During the activity **Word of the Day** students learn a "Word of the Day" selected to correspond with the word structure being studied. Students write a sentence containing the Word of the Day in the Vocabulary section in their **Student Notebooks**. **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 - Optional Writing Activity (description p. 60):** (Unit 2: p. 117), (Unit 4: p. 165), (Unit 5: p. 195), (Unit 6: p. 223), (Unit 7: p. 251), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509)
L.WF.2.3b	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. *Capitalize holidays, product names and geographic names.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*
L.WF.2.3c	Demonstrate command and use of the conventions of writing including those	In Level 2, students learn to identify word parts and their meanings, including suffixes that turn words into adjectives. In the activities **Word of the Day** and **Storytime**, students identify and use adjectives to describe.

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
	listed under grade one foundational skills. *Supply adjectives in noun phrases to make them more precise or engaging.*	**Introduce New Concepts:** (Unit 5: p. 188-189), (Unit 7: p. 255) **Word of the Day:** (Unit 6: p. 220), (Unit 11: p. 360), (Unit 13: p. 406) **Storytime:** (Unit 6: p. 223), (Unit 7: p. 245; p. 251), (Unit 9: p. 303)
L.WF.2.3d	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. *Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.*	In Unit 4, students learn how to use suffixes to form regular past and present tense verbs. **Introduce New Concepts:** (Unit 4: p. 146-148; p. 158-159; p. 161), (Unit 5: p. 188-189) **Word of the Day:** (Unit 4: p. 159; p. 160-161), (Unit 9: p. 292), (Unit 13: p. 396) **Make it Fun:** (Unit 4: p. 163), (Unit 13: p. 401)
L.WF.2.3e	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. *Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.*	Fundations builds the foundational skills necessary to write complete sentences using conventions of writing, including punctuation. Students should also have ongoing opportunities to learn and apply these skills in core ELA writing instruction. See **Punctuation and Capitalization**, PREFACE 21. The activity **Dictation/Sentences** includes punctuating abbreviations and items in a list. **Dictation/Sentences (description p. 38-39):** (Unit 14: p. 437), (Unit 15: p. 455), (Unit 17: p. 511) **The Fundations Level 2 Learning Community** provides resources and lessons to address punctuation. See the Expert Tips: Fundations Guided Proofreading Procedures Cue and Bringing Punctuation Instruction Into Fundations Activities: Commas in a Series.
L.WF.2.3f	Demonstrate command and use of the conventions of writing including those	Fundations Level 3 explicitly teaches students to read and spell contractions, reduce two words into a contraction, use apostrophes to form contractions, and identify the words from which a contraction was made.

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
	listed under grade one foundational skills. *Use an apostrophe to form contractions and frequently occurring possessives.*	**The Fundations Level 2 Learning Community** provides resources and lessons to address apostrophes with possessives including, Grammar Strategies: Possessive Nouns
L.WF.2.3g	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. *With assistance, link sentences into a simple, cohesive paragraph with a main idea.*	**Storytime – Optional Writing Activity (description p. 60):** (Unit 2: p. 117), (Unit 4: p. 165), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509)

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Additional New Jersey 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. Encoding skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012).

In addition to the reading and writing foundational skills, Fundations also strongly supports New Jersey Student Learning Standards for English Language Arts in other domains. Students learn through explicit instruction in the following standards.

Language Standards

KNOWLEDGE OF LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.KL.2.1a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. *Use words and phrases acquired through conversations, reading and being read to, and responding to texts.*	**Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 352; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
L.KL.2.1b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. *Compare formal and informal uses of English.*	**Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509) **Dictation**: (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333;

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KNOWLEDGE OF LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)

VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
L.VL.2.2a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. *Use sentence-level context as a clue to the meaning of a word or phrase.*	**Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
L.VL.2.2b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. *Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).*	Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including **un-, dis-, mis-, non-, trans-, pre-, pro-, re-,** and **de-** and with suffixes, including **-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly,** and **-ty**, beginning in Unit 4 (see **Unit 4 Introduction**: p. 142). During **Introduce New Concepts, Word of the Day, Word Talk,** and **Make it Fun** activities in these units, teachers discuss meaning of words with affixes. **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
L.VL.2.2c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	

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VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
	grade 2 reading and content, choosing flexibly from an array of strategies. *Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).*	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)
L.VL.2.2d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. *Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).*	During **Word of the Day**, teachers weave in vocabulary discussion. Once introduced in Unit 5, compound words are included in this activity. **Introduce New Concepts:** (Unit 5: p. 176-178), (Unit 8: p. 273) **Word of the Day (description p. 56-57):** (Unit 5: p. 180; p. 184), (Unit 6: p. 218), (Unit 10: p. 330; p. 334), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 434), (Unit 16: p. 478)
L.VL.2.2e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. *Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.*	Students are encouraged to use their **Student Notebook**. Students add the **Word of the Day** and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and "look words up" as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups. **Word of the Day (description p. 56-57):** (Unit 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;

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VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
		p. 218; p. 220), (Unit 7: p. 236-237; p. 242-243; p. 246; p. 248; p. 257; p. 258-259), (Unit 8: p. 274; p. 278), (Unit 9: p. 292-293; p. 294; p. 302; p. 306-307), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454-455; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510)

VOCABULARY ACQUISITION, USE AND INTERPRETATIVE MEANING		
Std. #	**Standard Language**	**Primary Citations**
L.VI.2.3a	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. *Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).*	**Storytime (description p. 60):** (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509) **Word of the Day (description p. 56-57):** (Unit 1: p. 76; p. 80; p. 85; p. 91), (Unit 2: p. 104; p. 107; p. 114; p. 119), (Unit 3: p. 134-135; p. 138), (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 208; p. 214-215; p. 218; p. 220), (Unit 7: p. 236-237; p. 242-243; p. 246; p. 248; p. 257; p. 258-259), (Unit 8: p. 274; p. 278), (Unit 9: p. 292-293; p. 294; p. 302; p. 306-307), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454-455; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510)
L.VI.2.3b	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*

