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Fundations® 3e Levels K-3

Alignment to

New York State Next Generation

English Language Arts Learning Standards (2017)

WILSON fundations™ | Literacy for All



Fundations® 3e Level K

Fundations® Level K Alignment to New York State Next Generation English Language Arts Learning Standards (2017)

Reading Standards: Foundational Skills

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

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PRINT CONCEPTS		
Std. #	**Standard**	**Primary Citations**
		Word Play – Read Sentences: (Unit 4: p. 316-317, p. 326-327, p. 336-337), (Unit 5: p. 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403) **Word Play (description p. 48):** (Unit 1: p. 110-111); (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **Dictation/Sentences (description p. 28-29)**: Introduce New Concepts (Unit 5: p. 351, p. 379; Dictation Dry Erase p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Make it Fun-Change the Sentence:** (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the **Home Support Packet** (p. 16, 112), **Student Practice Book** (p. 55, 59, 63, 67, etc.), and the **Fundations Readers Level K**, which specifically aligns with the scope and sequence of Fundations. The Readers provide practice in print awareness, following words from left to right, top to bottom, and page by page. (See the **Fundations Readers Teacher's Guide Level K**, p. 20).
RF 1b.	Demonstrate understanding of the organization and basic features of print. *Recognize that spoken words are represented in written language by specific sequences of letters.*	Fundations explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. 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), (Unit 4: p. 302-303), (Unit 5: p. 349) **Word Play-Make Words for Decoding (description p. 48)**: (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228); (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294); (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340); (Unit 5: p. 348; p. 350; p. 352-353; p.

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PRINT CONCEPTS		
Std. #	**Standard**	**Primary Citations**
		358-359; p. 360-361; p. 362-363; p. 368-369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p.289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27): Introduce New Concepts**: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332-333)**; Dictation (Dry Erase):** p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) Additional Make it Fun activities support the skill of students blending spoken phonemes to form one-syllable words. **Make it Fun:** (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 337) Other Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes. **Word Play – Listen for Sounds:** (Unit 3: p. 238-239; p. 248-249; p. 258-259; p. 268-269; p. 278-279; p. 288-289), (Unit 4: p. 324-325) **Make it Fun** (Unit 1: p. 68; p. 78; p. 98-99; p. 129; p. 148-149; p. 158) (Unit 3: p. 243; p. 263; p. 273; p. 293). More activities are provided in the **Home Support Packet** (p. 38, 57, 89, 95) and online **Fundations Learning Community** (See Expert Tips/Ideas section). The **Student Practice Book** provides targeting practice for students in recognizing that spoken words are represented in written language by specific sequences of letters (from p. 3). **Fundations Readers Level K**, which specifically aligns with the scope and sequence of Fundations, provide students with practice in print concepts, recognizing that spoken words are represented in written language by specific sequences of letters. (See the **Fundations Readers Teacher's Guide Level K**, p. 20).

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PRINT CONCEPTS		
Std. #	**Standard**	**Primary Citations**
RF 1c.	Demonstrate understanding of the organization and basic features of print. *Understand that words are separated by spaces in print.*	Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include **Teach Trick Words**; **Trick Word Practice**; **Word-Play-Word Awareness**, **Word Play- Read Sentences** and **Sentence Dictation**; **Dictation/Sentences**, and **Make it Fun-Change the Sentence.** **Teach Trick Words (description p. 44-45)**: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47)**: (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) **Word Play - Word Awareness (description p. 48):** (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111; p. 120-121; p. 130-131; p. 140-141; p. 150-151; p. 160-161; p. 170-171; p. 180-181) **Word Play – Read Sentences (description p. 48)**: (Unit 4: p. 316-317, 326-327, 336-337), (Unit 5: p 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403) During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right **Word Play – Review Sentence Dictation (description p. 48)**: (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **Dictation/Sentences (description p. 28-29)**: **Introduce New Concepts:** (Unit 5: p. 351, p. 379); **Dictation (Dry Erase)**: (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Make it Fun-Change the Sentence**: (Unit 5: p. 355; p. 364-365; p. 375) Recognition that words are separated by spaces in print occurs during the **Storytime** Activity and with **Fundations Readers Level K.** Activities are also provided in the **Home Support Packet** (p. 31), **Student Practice Book** (p. 55, 59, 62, 63, 67, etc.), and the online **Fundations Learning Community** (See Expert Tips/Ideas section)

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

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PRINT CONCEPTS		
Std. #	**Standard**	**Primary Citations**
		317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) **Echo/Letter Formation (description p. 36)**: (Orientation: p. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) **Skywrite/Letter Formation (description p. 40-41)**: (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) **Alphabetical Order (description p. 22-23)**: (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 239; p. 247; p. 257; p. 267; p. 287) **Make it Fun (description p. 48)**: (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 118; p. 129; p. 139; p. 148-149; p. 158; p. 169; p. 178) Additional activities are provided in the **Home Support Packet** (7-15, 17-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online **Fundations Learning Community** (see Expert Tips/Ideas section). The **Student Practice Book** (p. 1-2; p. 4-9; p. 11-17; p. 19-20; p. 22-27; p. 29-33; p. 35-38; p. 41-44; p.46-48; p. 50; p. 52; p. 56; p. 60; p. 65, p. 117) provides targeted practice identifying

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PRINT CONCEPTS		
Std. #	**Standard**	**Primary Citations**
		all uppercase and lowercase letters, as referenced in the TM. In the **Student Notebook**, students practice upper and lowercase letter formation.
RF 1e.	Demonstrate understanding of the organization and basic features of print. *Identify the 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) Additional activities are provided in the **Home Support Packet** (p. 16; p.112).

PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
RF 2a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Recognize and produce spoken rhyming words.*	Instruction emphasizing phonological activities such as rhyming is included in Fundations Levels K during the **Make It Fun** and **Storytime** activities. **Make it Fun (description p. 48)**: (Unit 1: p. 108-109; p. 118; p. 129), (Unit 2: p. 206) **Storytime (description p. 48)**: (Unit 1: p. 112-113; p. 122-123; p. 183). Teachers have access to additional phonological and phonemic awareness resources provided in the **Home Support Packet** (p. 16) and online **Fundations Learning Community** (See Expert Tips/Ideas section).
RF 2b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *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) Teachers have access to additional phonological and phonemic awareness resources provided in **Home Support Packet** (p. 31) and online **Fundations Learning Community** (See Expert Tips/Ideas section).

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
RF 2c.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Blend and segment onsets and rimes of spoken words.*	Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. **Make It Fun (description p. 48)**: (Unit 1: p. 108), (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. 100-101, p. 110-111; p. 120-121, p. 192-193) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237, p. 239) Teachers have access to additional phonological and phonemic awareness resources provided in the **Home Support Packet** (p. 20, 57) and online **Fundations Learning Community** (PLC) (See Expert Tips/Ideas section). Also see the **Student Practice Book**, Junior Word Detective, p. 45, p. 93)
RF 2d.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Blend and segment individual sounds (phonemes) in spoken one-syllable words.*	Phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In Unit 1, instruction focuses on letter-sound correspondences to prepare students for phonemic awareness instruction that begins in Unit 2 through the end of the year. Beginning in Unit 2, students' phonemic awareness is established through the **Word Play-Make Words for Decoding** and **Word-Play-Make Nonsense Words** activities. Finger tapping is used to segment and clarify phonemes before blending them to read the word. This helps to develop a student's awareness about the way phonemes are coarticulated when they are blended. Fundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (NICHD, 2000.) **Introduce New Concepts**: (Unit 2 p. 190-191), (Unit 3: p. 236-237), (Unit 4: p. 302-303), (Unit 5: p. 349) **Word Play-Make Words for Decoding (description p. 48)**: (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228); (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294); (Unit 4: p. 304; p. 306; p.

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PHONOLOGICAL AWARENESS		
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		308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340); (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) **Word Play-Make Nonsense Words**: (Unit 3: p. 242 -243; p. 252-253; p. 262-263; p. 272-273; p. 282-283; p. 292-293; p. 308-309), (Unit 4: p. 318-319, p. 328-329, p. 338-339) (Unit 5: p. 360-361, p. 370-371; p. 380-381; p. 390-391; 400-401) Additional Make it Fun activities support the skill of students blending spoken phonemes to form one-syllable words. **Make it Fun**: (Unit 2: p. 197; p. 216), (Unit 3: p. 253, 283), (Unit 4: p. 327; p. 337) Instruction in Level K ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. **Introduce New Concepts:** (Unit 3: p. 241; p. 277), (Unit 4: p. 307; p. 322–323; p. 332–333) **Echo/Find Words (description p. 34–35):** (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26–27):** (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 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)

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes. **Word Play – Listen for Sounds (description p. 48):** (Unit 3: p. 238–239; p. 248–249; p. 258–259; p. 268–269; p. 278–279; p. 288–289), (Unit 4: p. 324–325) **Make It Fun (description p. 48):** (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) Additional activities are provided in the **Home Support Packet** (p. 38, p. 57, p. 58-61, p. 85-p. 88, p. 89, p. 95) and the online **Fundations Learning Community**.
RF 2e.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Create new words by manipulating the phonemes orally in one-syllable words.*	During **Echo/Change** students orally manipulate phonemes by adding, changing, or deleting phonemes to make new words. During each **Echo Find Words** activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. **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) **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, p. 57, p. 89, p. 95) and the online **Fundations Learning Community**.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
RF 3a.	Know and apply grade-level phonics and word analysis skills in decoding words. *Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.*	Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal manner using engaging materials. **Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun** **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p.114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Drill Sounds (description p. 30-31)**: (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p; 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) **Echo/Find Letters (description p. 32-33):** (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Sounds (description p. 24-25):** Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) **Echo/Letter Formation (description p. 36-37)**: (Orientation: p. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) **Skywrite/Letter Formation (description p. 40-41)**: (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 127; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) **Alphabetical Order (description p. 22-23):** (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) **Make it Fun (description p. 48):** (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 118; p. 129; p. 139; p. 148-149; p. 158; p. 169; p. 178) Additional activities are provided in the 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).