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VOCABULARY ACQUISITION, USE AND INTERPRETATIVE MEANING		
Std. #	**Standard Language**	**Primary Citations**
	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	
L.VI.2.3c	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. *Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*

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Reading Standards

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

READING		
Std. #	**Standard Language**	**Primary Citations**
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.	Although Fundations® is not a comprehensive core ELA program, it provides instruction that supports this standard through the **Storytime** activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276–277), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509) Also see the Storytime Activities on the **Fundations Learning Community** for additional practice.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.	Although Fundations® is not a comprehensive core ELA program, it provides instruction that supports this standard through the **Storytime** activity, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency:

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READING		
Std. #	**Standard Language**	**Primary Citations**
		Storytime (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 9: p. 295; p. 296; p. 300; p. 303) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .	**Storytime (description p. 60):** (Unit 2: p. 105), (Unit 3: p. 137), (Unit 4: p. 153), (Unit 10: p. 327), (Unit 11: p. 347; p. 357), (Unit 13: p. 393), (Unit 14: p. 425), (Unit 15: p. 453), (Unit 16: p. 477), (Unit 17: p. 500)
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).	**Storytime (description p. 60):** (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 9: p. 295; p. 296; p. 300; p. 303) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.	**Storytime (description p. 60):** (Unit 2: p. 115), (Unit 4: p. 153), (Unit 10: p. 327; p. 328), (Unit 12: p. 376), (Unit 13: p. 393; p. 403), (Unit 14: p. 432), (Unit 15: p. 453; p. 459), (Unit 16: p. 481), (Unit 17: p. 500) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.	**Storytime (description p. 60):** (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276–277), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457;

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READING		
Std. #	**Standard Language**	**Primary Citations**
		p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*
RI.AA.2.7	Describe and identify the logical connections of how reasons support specific points the author makes in a text.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting,*

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READING		
Std. #	**Standard Language**	**Primary Citations**
		Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.
RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*
RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*

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Writing Standards

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

WRITING		
Std. #	**Standard Language**	**Primary Citations**
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or information.	**Storytime (description p. 60)**: (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.	**Storytime (description p. 60)**: (Unit 6: p. 223), (Unit 9: p. 303)
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements.	**Storytime (description p. 60)**: (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509)
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.	Fundations builds the foundational skills necessary to write complete sentences using punctuation conventions. Students should also have ongoing opportunities to learn and apply these skills in core ELA writing instruction. See **Punctuation and Capitalization**, PREFACE 21. In Level 2, students practice writing complete sentences during activities **Dictation/Sentences** and **Word of the Day.** In **Dictation/Sentences** students independently write sentences and follow a proofreading procedure to check spelling, capitalization, and punctuation. See **Proofreading Procedure,** p. 38. In **Word of the Day**, students add a sentence to the Vocabulary section of their **Student Notebooks** to demonstrate the meaning of the word. **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.

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WRITING		
Std. #	**Standard Language**	**Primary Citations**
		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 Fundations Level 2 Learning Community** provides additional resources and lessons to address capitalization and punctuation. See the Expert Tips: Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K-3),
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.	Fundations equips students with the fundamental skills necessary to prepare them for more complex learning experiences through inquiry and project-based learning. **Storytime** and other Fundations activities teach students how to ask questions, be curious, and use reading to find answers. **Storytime - Optional Writing Activity**: (Unit 2: p. 117), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 13: p. 409), (Unit 17: p. 509) Also see Connecting Foundational Literacy with Project Based Learning for sample inquiries using the **Fundations Level 2 Readers**.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.*
W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.	Fundations activities and practice provide opportunities for students to routinely write sentences in the activities **Dictation/Sentences** and **Word of the Day**. The **Storytime – Optional Writing Activity** provides longer writing prompts connected to the Storytime texts. **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.

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WRITING		
Std. #	**Standard Language**	**Primary Citations**
		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) **Word of the Day (description p. 56-57):** (Unit 1: p. 76; p. 80; p. 85; p. 91), (Unit 2: p. 104; p. 107; p. 114; p. 119), (Unit 3: p. 134-135; p. 138), (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 208; p. 214-215; p. 218; p. 220), (Unit 7: p. 236-237; p. 242-243; p. 246; p. 248; p. 257; p. 258-259), (Unit 8: p. 274; p. 278), (Unit 9: p. 292-293; p. 294; p. 302; p. 306-307), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454-455; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) **Storytime – Optional Writing Activity (description p. 60):** (Unit 2: p. 117), (Unit 4: p. 165), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509) The **Student Practice Book** provides task-based and open-ended writing prompts, as referenced by the TM. Also see the **Fundations Level 2 Learning Community** for additional ways to incorporate writing practice, including **Using My Fundations Journal®: Letter Formation and Beyond**.

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Speaking and Listening Standards

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

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.PE.2.1a	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. *Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. **Using Questioning**, p. PREFACE 8 **Principles of Instruction** (Scaffolding Step 3: You Do It Together), p. PREFACE 10-12 **Comprehension Strategies**, p. PREFACE 19-20 **Fundations Level 2 Learning Activities and Skills**, p. PREFACE 22 **Differentiated Instruction**, p. PREFACE 26-28 **Learning Activity Overview Section**, p. 27-60; Also see **Fundations Level 2 Learning Community** Storytime Activities and Questions to Maximize a Fundations Lesson
SL.PE.2.1b	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. *Build on others' talk in conversations by linking their explicit comments to the remarks of others.*	
SL.PE.2.1c	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. *Ask for clarification and further explanation as needed about the topics and texts under discussion.*	
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	The **Storytime** activity requires students to manage discussions and questions about the text in a group setting and specifically works on

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SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
		the skill of recounting or describing key ideas or details from a text read aloud or information presented orally or through other media. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509).
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. **Using Questioning**, p. PREFACE 8 **Principles of Instruction** (Scaffolding Step 3: You Do It Together), p. PREFACE 10-12 **Vocabulary,** p. PREFACE 18-19 **Comprehension Strategies**, p. PREFACE 19-20 Also see **Fundations Level 2 Learning Community** Storytime Activities and Questions to Maximize a Fundations Lesson
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	The **Storytime** activity, which 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.

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SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
		Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509).
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	While audio recordings are not conducted, students do create drawings/visual displays to recount the story and use those to orally retell stories in the **Storytime** activity. **Storytime (description p. 60)**: (Unit 2: p. 108), (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 211), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p 351), (Unit 13: p. 398), (Unit 14: p. 427), (Unit 15: p. 457), (Unit 17: p. 500; p. 505)
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Although Fundations is not a comprehensive core ELA program, this standard is addressed throughout *all* lesson components, as procedures and routines require students to share oral information in complete sentences and clearly. See SL.PE.2.1 and SL.II.2.2 citations above.

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WILSON fundations™ | Literacy for All



Fundations® 3e Level 3

Fundations® Level 3 Alignment to New Jersey Student Learning Standards for English Language Arts (2023)

Foundational Skills: Reading Language

PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
L.RF.3.3a	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. *Identify and know the meaning of the most common prefixes and derivational suffixes.*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 3*** Fundations explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including **con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro,** and **re**, beginning in the Bonus Unit (see **Bonus Unit Introduction**: p. 264). For Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (**Resources**: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: **Introduce New Concepts** and **Make It Fun** activities. **Introduce New Concepts (description p. 70):** (Bonus Unit: p. 269-271; p. 272-273; p. 280-281; p. 282-282; p. 284) **Make It Fun (description p.70):** (Bonus Unit: p. 274; p. 276; p. 283) Fundations explicitly teaches about the base word and both derivational and common Latin suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, **including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, - ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward,** and **-or** beginning in Unit 2 (p. 114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Fundations Level 3
L.RF.3.3b	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. *Decode words with common Latin suffixes.*	

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		(see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292 -319, Unit 9 p. 360-399, Unit 10 p. 400-439, Unit 12 p. 468-496). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all decoding activities. (**Resources**: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p.434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Students practice decoding words with suffixes during activities that include decoding once suffixes are addressed in Unit 2: **Introduce New Concepts**, **Word of the Day**, **Word Talk**, and **Make It Fun** activities. **Introduce New Concepts (description p.70)**: (Unit 2: p. 118-119; p. 120-121; p. 122-123; p. 124-125; p. 126; p. 128-129; p. 130-131; p. 132-133; p. 138-139; p. 140-141) (Unit 4: p. 174-175; p. 178-179; p. 184; p. 188) (Bonus Unit: p. 269; p. 280-281) (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308) (Unit 8: p. 329) (Unit 9: p. 376; p. 384-385; p. 388-389) (Unit 10: p. 426-427) (Unit 12: p. 486-487), (Unit 14: p. 542-543) **Word of the Day (description p. 66-67)**: (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312-313),(Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390-391), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) **Word Talk (description p. 68-69)**: (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. 520), (Unit 14: p. 540; p. 550) **Make It Fun (description p.70):** (Unit 2: p. 126; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit 8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549). The **Student Practice Book** provides targeted practice in identifying the meaning of and use of affixes, as referenced by the TM.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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.
L.RF.3.3c	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. *Decode multisyllable words.*	In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). 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** activities. **Guess Which One (description p. 56-57)**: (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251),(Unit 7: p. 299; p. 309); (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p.427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Introduce New Concepts (description p. 70)**: (Unit 3: p. 160-161), (Unit 4: p. 174-175; p. 178-179; p. 188) (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)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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, as referenced by the TM. **Fun Hub Practice** provides students with decoding practice across varied spelling patterns through the activity **Word Find Fun,** as referenced by the TM. The **Home Support Pack** provides targeted practice pages for multisyllabic word reading, as referenced by the TM.
L.RF.3.3d	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. *Read grade-appropriate irregularly spelled words.*	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called Trick Words in Fundations) are taught as words to be automatically recognized in Fundations Levels K, 1 and 2. By the end of Level 2, Fundations students are prepared to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). See **Skills and Procedures Taught in Fundations®:** High Frequency "Trick Words," p. PREFACE 16. 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.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
L.RF.3.3e	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. *Analyze the parts of high-frequency words that are regular and the parts that are irregular.*	During the **Trick Words** activity (description p. 64-65) trick words are explicitly retaught, focusing students' attention on the parts of the word that follow the regular spelling patterns that they have learned and then the part(s) that are "tricky" or irregular. Meaning is discussed as needed. Recognition is reinforced with **flash cards** to build automaticity. Also see the **Fundations Activity Cue Cards**, p. 578. See **Level 1 Review Trick Words** (p. 593) and **Level 2 Review Trick Words** (p. 594) high frequency word lists. Many of these words are considered phonetically regular by Level 3 because the patterns have been taught, but there are others that remain irregular. During **Dictation/Sentences** students write sentences that include Trick Words. After writing, students follow a proofreading procedure to read and check the spelling of all words, including Trick Words. See **Proofreading Procedure,** p. 42. **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163); (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) The **Level 3 Fluency Readers** are transitional bridge texts designed to help students apply and practice their growing decoding and fluency skills with connected text, progressively reinforcing phonics patterns taught in Fundations Level 3. Each Fluency Reader includes a **Skills & Knowledge Guide** at the beginning of each chapter that provides a list of phonetically regular and irregular words students will read in the text. See the **Fluency Readers Getting Started Guide**, **Words with Unit Concepts** and **Irregular Words**. The **Student Practice Book** provides targeted practice in reading homophones or sound-alike words, many of which are high-frequency words, as referenced in the TM. **Fun Hub Practice** provides students with decoding homophones or sound alike words, many of which are high frequency words through the **Sound Alike Scramble** activity, as referenced in the TM.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		The **Home Support Pack** provides targeted practice pages for decoding homophones or sound alike words, many of which are high frequency words, as referenced in the TM.

FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
L.RF.3.4a	Read with sufficient accuracy and fluency to support comprehension. *Read grade-level text with purpose and understanding.*	With the foundational skills acquired from the cumulative Fundations curriculum, students in Level 3 are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and rate of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. "A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency" (Rasinski, 2006, p.4). In Level K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. See **Skills and Procedures Taught in Fundations: Fluency:** PREFACE 16-17 and **Comprehension Strategies**: PREFACE 18-19 Each Level 3 **Unit Introduction** provides suggestions for grade-appropriate non-controlled text as well as additional Fundations resources to support fluency. Also see **Charting,** p. 585-592 for word lists and passages aligned with Fundations Level 3 Units. **Unit Introduction: Connected Text:** (Unit 1: p. 88), (Unit 2: p. 116), (Unit 3: p. 154), (Unit 4: p. 172), (Unit 5: p. 200), (Unit 6: p. 228), (Bonus Unit: p. 266), (Unit 7: p. 294), (Unit 8: p. 322), (Unit 9: p. 362), (Unit 10: p. 402), (Unit 11: p. 442), (Unit 12: p. 470), (Unit 13: p. 500), (Unit 14: p. 530) The **Level 3 Fluency Readers** are transitional bridge texts designed to help students apply and practice their growing decoding and fluency skills with connected text, progressively reinforcing phonics patterns taught in Fundations Level 3. With these texts, students practice in multiple ways, including echo and chorally reading passages and teachers model prosody by scooping sentences into phrases. See the **Fluency Reader's Getting Started Guide** for how
L.RF.3.4b	Read with sufficient accuracy and fluency to support comprehension. *Read grade-level text orally with accuracy, appropriate rate, and expression.*	
L.RF.3.4c	Read with sufficient accuracy and fluency to support comprehension. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*	

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Std. #	**Standard Language**	**Primary Citations**
		these texts support automaticity, accuracy, prosody, appropriate rate, vocabulary, and reading with understanding and meaning. The **Student Practice Book** also provides opportunities for students to practice fluency and comprehension in connected text in activities such as **Phrase Reading/Unlock the Challenge** and **Adventures of Dev and Tess**, as referenced by the TM. Additional resources and Expert Tips on the **Fundations Learning Community** to provide more opportunities for students to practice fluency including Storytime Practice: Read! Read! Read!; Moving Students Through Different Texts; Supporting Students with Self-Correction of Errors.

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Foundational Skills: Writing Language

SPELLING		
Std. #	**Standard Language**	**Primary Citations**
L.WF.3.2a	Demonstrate command of the conventions of encoding and spelling. *Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).*	Students learn to segment and spell words simultaneously while learning to decode and blend sounds to read whole words. In Level 3, students learn all syllable types for decoding and spelling and other advanced phonics and word study skills, including less common and complex graphemes. When students learn to segment words into individual sounds for spelling, they use the Wilson® finger-tapping procedure to isolate each sound, so it is easier to say or write each letter (or grapheme) associated with the sound. For multisyllabic words, students segment and spell one syllable at a time. (See **Unit 3 Introduce New Concepts**, p. 162-163 for an example) In Fundations Level 2 students learned closed-syllable exceptions including: **ild, ind, old, olt**, and **ost**. These are reviewed in Fundations Level 3 Unit 1. Students learn to spell additional complex graphemes in single-syllable and multisyllabic words throughout Level 3, including vowel digraphs. Once a sound-symbol correspondence is introduced, it is included in **Dictation** activities. **Introduce New Concepts:** (Unit 1: p. 104-105), (Unit 10: p. 406; p. 408-409; p. 424-425) **Make It Fun:** (Unit 1: p. 106-107) **Dictation/Words and Sentences (description p. 34-39, 42-43):** (Unit 1: p. 107), (Unit 2: p. 127; p. 135), (Unit 4: p. 181; p. 191), (Unit 5: p. 219), (Bonus Unit: p. 285), (Unit 7: p. 301; p. 303), (Unit 8: p. 333; p. 337), (Unit 9: p. 371; p. 373), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 429), (Unit 13: p. 517; p. 519), (Unit 14: p. 535; p. 537) Students also review and spell the following Trick Words with complex graphemes during the activity **Dictation/Trick Words:** *bought, brought, thought, laugh.* **Dictation/Trick Words (description p. 40-41):** (Unit 4: p. 189), (Unit 8: p. 339), (Unit 9: p. 373; p. 383), (Unit 10: p. 419; p. 431), (Unit 11: p. 449), (Unit 13: p. 507; p. 511; p. 517; p. 519), (Unit 14: p. 545)

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
L.WF.3.2b	Demonstrate command of the conventions of encoding and spelling. *Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.*	Students are explicitly encouraged and taught to use both print and electronic dictionaries, as well as their **Student Notebooks**, for reference. Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the **Introduce New Concepts** activity. Teachers encourage students to use the **Student Notebook** as a reference tool while writing independently, as well as other reference materials such as Fundations classroom posters, Cursive Writing Desk Strips, etc. See **Engaging Students in Rigorous Work**: PREFACE 8 and **Skills and Procedures Taught in Fundations**: PREFACE 17-18, 20. **Introduce New Concepts**: (Unit 5: p. 214-215; p. 217) **Make It Fun** (Unit 5: p. 218), (Unit 10: p. 412; p. 423), (Unit 13: p. 517), (Unit 14: p. 549). **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) After writing, students follow a proofreading procedure to read and check the spelling of all words, including using digital or print tools. See **Proofreading Procedure,** p. 42. **Dictation/Sentences (description p. 42-43):** (Orientation: p. 81; p. 85), (Unit 1: p. 95; p. 97; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p.