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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. **Fundations Readers Level K**, which specifically align with the scope and sequence of Fundations, provide students with decoding practice. (See the **Fundations Readers Teacher's Guide Level K**).
RF 3b.	Know and apply grade-level phonics and word analysis skills in decoding words. *Decode short vowel sounds with common spellings.*	Kindergarten students not only learn to recognize and name letters (including all short vowel sounds); they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal manner using engaging materials for all short vowel sounds. **Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook.** **Letter-Keyword-Sound (description p. 38):** (Unit 1: p. 84; p. 94; p. 104; p. 124) **Drill Sounds (description p. 30-31)**: (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 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. 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.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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) **Echo/Letter Formation (description p. 36-37):** (Unit 1: 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):** (Unit 1: p. 85; p. 95; p. 105; p. 125), (Unit 2: p. 201; p. 205; p. 210–211; p. 217; p. 222–223) **Student Notebook (description p. 42-43):** (Unit 1: p. 85; p. 95; p. 105; p. 125), (Unit 2: p. 201; p. 205; p. 211; p. 217; p. 223) In Level K, students learn to read and spell CVC words up to three sounds, beginning by blending words that include short vowel sounds. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern with all short vowel sounds. This is practiced daily with the **Word Play-Make Words for Decoding** and **Make it Fun** activities. **Introduce New Concepts:** (Unit 2 p. 190-191) **Word Play – Make Words for Decoding (description p. 48):** (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294) **Make it Fun (description p. 48):** (Unit 2: p. 206) (Unit 5: p. 355) Additional activities are provided in the **Home Support Packet** (p. 58-61, p. 85-88, p. 93, p. 94, p. 96-98, p. 102-104) and the online **Fundations Level K Learning Community**. The **Student Practice Book** provides targeted practice for decoding words with short vowel sounds, as referenced by the TM.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Fundations Readers Level K specifically align with the scope and sequence of Fundations and provide students with practice applying grade-level phonics and word analysis skills in decodable text. (See the **Fundations Level K Readers Teacher's Guide**, p. 5.)
RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. *Decode some regularly spelled one-syllable words.*	In Level K, students identify and fluently produce sounds of consonants (primary), short vowels, and basic digraphs. Students learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants **f, m, n, l, r** and **s.** With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with the **Word Play-Make Words for Decoding** and **Make it Fun** activities. **Introduce New Concepts**: (Unit 2 p. 190-191), (Unit 3: p. 236-37), (Unit 4: p. 302-303), (Unit 5: p. 349) **Word Play (description p. 48)**: (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294), (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340), (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) **Make it Fun:** (Unit 2: p. 206) (Unit 4: p. 306-307; p. 317; p. 355, p, 364-365, p. 375) **Word Play – Read Sentences:** Unit 4: p 316-317, 326-327, 336-337), (Unit 5: p 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403) **Make it Fun- Change the Sentence:** (Unit 5: p. 355; p. 364-365; p. 375) **Storytime:** (Unit 4: p. 331; p. 340)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Additional activities are provided in the **Home Support Packet** (p. 58-61; p. 85-88; p. 93; p. 94; p. 96-98; p. 102-104) and the online **Fundations Learning Community** (see Expert Tips/Ideas section). The **Student Practice Book** (p.39; p. 45; p.49; p.53-55; p.58-59; p. 56; p.61; p. 63; p.67; p.71; p.75-77; p.79; p. 83-87; p. 89; p. 91-93; p. 95-96; p. 98-99; p. 101-105; p. 107-109; p. 111-112; p. 114-115) provides targeted practice using letter-sound relationships to decode VC and CVC words. **Fundations Readers Level K** specifically align with the scope and sequence of Fundations and provide students with practice applying grade-level phonics and word analysis skills in decodable text. (See the **Fundations Level K Readers Teacher's Guide**, p. 5.)
RF 3e.	Know and apply grade-level phonics and word analysis skills in decoding words. *Read common high-frequency words by sight.*	Automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Fundations. Starting in Unit 3, several trick words are introduced and practiced in the **Teach Trick Words** and **Trick Word Practice** activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading and to aid in defining the word when necessary. Words taught as Trick Words in Level K: **the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do; one.** Level K students will be able to ***read*** high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry's first 100 list: **in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.** **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)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Additional activities are provided in the **Home Support Packet** (p. 81-82; p. 91; p. 100-101) and the online **Fundations Learning Community** (see Expert Tips/Ideas section). The **Student Practice Book** (p. 62; p. 69; p.7 3; p. 75: p. 80: p. 90-91; p. 97; p. 100; p. 106-107; p. 113; p. 115) provides targeted practice in identifying and reading high frequency words, as referenced in the TM. **Fundations Readers Level K**, which specifically align with the scope and sequence of Fundations, provide students with practice applying grade-level phonics and word analysis skills in reading common high-frequency words by sight. (See the **Fundations Readers Teacher's Guide Level K**, p. 24-25).

FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
RF 4.	Will engage with emergent level texts and read-alouds to demonstrate comprehension.	Although Fundations® is not a comprehensive core program, Fundations does provide instruction to help students learn how to think actively while reading and to self-monitor their understanding. This instruction includes the development of students' ability to form visual image or construct mental picture from words using a process called Wilson Comprehension S.O.S.™ (see **Comprehension Strategies,** PREFACE 19-20). **Storytime (description p. 48):** (Unit 1: p. 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. 395; p. 405) **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.

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Reading Standards (Literary and Informational Text)

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

KEY IDEAS AND DETAILS		
Std. #	**Standard Language**	**Primary Citations**
R 1.	Develop and answer questions about a text. (RI&RL)	**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:** These two activities are an extension of the Storytime**:** (Unit 5: p. 395; p. 405). The online **Fundations Learning Community** provides a list of Guiding Questions for teachers to support understanding.
R 2.	Retell stories or share key details from a text. (RI&RL)	**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:** These two activities are an extension of the Storytime**:** (Unit 5: p. 395; p. 405).
R 3.	Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93, p. 102-103; p. 143; p. 153; p. 162; p. 172-176), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396) **Make it Fun:** These two activities are an extension of the Storytime**:** (Unit 5: p. 395; p. 405).

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CRAFT AND STRUCTURE		
Std. #	**Standard Language**	**Primary Citations**
R 5.	Identify literary and informational texts. (RI&RL)	**Storytime (description p. 48):** (Unit 3: p. 285; p. 295), (Unit 4: p. 311; p. 321) (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406)
R 6.	Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)	**Storytime (description p. 48):** (Unit 1: p. 112-113; p. 122-123; p. 132-133; p. 162-163; 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:** (Unit 5: p. 385; p. 395; p. 405).

INTEGRATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
R 7.	Describe the relationship between illustrations and the text. (RI&RL)	**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), (Unit 5: p. 376; p. 396) Specifically, **parts III and IV** of the **Echo stories** from the **Storytime** activity support this standard. **Part III -** Part III requires the teacher to perform the story and then as students retell the story, the teacher will illustrate the story with simple pictures on chart paper. Teacher models retelling the story using the illustrations. Students then can retell the story using the pictures. **Storytime**: (Unit 1: p. 92-93; p. 162), (Unit 3: p. 265) **Part IV -** Teacher models retelling the story using the illustrations from previous week and then students retell the story using the pictures. Teachers read the story on large chart paper one sentence at a time and students echo. Sentences are scooped and read in phrases. Then the illustrated story and the printed story are compared and used to tell the story. **Storytime**: (Unit 1: p. 102-103; p. 172-173), (Unit 3: p. 275)
R 8.	Identify specific information to support ideas in a text. (RI&RL)	**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)

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INTEGRATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
R 9.	Make connections between self, text, and the world. (RI&RL)	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. However, **Fundations Readers Level K Teacher's Guide** provide guidance and practice toward this standard.

Writing

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

TEXT TYPES AND PURPOSES		
Std. #	**Standard Language**	**Primary Citations**
W 2.	Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.	**Storytime (description p. 48):** (Unit 1: p. 92-93, p. 102-103, p. 162; p. 172-173) (Unit 3: p. 265, p. 275) Fundations recommend that each student use a **My Fundations Journal** which includes a picture box and writing lines using the Wilson grid. This can be used anytime during the day as it is not part of the standard lesson time. At the beginning of the year, teachers can simply have students draw pictures in it, adding words as the year progresses. Students draw and/or write in their **My Fundations Journal** several times a week. (See p. 93, p. 199, p. 367, p. 376)
W 3.	Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.	
W 4.	Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).	

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Speaking & Listening Standards

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

COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
SL 1a.	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. *Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.*	All Fundations Learning Activity procedures and routines require collaborative conversations following agreed-upon rules for discussion. Each student actively engages in every lesson activity and component and works both independently and collaboratively with classmates to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See **Principles of Instruction** PREFACE 11 (Scaffolding Step 3: You Do It Together); and **Learning Activity Overview** 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 1b.	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. *Participate in conversations through multiple exchanges.*	
SL 2.	Participate in a conversation about features of diverse texts and formats.	During **Storytime**, the Teacher reads aloud narrative and informational texts on the same topic and engages students in conversations about characters, setting and main events or facts they learned. **Storytime (description p. 48):** (Unit 5: p. 356; p. 366–367; p. 376; p. 386–387; p. 396; p. 406) **Fundations Readers Level K Teacher's Guide** provide guidance and practice toward this standard, including discussion questions about the texts. The online **Fundations Learning Community** provides a list of Guiding Questions for teachers to support understanding during Storytime.

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PRESENTATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
SL 4.	Describe familiar people, places, things, and events with detail.	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. The **online Fundations Learning Community** provides a list of Guiding Questions for teachers to support understanding. **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 5.	Create and/or utilize existing visual displays to support descriptions.	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. Specifically, **parts III and IV** of the **Echo stories** from the **Storytime** activity support this standard: **Part III -** Part III requires the teacher to perform the story and then as students retell the story, the teacher will illustrate the story with simple pictures on chart paper. Teacher models retelling the story using the illustrations. Students then can retell the story using the pictures. **Storytime**: (Unit 1: p. 92-93; p. 162) (Unit 3: p. 265) **Part IV -** Teacher models retelling the story using the illustrations from previous week and then students retell the story using the pictures. Teachers read the story on large chart paper one sentence at a time and students echo. Sentences are scooped and read in

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PRESENTATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
		phrases. Then the illustrated story and the printed story are compared and used to tell the story. **Storytime**: (Unit 1: p. 102-103; p. 172-173), (Unit 3: p. 275) **My Fundations Journal**: (Unit 1: p. 163), (Unit 2: p. 199), (Unit 4: p. 340), (Unit 5: p. 367; p. 387; p. 396)
SL 6.	Express thoughts, feelings, and ideas.	**Storytime (description p. 48):** (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 143; p. 153; p. 162-163; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406) **Make It Fun:** (Unit 5: p. 385; p. 395; p. 405)

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Language Standards

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

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

CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std	**Standard Language**	**Primary Citations**
L 1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	Please see detailed sub-standards that follow for how Fundations Level K addresses the Core Convention Skills for Prekindergarten → Grade 2.
• *Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.*		Automatic, fluent handwriting instruction is an integral part of Fundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. The following activities directly teach handwriting: **Echo/Letter Formation**, **Skywrite/Letter Formation**, **Student Notebook.** **Echo/Letter Formation (description p. 36-37)**: (Orientation: p. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 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;