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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)
L.WF.3.2c	Demonstrate command of the conventions of encoding and spelling. *Identify language of word origin, as noted in dictionaries.*	Fundations Level 3 explicitly teaches both dictionary skills and word origins, developing the foundational skills for this standard. In **Unit 5** students learn and practice dictionary skills to help them look up words with spelling options using the Standard Sound Card setup as a guide. Students are explicitly encouraged and taught to use both print and electronic dictionaries for reference. **Introduce New Concepts:** (Unit 5: p. 214-215; p. 216-217), (Unit 10: p. 414-415) **Make It Fun:** (Unit 5: p. 218), (Unit 10: p. 412; p. 423), (Unit 13: p. 517), (Unit 14: p. 549) In the **Bonus Unit**, students are introduced the concept of word origins through Latin roots with closed-syllable roots such as **rupt** (**disrupt**) and **ject** (**subject**). See **Bonus Unit Introduction**, p. 264-266. **Introduce New Concepts:** (Bonus Unit: p. 280-281; p. 282-283; p. 284), (Unit 14: p. 532) **Make It Fun:** (Bonus Unit: p. 283; p. 285; p. 286) Students also enter words and a defining sentence into a vocabulary dictionary and homophones (“Sound Alikes”) dictionary in the **Student Notebook**. They are directed to this as a reference tool when spelling words. See **Activity Cue Cards: Dictation Words**, p. 567 and **Echo/Find Words**, p. 572.
L.WF.3.2d	Demonstrate command of the conventions of encoding and spelling. *Spell singular and plural possessives (teacher’s; teachers’)*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.* In Level 3 students review how to form plurals with the suffixes **-s** and **-es** starting in Unit 2. When spelling words with suffixes, students will first isolate the base word by saying it and then spelling it before adding the suffix, laying an important foundation to understanding how to spell plural possessives. They also

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		learn that some plurals are formed in an unusual or irregular way. See the **Student Notebook Spelling Rules** on p. 38-39 and **Unit 2 Introduction,** p. 114-116. **Introduce New Concepts:** (Unit 2 p. 118-119), (Unit 4: p. 178), (Unit 7: p. 306-307) **Make it Fun:** (Unit 2: p. 126), (Unit 4: p. 181), (Unit 7: p. 311) Students also learn about the concept of possessives through the possessive pronouns *its* and *their* in the **Guess Which One** activity, where they use context in the sentence to determine the correct Sound Alike word to spell. **Guess Which One (description p. 56-57):** (Unit 11: p. 446; p. 456) The **Fundations Learning Community** Expert Tips provide additional opportunities for students to learn about using apostrophes to form possessives.
L.WF.3.2e	Demonstrate command of the conventions of encoding and spelling. *Change y to i (cried) in words with suffixes, when required*	Spelling rules for adding suffixes to changing base words in all six syllable types including changing y to i, are addressed in Fundations Level 3 Unit 7. (see **Unit 7 Introduction**, p. 292-295). Students practice encoding suffixes during the activities **Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words** once the concept has been taught. **Introduce New Concepts (description p. 70):** (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308), (Unit 10: p. 426-427) **Make It Fun (description p. 70):** (Unit 7: p. 311), (Unit 9: p. 392), (Unit 10: p. 431) **Dictation/Words and Sentences (description p. 34-39, 42-43):** (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 373; p. 381; p. 389), (Unit 10: p. 409; p. 419; p. 421; p. 427; p. 429; p. 431), (Unit 11: p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 489), (Unit 13: p. 519), (Unit 14: p. 539; p. 547; p. 549) **Echo/Find Words (description p. 48-53):** (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449), (Unit 13: p. 505) The **Student Practice Book** provides targeted practice in encoding words using knowledge of affixes, as referenced in the TM.

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		Fun Hub Practice provides students with encoding words using knowledge of suffixes through the activity called **Build Words with Echo**, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for encoding words using knowledge of suffixes, as referenced in the TM.
L.WF.3.2fi	Demonstrate command of the conventions of encoding and spelling. *Spell regular two- and three-syllable words that combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.*	In Fundations, spelling strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. Starting in Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. Unit 5 students learn to identify schwa by indicating which vowel has the unexpected sound. White Syllable Frames are used to provide a multimodal approach to teaching syllable division for spelling (see Unit 3, **Introduce New Concepts** p. 162-163 as an example). Syllable division rules are taught for spelling when multisyllabic words are addressed for each of the syllable types. Multisyllabic words and words with schwa are included in word resources for all units following all encoding activities, as the syllable type is introduced. See **Resources:** p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students practice encoding words using knowledge of syllable division rules during all activities that include encoding once multisyllabic words are addressed in Unit 3. **Introduce New Concepts (description p.70):** (Unit 3: p. 162-163) (Unit 4: p. 175; p. 178-179; p. 184-185), (Unit 5: p. 204-205; p. 212), (Unit 6: p.234-235; p.242; p. 252), (Bonus Unit: p. 270-271; p. 272-273; p. 282-283) (Unit 7: p. 296-297; p.298-299; p.308), (Unit 8: p.326; p.328-329; p.346) (Unit 9: p.366-367; p.374-375; p.376; p.386; p. 388-389), (Unit 10: p. 408-409; p. 414-415; p. 416; p. 426-427), (Unit 12: p. 472-473; p.484-485; p.486-487), (Unit 13: p.504; p.515), (Unit 14: p.534-535; p.544-545) **Make It Fun (description p.70):** (Unit 4: p. 181, p.189), (Unit 5: p. 208-209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p.