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std	**Standard Language**	**Primary Citations**
		p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303, p. 305) Additional activities are provided in the **Home Support Packet** (p.7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online **Fundations Learning Community** (See Expert Tips/Ideas section).
•	*Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.*	**Dictation/Sentences (description p. 28-29):** (Unit 5: p. 383; p. 389; p. 395; p. 403) **Word Play:** (Unit 5: p. 360-361)
•	*Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).*	**Word Play (description p. 48):** (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 110-111; p. 150-151; p. 160-161; p. 180-181)
•	*Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).*	**Teach Trick Words (description p. 44-45):** (Unit 3: p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47):** (Unit 3: p. 265; p. 275; p. 285; p. 295), Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404)
•	*Produce and expand complete sentences in shared language activities.*	**Storytime (description p. 48):** (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 143; p. 153; p. 162-163; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366; p. 376; p. 386-387; p. 396; p. 406)

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std	**Standard Language**	**Primary Citations**
L 2.	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	Please see detailed sub-standards that follow for how Fundations Level K addresses the Core Punctuation and Spelling Skills for Prekindergarten → Grade 2.
• *Attempt to write symbols or letters to represent words.*		In Fundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the sound-spelling patterns taught for decoding. In Kindergarten this includes VC and CVC spelling patterns. Students learn to segment and associate letters with sounds rather than memorize words. Students write words during encoding instruction in the following activities: **Introduce New Concepts**: (Unit 3: p. 241), (Unit 5: p. 351; p. 379) **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) **Dictation/Words (description p. 26-27)**: (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Dictation/Sentences (description p. 28-29): Dictation (Dry Erase)** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Word Play – Review Sentence Dictation:** (Unit 5: p. 358-359, p. 360-361; p. 368-369; p. 370-371; p. 372-373; p. 380-381) **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303, p. 305)

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std	**Standard Language**	**Primary Citations**
		Additional activities are provided in the **Student Practice Books** (as noted in the Teacher's Manual), **Home Support Packet** (p. 89, p. 95, 106-110) and the online **Fundations Learning Community** (See Expert Tips/Ideas section).
•	*Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).*	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. **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)**: **Teach Word Dictation**: (Unit 3: p. 241); **Dictation (Dry Erase)** p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Introduce New Concepts**: (Unit 5: p. 351; p. 379) **Dictation/Sentences (description p. 28):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Word Play – Review Sentence Dictation** (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the **Student Practice Books** (as noted in the Teacher's Manual), **Home Support Packet** (p. 89, p. 95, 106-110) and the online **Fundations Learning Community** (See Expert Tips/Ideas section)
•	*Write a letter or letters for most consonant and short-vowel sounds (phonemes).*	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. **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std	**Standard Language**	**Primary Citations**
		Dictation/Words (description p. 26-27): Introduce New Concepts: (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Introduce New Concepts**: (Unit 5: p. 351; p. 379) **Dictation/Sentences (description p. 28-29): Dictation (Dry Erase)** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Word Play – Review Sentence Dictation:** (Unit 5: p. 358-359, p. 360-361; p. 368-369; p. 370-371; p. 372-373; p. 380-381) **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the **Student Practice Books** (as noted in the Teacher's Manual), **Home Support Packet** (p. 89, p. 95, 106-110) and the online **Fundations Learning Community** (See Expert Tips/Ideas section).
•	*Consult reference materials as needed to check and correct spellings.*	Each student has a **Student Notebook** that is a resource for letter-keyword-sounds and for the Trick Words. Teachers encourage students to use notebooks as a support tool. (See **Engaging Students in Rigorous Work,** PREFACE 8-9)
•	*Recognize and name end punctuation. → Use end punctuation for sentences.*	The following dictation activities have students writing sentences with attention to punctuation. **Introduce New Concepts**: (Unit 5: p. 351; p. 379) **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Word Play – Review Sentence Dictation** (Unit 5: p. 358-359, p. 360-361; p. 368-369; p. 370-371; p. 372-373; p. 380-381); **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375) The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation.

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

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std	**Standard Language**	**Primary Citations**
		Additional activities are provided in the **Home Support Packet** (p. 89, p. 95, 106-110) and the online **Fundations Learning Community** (See Expert Tips/Ideas section). See **Student Practice Book**, as noted in the teacher's manual (p. 67, p. 73, p. 80, p. 90, etc.)

VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
L 4a.	Explore and discuss word relationships and word meanings. *Identify new meanings for familiar words and apply them accurately (e.g., knowing* duck *is a bird and learning the verb* to duck*).*	While Fundations' focus is on foundational skills, teachers are prompted to develop vocabulary while doing word building activities. See **Vocabulary**, PREFACE 19 and **Skills and Procedures Taught in Fundations,** PREFACE 22. **Echo/Find Words (description p. 34–35):** (Unit 3: p. 249), (Unit 5: p. 349) **Word Play (description p. 48):** (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 (description p. 48):** (Unit 2: p. 206)

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WILSON fundations™ | Literacy for All



Fundations® 3e Level 1

Fundations® Level 1 Alignment to New York State Next Generation English Language Arts Learning Standards (2017)

Reading Standards: Foundational Skills

PRINT CONCEPTS		
Std. #	**Standard**	**Primary Citations**
RF 1a.	Demonstrate understanding of the organization and basic features of print. *Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 1*** Students systematically learn features of a sentence. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. See **Skills and Procedures Taught in Fundations: Punctuation and Capitalization**, PREFACE 21. **Introduce New Concepts: Word Awareness**: (Unit 2: p. 115) During **Teach Trick Words-Reading**, students must recognize the features of the sentence and many conventions of print, including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14. **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) **Make It Fun:** (Unit 6: p. 224-225) During **Sentence Dictation** activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Fundations students practice print concepts with Sentence Dictation in **Dictation Dry Erase**, **Dictation Composition Book**, and **Unit Tests** from Unit 2 – Unit 14. **Dictation/Sentences (description p. 36-37;** Proofreading Procedure**):** (Unit 2: p. 113; p.

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PRINT CONCEPTS		
Std. #	**Standard**	**Primary Citations**
		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) Additional practice in print awareness activities is provided in the **Student Notebook** (see Reference page: Capitalization and Punctuation, p. 212) and with the stories in the **Fluency Kit 1** and the **Fundations® Readers Level 1,** which align specifically with the scope and sequence of Fundations® Level 1.These are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers. The **Student Practice Book** reinforces students' recognition of the distinguishing features of a sentence as they read sentences (p. 14, 17, 21,24, 28, 31, 39, 42, 45, 49, 52, 55, 59, 66, 75, 76, 83, 86, 93, 96, 103, 106, 109, 113). They also practice using a capital letter at the beginning of a sentence and are exposed to different ending punctuation on p. 44, 54, 68, 92.

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
RF 2a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Count, blend and segment single syllable words that include consonant blends*	The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique (See **Skills and Procedures Taught in Fundations** PREFACE 16-17), phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student's awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to blend phonemes in words, including words with initial and/or final consonant blends once taught, are including in the following activities: **Introduce New Concepts, Make it Fun, Word of the Day, Word Play,** and **Word Talk**. Blends are introduced in Level 1, Unit 8 (see **Unit 8 Introduction:** p. 270). **Introduce New Concepts** (Unit 2: p. 106-107; p. 108-109; p. 111), (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284-285), (Unit 9: p. 302-303; p. 312-313), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 366-367; p. 387), (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443; p. 452-453; p. 462) **Word of the Day (description p. 56-57)** (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) **Word 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,

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394) **Word Play (description p. 60)** (Unit 2. p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392) Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the **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 (including words with consonant and digraph blends) segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. **Dictation/Single Syllable Words (description p. 30-31)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) **Echo/Find Words (Single Syllable) (description p. 42-43): (**Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p.345; p.349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		Introduce New Concepts: (Unit 2: p. 108-109; p. 111), (Unit 3: p. 135; p. 144-145; p. 147), (Unit 4: p. 168), (Unit 6: p.202-203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368-369; p. 387) **Make it Fun (description p. 60)** (Unit 2: p: 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p.486- 487; p. 493; p. 495) **Student Practice Book**: (p. 12-16; p. 19-23; p. 26-30; p. 33-35; p. 37-40; p. 43; p. 45; p. 47-50; 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 blending and segmenting phonemes, as referenced in the TM. **Fun Hub Practice** provides students with practice blending and segmenting phonemes through an activity called **Make a Change**, as referenced in the TM. Also see additional phonemic and phonological activities on the **Fundations Learning Community** for additional practice.
RF 2b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.*	During **Echo/Change** students orally manipulate phonemes by adding, changing, or deleting phonemes to make new words. During each **Echo Find Words** activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. **Drill Sounds/Warm Up - Echo/Change (description p. 38-39):** (Unit 1: p. 78; p. 88; p. 98), (Unit 2: p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124), (Unit 3: p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150), (Unit 4: p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176), (Unit 5: p. 184; p. 186; p. 188; p. 190; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 7: p. 238; p. 240; p. 242; p. 244; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264), (Unit 8: p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 352; p. 354; p. 356), (Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p.

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		462; p. 464; p. 466; p. 468; p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486; p. 488; p. 490; p. 492; p. 494; p. 496; p. 498) Also see additional phonemic and phonological activities on the **Fundations Learning Community** for additional practice.
RF 2c.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *Manipulate individual sounds (phonemes) in single -syllable spoken words.*	Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of 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** and **Make It Fun** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. When working with base words with a suffix attached, students must isolate the base word before tapping out the individual phonemes in the base word only. **Dictation/Words (description p. 30-33)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) **Echo/Find Words (description p. 42-45): (**Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Introduce New Concepts:** (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387)

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		Make it Fun (description p. 60) (Unit 2: p: 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495) The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student's awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. When a word is a base word with a suffix, a distinctive suffix card is used to differentiate the suffix from the base word. This serves as another visual clue to students, focusing them in on the decoding of the base word. Students learn to tap and read the base word first, before reading the whole word with the suffix included. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes are including in the following activities: **Introduce New Concepts, Make it Fun, Word of the Day, Word Play,** and **Word Talk**. **Introduce New Concepts** (Unit 2: p. 106-107; p. 108-109; p. 111), (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284-285), (Unit 9: p. 302-303; p. 312; 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),