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		343; p. 351), (Unit 9: p. 372-373; p. 383; p. 392), (Unit 10: p. 412; p. 422-423; p. p. 431), (Unit 12: p. 481; p. 487;, (Unit 13: p. 516-517), (Unit 14: p. 549). Students practice encoding multisyllabic words during the activities **Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words** once the concept has been taught. **Dictation/Words and Sentences (description p. 34-39, 42-43):** (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Echo/Find Words (description p. 48-53):** (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268-269; p. 278-279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 458), (Unit 12: p. 474-475), (Unit 13: p. 505) The **Student Practice Book** provides targeted practice in encoding words using knowledge of syllable division patterns, as referenced in the TM. **Fun Hub Practice** provides students with encoding words using knowledge of syllable division patterns through the activity called **Build Words with Echo**, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for encoding words using knowledge of syllable division patterns, as referenced in the TM.
L.WF.3.2fii	Demonstrate command of the conventions of encoding and spelling. *Spell regular two- and three-syllable words that include*	Fundations explicitly teaches spelling of the base word and prefixes. Students learn to encode words with prefixes including **con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro,** and **re**, beginning in the **Bonus Unit** (see **Bonus Unit Introduction:** p. 264). Words with taught prefixes are included in word resources for use in all encoding activities following the Bonus Unit. See

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	common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.	**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). **Introduce New Concepts (description p. 70):** (Bonus Unit: p. 270-271; p. 272-273; p. 282-283) **Make It Fun (description p.70):** (Bonus Unit: p. 274; p. 276; p. 283) Fundations explicitly teaches spelling of the base word and suffixes. Students learn to encode words with suffixes, including **-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward,** and **-or** beginning in Unit 2 (see Unit 2 p. 114-151). Words with taught suffixes, including words with changing base words and spelling rules, are included in word resources for all units following Unit 2 for all encoding activities. See **Resources**: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Students practice encoding words with suffixes during activities that include encoding once suffixes are addressed in Unit 2. 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). **Introduce New Concepts (description p.70)** (Unit 2: p. 120-121; p. 130-131; p. 132-133; p. 138-139; p. 140-141), (Unit 4: p. 175; p. 178-179; p. 184), (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308), (Unit 8: p. 328-329), (Unit 9: p. 376; p. 386; p. 388-389), (Unit 10: p. 426-427), (Unit 12: p. 486-487), (Unit 14: p. 544-545) **Make It Fun (description p.70):** (Unit 2: p. 126; p. 144) (Unit 4: p. 181; p. 189) (Unit 7: p. 311) (Unit 8: p. 343) (Unit 9: p. 392) (Unit 10: p. 431) Students practice encoding prefixes and suffixes during the activities **Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words** once the concept has been taught. **Dictation/Words and Sentences (description p. 34-39, 42-43):** (Orientation: p. 81; p. 85), (Unit 1: p. 95; p. 97; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p.

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		145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Echo/Find Words (description p. 48-53):** (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 encoding words using knowledge of affixes, as referenced in the TM. **Fun Hub Practice** provides students with encoding words using knowledge of affixes through the activity called **Build Words with Echo**, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for encoding words using knowledge of affixes, as referenced in the TM.
L.WF.3.2g	Demonstrate command of the conventions of encoding and spelling. *Spell common words in English, including regular and irregular forms.*	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Fundations) are taught as words to be automatically recognized in Fundations Levels K, 1 and 2. By the end of Level 2, Fundations students are prepared them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). Many Trick Words become phonetically regular in Level 3 as more advanced sound-symbol patterns are introduced. See **Level 1 Review Trick Words** (p. 593) and **Level 2 Review Trick Words** (p. 594) high frequency word lists, including common regular words in Level 3. In Level 3, those learned Trick Words are practiced encoding during the **Dictation (Dry Erase)**, **Dictation (Composition Book)** and **Dictation (Day 5**

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		Check Up) activities. There is an option for supplemental support with the **Trick Words** activity (description p. 64-65) to reteach words as needed. **Dictations/Sound Alike & Trick Words (description p. 40-41)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163); (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549). In the activity **Guess Which One**, students develop vocabulary and spelling skills with homophones by distinguishing differences in meaning from the context of various sentences. Many of these words are common words in English and include both regular and irregular spellings. **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;

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SPELLING		
Std. #	**Standard Language**	**Primary Citations**
		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) The **Student Practice Book** provides targeted practice encoding sound-alike words, many of which are high-frequency words and targeted practice encoding regularly spelled, pattern-based words, as referenced in the TM. **Fun Hub Practice** provides students with targeted practice encoding homophones or sound alike words, many of which are high frequency words through the **Sound Alike Scramble** activity and targeted practice encoding regularly spelled, pattern-based words, through the activity called **Build Words with Echo**, as referenced in the TM.

SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
L.WF.3.3a	Demonstrate command of the conventions of writing including those listed under grade two foundational skills. *Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.WF.3.3b	Demonstrate command of the conventions of writing including those listed under grade two foundational skills. *Capitalize appropriate words in titles.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
L.WF.3.3c	Demonstrate command of the conventions of writing including those listed under grade two foundational skills. *Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.WF.3.3d	Demonstrate command of the conventions of writing including those listed under grade two foundational skills. *Use common regular and irregular plural forms, writing nouns and verbs that agree in number.*	Fundations student learn to form plurals with **-s** and **-es**, as well as to form irregular plural nouns. **Unit 2 Introduction:** (p. 114-115) **Introduce New Concepts:** (Unit 2 p. 118-119), (Unit 4: p. 178), (Unit 7: p. 306-307) **Word of the Day (description p. 66-67):** (Unit 7: p. 310)
L.WF.3.3e	Demonstrate command of the conventions of writing including those listed under grade two foundational skills. *Use appropriate pronouns with clear referents.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.WF.3.3f	Demonstrate command of the conventions of writing including those listed under grade two foundational skills. *Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and*	Fundations builds the foundational skills necessary to write complete sentences using punctuation conventions. Students should also have ongoing opportunities to learn and apply these skills in core ELA writing instruction. See **Punctuation and Capitalization**, PREFACE 20. In Level 3, students construct simple, compound and complex sentences using vocabulary words and follow a proofreading procedure to check spelling, capitalization, and punctuation. See **Proofreading Procedure,** p. 42. Students practice writing complete sentences during activities that include: **Dictation/Sentences** and **Word of the Day.** In **Word of the Day**, students add a

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
	quotation marks in dialogue, and commas in addresses).	sentence to the Vocabulary section of their **Student Notebooks** to demonstrate the meaning of the word. **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.
L.WF.3.3g	Demonstrate command of the conventions of writing including those listed under grade two foundational skills. *Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.*	Students independently write sentences and follow a proofreading procedure to check spelling, capitalization, and punctuation during the **Dictation/Sentence** activity. Some sentences include *conjunctions* such as *and, but, so.* See **Proofreading Procedure**, p. 38. **Dictation/Sentences (description p. 42-43):** (Unit 2: p. 127), (Unit 9: p. 391), (Unit 10: p. 413), (Unit 11: p. 451)

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SENTENCE COMPOSITION (GRAMMAR, SYNTAX, AND PUNCTUATION)		
Std. #	**Standard Language**	**Primary Citations**
L.WF.3.3h	Demonstrate command of the conventions of writing including those listed under grade two foundational skills. *Paraphrase a main idea or event in order to vary sentence structure and word use.*	Although Fundations® is not a comprehensive ELA program, it does provide instruction to help students build the foundational skills necessary for comprehension. In Levels K, 1, and 2 students learn to use Comprehension S.O.S. during **Storytime** to develop a mental model of the text. As they progress in grades, they retell using paraphrasing and then link content together to create a cohesive understanding of longer passages. The comprehension work in Fundations Levels K, 1, and 2 sets the foundation for students to be able to read increasingly difficult texts they encounter in the later grades. See **Skills and Procedures Taught in Fundations®: Comprehension Strategies,** p. PREFACE 18-19 In Level 3 the **Student Practice Book** provides opportunities for students to read a short story in connected decodable text. After reading, students use a mental model to summarize the main events of the story. **Level 3 Student Practice Book, Adventures of Dev and Tess**: (Unit 1: p. 4), (Unit 2: p. 13), (Unit 4: p. 26), (Unit 6: p. 38), (Bonus Unit: p. 51), (Unit 8: p. 62), (Unit 9: p. 74), (Unit 10: p. 85) The **Level 3 Fluency Readers** are transitional bridge texts designed to help students apply and practice their growing decoding and fluency skills with connected text, progressively reinforcing phonics patterns taught in Fundations Level 3. The final comprehension question in each book requires strategic thinking and written response, including a scaffolded sentence stem. See the **Fluency Reader's Getting Started Guide, Comprehension,** p. 2-3. The **Fundations Level 3 Learning Community** provides additional prompts to respond to text, including **Storytime Activities (2nd and 3rd Edition)**.
L.WF.3.3i	Demonstrate command of the conventions of writing including those listed under grade two foundational skills. *Organize ideas into paragraphs with main ideas and supporting details.*	

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Additional New Jersey Standards Supported by Fundations

In addition to the reading and writing foundational skills, Fundations also strongly supports New Jersey Student Learning Standards for English Language Arts in other domains. Students learn through explicit instruction in the following standards.

Fundations teaches **both reading (decoding) and spelling (encoding)** simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure. Encoding 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).

Language Standards

KNOWLEDGE OF LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.KL.3.1a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. *Acquire and use accurately grade-appropriate 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. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p.

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KNOWLEDGE OF LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		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.
L.KL.3.1b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. *Choose words and phrases for effect.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.KL.3.1c	Use knowledge of language and its conventions when writing, speaking, reading, or listening. *Recognize and observe differences between the conventions of spoken and written English.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*

VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
L.VL.3.2a	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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

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VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
	and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. *Use sentence-level context as a clue to the meaning of a word or phrase.*	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. 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.
L.VL.3.2b	Determine or clarify the meaning of unknown and	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

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VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
	multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. *Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).*	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) **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.
L.VL.3.2c	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. *Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).*	
L.VL.3.2d	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3	Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their **Student Notebooks**. Students learn a "Word of the Day" selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller's list (Beimiller, 2010), so that they not only learn word structure, they learn the meaning of words with

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VOCABULARY ACQUISITION, USE AND LITERAL MEANING		
Std. #	**Standard Language**	**Primary Citations**
	reading and content, choosing flexibly from a range of strategies. *Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.*	higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or "Sound Alike" words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the **Guess Which One** activity in all Units. Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their **Student Notebooks**, for reference. **Introduce New Concepts**: (Unit 5: p. 214-215; p. 217) **Make It Fun** (Unit 5: p. 218) (Unit 10: p. 412; p. 423) (Unit 13: p. 517) (Unit 14: p. 549). Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials such as Fundations classroom posters, Cursive Writing Desk Strips, etc. See **Engaging Students in Rigorous Work**: PREFACE 8 and **Skills and Procedures Taught in Fundations**: PREFACE 17-18, 20. **Guess Which One (description p. 56-57)**: (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Word of the Day (description p. 66-67)**: (Unit 1: p. 94; p. 96; p. 102; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312-313),(Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378-379; p. 380; p. 390-391), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476-477; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548)

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VOCABULARY ACQUISITION, USE AND INTERPRETATIVE MEANING		
Std. #	**Standard Language**	**Primary Citations**
L.VI.3.3a	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. *Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
L.VI.3.3b	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. *Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).*	**Word of the Day (description p. 66-67):** (Unit 1: p. 94; p. 96; p. 102; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312-313),(Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378-379; p. 380; p. 390-391), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476-477; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) **Word Talk (description p. 68-69):** (Unit 1: p. 108), (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. 520), (Unit 14: p. 540; p. 550)
L.VI.3.3c	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. *Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g.,*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*

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VOCABULARY ACQUISITION, USE AND INTERPRETATIVE MEANING		
Std. #	**Standard Language**	**Primary Citations**
	knew, believed, suspected, heard, wondered).	