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PHONOLOGICAL AWARENESS		
Std. #	**Standard Language**	**Primary Citations**
		(Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) **Word Talk (description p. 58-59)** (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394) **Word Play (description p. 60)** (Unit 2. p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392) **Make it Fun (description p. 60)** (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 224-225), (Unit 7: p. 260-261), (Unit 8: p. 277), (Unit 9: p. 309; p. 314-315), (Unit 10: p. 333; p. 342-343; p. 355), (Unit 11: p. 371; p. 381; p. 390-391), (Unit 12: p. 408-409; p. 418-419; p. 428-429), (Unit 13: p. 446-447; p. 457; p. 467) **Student Practice Book**: (p. 37-40; p. 43; p. 45-46; p. 53; p. 55-56; p. 60; p. 70; p. 74-75; p. 77; p. 79-80; p. 87-88; p. 90; p. 101; p. 104-107; p. 109-114) The **Fundations 1 Home Support Pack** provides targeted practice with manipulating phonemes, as referenced in the TM. **Fun Hub Practice** provides students with practice manipulating phonemes through an activity called **Make a Change**, as referenced in the TM. Also see additional phonemic and phonological activities on the **Fundations Learning Community** for additional practice.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
RF 3a.	Know and apply phonics and word analysis skills in decoding words. *Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).*	The concept of digraphs was taught in Level K Fundations and is again explicitly taught in Unit 3. 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.) The concepts of initial and final consonant blends and digraph blends are explicitly taught in Unit 8 and are included in word resources for all units following for all decoding activities (See **Resources** p. 322-323; p. 358-360; p 396-398; p. 4345-436; p. 472-474; 500-502.) **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) **Introduce New Concepts:** (Unit 3: p. 132-133, p. 135, p. 144-145), (Unit 8: p. 274-275, 284-285) **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),

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		(Unit 9: p. 305, p. 309, p. 311, p. 313, p. 315, p. 317, p. 319), (Unit 10: p. 331, p. 335, p. 343, p. 345, p. 347, p. 351, p. 355), (Unit 11: p. 369, p. 377, p. 379, p. 381, p. 383, p. 385, p. 389, p. 391, p. 393), (Unit 12: p. 407, p. 415, p. 419, p. 421, p. 423, p. 425, p. 431), (Unit 13: p. 445, p. 447, p. 449, p. 457, p. 459, p. 461, p. 465, p. 467, p. 469), (Unit 14: p. 487, p. 489, p. 491, p. 493, p. 495) **Word Play (description p. 60):** (Unit 3: p. 134) **Make It Fun (description p. 60):** (Unit 8: p. 287) Students also practice spelling-sound correspondences for common consonant digraphs and blends in these activities: **Student Practice Book:** (p. 19-25, p. 47-50; p. 53; p. 55-57; p. 60-63; p. 66-67; p. 69-75; p. 77; p. 79-80) and **Student Notebook** (Storytime: Unit 3: p. 98-99). **Fun Hub Practice** provides practice applying sound symbol correspondences for digraphs and blends in **Build Words with Echo** and **Word Find Fun,** as referenced in the TM. The **Fundations 1 Home Support Pack** provides targeted practice in applying knowledge of digraphs and blends, as referenced in the TM. **Fundations Fluency Kit 1, Fundations® Readers Level 1,** and **Geodes™ Library 1** align specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
RF 3b.	Know and apply phonics and word analysis skills in decoding words. *Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).*	In Fundations letter/sound correspondences are taught in relation to the syllable type being studied. The v-c-e syllable type is taught in Unit 11. **Introduce New Concepts** (p. 366). The letter sound correspondence is then practiced daily in the **Drill Sounds activity.** **Introduce New Concepts** (Unit 11: p. 366-367, p. 386-389, p. 387) **Drill Sounds/Warm Up (Description p. 38-39)**: Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464, p. 466, p. 468, p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486, p. 488; p. 490; p. 492; p. 494; p. 496; p. 498) **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 11: p. 386; p. 392), (Unit 14: p. 482) Sound mastery is taught in two directions: letter-to-sound and sound-to-letter. The **Echo/Find Letters** activity helps to solidify sound-to-symbol correspondence. Students will add the long-vowel sound in VCe syllable beginning in Unit 11 and onward. **Echo/Find Letters (description p. 40):** (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 424; p. 429), (Unit 13: p. 468-469), (Unit 14: p. 490-491) **Dictation/Sounds (description p. 28):** (Unit 11: p. 369; p. 377; p. 379, p. 381; p. 383, p. 389; p. 391; p. 393) Vowel teams (vowel digraph/diphthong) are introduced in the **Drill Sounds/Warm Up** activity beginning in Unit 9. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. **Drill Sounds/Warm Up (Description p. 38-39)**: (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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) Students also practice decoding VCe syllables and common vowel teams in these activities: **Student Practice Book:** (p. 81-85; p. 87-88; p. 90), and **Student Notebook**: (p. 114-115) **Fun Hub Practice** provides students with practice VCe and common vowel team 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 and common vowel team words, as referenced in the TM. **The Fundations Fluency Kit 1** (e.g., Unit 11, Real Words), **Fundations® Readers Level 1,** and **Geodes™ Library 1** provide additional decoding practice aligned with the Fundations Level 1 scope and sequence. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.
RF 3c.	Know and apply 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.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Fundations activities that include decoding words with these syllable types include: **Introduce New Concepts:** (Unit 2: p. 106-107; p. 108-109; p. 111), (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284-285), (Unit 9: p. 302-303; p. 312; p. 313), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 366-367; p. 387), (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443; p. 452-453; p. 462) **Word of the Day (description p. 56-57):** (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) **Word Talk (description p. 58-59):** (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **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