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Reading Standards

Although Fundations includes aspects of reading comprehension as demonstrated in the New Jersey Foundational Reading and Writing Language standards for Grade 3, it must be combined with more formalized instruction for a comprehensive program that includes vocabulary and comprehension. A wide range of reading experiences with texts that help build background knowledge and vocabulary should be provided. See **Skills and Procedures Taught in Fundations®: Comprehension Strategies,** p. PREFACE 18-19

The **Level 3 Fluency Readers** are transitional bridge texts designed to help students apply and practice their growing decoding skills with connected text. These readers, rooted in the Active View of Reading, follow a Structured Literacy approach, progressively reinforcing phonics patterns taught in Fundations Level 3. The Readers are an essential tool that align to the science of reading, bridging the gap between word-level decoding and fluent reading and comprehension.

Each Fundations Level 3 Unit pairs with a fiction and nonfiction text on the same topic to build knowledge and vocabulary. At the end of each chapter there are a series of comprehension questions. For Chapters 1-3, there are two literal questions and one inferential question with a sentence stem (meant to promote dialogic conversations). At the end of Chapter 4, the structure remains the same with the addition of a strategic thinking question that will include a writing prompt. Fluency Readers should be used in addition to the Fundations Tier 1 lesson. See the **Level 3 Fluency Readers Getting Started Guide**.

Writing Standards

WRITING		
Std. #	**Standard Language**	**Primary Citations**
W.AW.3.1	Write opinion texts to present an idea with reasons and information.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address these standards directly because it is expected that the core ELA program would include this instruction.* The **Level 3 Student Practice Book** provides practice with opinion, informative, and narrative writing prompts in response to texts that apply words and concepts within Fundations Level 3. **The Adventure Continues:** (Unit 1: p. 4), (Unit 4: p. 26), (Unit 8: p. 62), (Unit 9: p. 74), (Unit 10: p. 85), (Unit 13: p. 105), (Unit 14: p. 113) **Unlock the Challenge!:** (Unit 4: p. 28), (Unit 6: p. 45), (Unit 8: p. 69), (Unit 10: p. 89), (Unit 11: p. 96), (Unit 12: p. 103), (Unit 14: p. 117)
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.NW.3.3	Write narratives to develop real or imagined experiences or events with basic story elements.	

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WRITING		
Std. #	**Standard Language**	**Primary Citations**
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Fundations builds the foundational skills necessary to write complete sentences using punctuation conventions. Students should also have ongoing opportunities to learn and apply these skills in core ELA writing instruction. See **Punctuation and Capitalization**, PREFACE 20. In Level 3, students practice writing complete sentences during activities **Dictation/Sentences** and **Word of the Day.** In **Dictation/Sentences** students independently write sentences and follow a proofreading procedure to check spelling, capitalization, and punctuation. See **Proofreading Procedure,** p. 42. In **Word of the Day**, students add a sentence to the Vocabulary section of their **Student Notebooks** to demonstrate the meaning of the word. **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)

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WRITING		
Std. #	**Standard Language**	**Primary Citations**
		Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their **Student Notebooks**, for reference. **Introduce New Concepts**: (Unit 5: p. 214-215; p. 217) **Make It Fun** (Unit 5: p. 218) (Unit 10: p. 412; p. 423) (Unit 13: p. 517) (Unit 14: p. 549).
W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
W.SE.3.6	Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard. The **Fundations Level 3 Fluency Readers** provide opportunities to practice and apply this standard.* The **Level 3 Fluency Readers** are transitional bridge texts designed to help students apply and practice their growing decoding skills with connected text, reinforcing phonics patterns taught in Fundations Level 3. Each Fundations Level 3 Unit pairs a fiction and nonfiction text on the same topic to build knowledge and vocabulary, paired with a final comprehension question that requires strategic thinking and written response. See the **Fluency Readers Teacher Guide,** p. 2-3
W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.	Fundations activities and practice provide opportunities for students to routinely write sentences in the activities **Dictation/Sentences** and **Word of the Day.** **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.

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WRITING		
Std. #	**Standard Language**	**Primary Citations**
		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** provides task-based and open-ended writing prompts, as referenced by the TM. The **Level 3 Fluency Readers** provide a comprehension question at the end each book that requires strategic thinking and written response. See the **Fluency Reader's Getting Started Guide, Comprehension,** p. 2-3. Also see the **Fundations Level 3 Learning Community** for additional ways to incorporate writing practice.

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Speaking and Listening Standards

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

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.PE.3.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. *Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.*	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard. The **Fundations Level 3 Fluency Readers** provide opportunities to apply this standard.* The **Level 3 Fluency Readers** are transitional bridge texts designed to help students apply and practice their growing decoding skills with connected text, reinforcing phonics patterns taught in Fundations Level 3. Each Fundations Level 3 Unit pairs a fiction and nonfiction text on the same topic to build knowledge and vocabulary. Comprehension questions at the end of each chapter provide sentence stems to promote dialogic conversations. See the **Fluency Readers Teacher Guide,** p. 2
SL.PE.3.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. *Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See: **Using Questioning** PREFACE 8

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SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.PE.3.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. *Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.*	**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 **Storytime** on **Fundations Learning Community Level 3.**
SL.PE.3.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. *Explain their own ideas and understanding in light of the discussion.*	
SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional

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SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
		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 **Storytime** on **Fundations Learning Community Level 3**
SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this directly because it is expected that the core ELA program would include instruction in this standard.*
SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	*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

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SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
		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 **Storytime** on **Fundations Learning Community Level 3**

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