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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) Students also practice spelling-sound correspondences for common consonant digraphs in these activities: **Student Practice Book**: (p. 12-40; p. 42-50; p. 52-57; p. 59-77; p. 79-88; p. 90) and **Student Notebook** (Storytime: p. 110-111) **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 regularly spelled one-syllable words, as referenced in the TM. **Fundations Fluency Kit 1** (e.g., see Unit 9, Real Words)**, Fundations® Readers Level 1,** and **Geodes™ Library 1** align specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers. The r-controlled vowels and vowel teams are introduced in the **Quick Drill/Warm-Up** activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. R-controlled vowels and vowel teams (vowel digraph/diphthong) are introduced in the **Drill Sounds/Warm Up** activity beginning in Unit 8. Learning those sounds in Level 1

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. **Drill Sounds/Warm Up (Description p. 38-39)**: (Unit 8: p. 276; p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498) Similarly, students in Level 1 are introduced to open syllables in the context of closed syllables but will move on to an in-depth word study of open syllables in Level 2.
RF 3d.	Know and apply phonics and word analysis skills in decoding words. *Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.*	Fundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Fundations Level 1, students first learn to decode closed, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards. In Level 2, students progress to learn all 6 syllable types within multisyllabic words. **Introduce New Concepts** (Unit 9: p. 302-303, p. 312, p. 313) (Unit 11: p 366-367), (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443; p. 452-453; p. 462) **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)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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; p. 432-433), (Unit 13: p. 460), (Unit 14: 488-489) Students also practice applying knowledge of syllable awareness in the **Student Practice Book** (e.g., p. 91, p. 93), **Fundations 1 Home Support Pack** (e.g., p. 95), and the **Student Notebook** (p. 116-117), as referenced in the TM. **Fundations Fluency Kit 1, Fundations Stories Set 1** (included in Teacher's Kit), **Fundations® Readers Level 1,** and **Geodes™ Library 1** also provide students with this practice**. Fundations® Readers Level 1** align specifically with the scope and sequence of Fundations® Level 1. They are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.
RF 3e.	Know and apply phonics and word analysis skills in decoding words. *Decode two-syllable words following basic patterns by breaking the words into syllables.*	Fundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge around vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sounds Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Fundations Level 1, students first learn to decode closed, then they learn the vowel-

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards. **Introduce New Concepts:** (Unit 12: p. 404-405) **Word of the Day (description p. 56-57):** (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) **Word Talk (description p. 58-59):** (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Make it Fun (description p. 60):** (Unit 12: p. 408-409; p. 418-419; p. 428-429), (Unit 13: p. 446-447; p. 457; p. 467) **Word Play (description p. 60):** (Unit 11: p. 386-387; p. 392), (Unit 13: p. 448), (Unit 14: p. 480-481; p. 484; p. 490) **Storytime (description p. 60)**: (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 460), (Unit 14: 488-489) The **Fundations 1 Home Support Pack** (e.g., p. 94), **Student Practice Book** (e.g., p. 101, p. 103), and **Fun Hub Practice** (in Word Find Fun) provide students with practice decoding two-syllable words, as referenced in the TM. Also see the **Fundations Fluency Kit 1, Fundations Stories Set 1** (included in Teacher's Kit), and **Fundations® Readers Level 1**. The Readers align specifically with the scope and sequence of Fundations® Level 1. Fundations teaches word structure cumulatively and thoroughly across the K-3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on. Fundations first teaches a new syllable type in isolation and then combines it with only other syllable types that have already studied. In grade 1, Fundations establishes multisyllabic word work with closed-closed and closed-vce syllable types only. Furthermore, the teaching of the syllable types are more thorough and intentional because Fundations teaches **both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach** which explicitly teaches total word structure, not just phonics. **Encoding (spelling) skills** are

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options.
RF 3f.	Know and apply phonics and word analysis skills in decoding words. *Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)*	Students learn about the base word and suffixes with the suffixes **-s, -es, -ed,** and **-ing** and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix **-s** is explicitly taught in **Unit 6** (p. 196-231) and included in word resources for all units following for all decoding activities. (See **Resources** p. 266-268; p. 294-296; p. 322-323; p 358-360; p 396-398; p. 434-436; p. 472-474; 500-502.) Suffix **-ed** and **-ing** added to unchanging base words is explicitly taught in **Unit 10** (See p. 324-360) and included in word resources for all units following for all decoding activities. (See **Resources** p 396-398; p. 434-436; p. 472-474; 500-502.). Suffix **-es** is explicitly taught in **Unit 13** (See p. 438-474). See **Resources** p. 500-502.) The activities that include decoding words include: **Introduce New Concepts, Word of the Day**, **Word Talk**, **Make it Fun**, **Word Play**, and **Storytime.** **Introduce New Concepts:** (Unit 6: p. 201; p. 220), (Unit 7: p. 256), (Unit 9: p. 312), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 387), (Unit 13: p. 442-443; p. 452-453; p.462) **Word of the Day (description p. 56-57):** (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p 257; p. 260), (Unit 8: p. 290), (Unit 9: p. 315; p. 318), (Unit 10: p. 343; p. 352), (Unit 11: p. 388; p. 393), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 494) **Make it Fun (description p. 60)**: (Unit 6 p. 202; p. 212; p. 224-225), (Unit 7: p. 261-262), (Unit 12: p. 408-409), (Unit 13: p. 457; p. 467) **Word Talk (description p. 58-59):** (Unit 6 p. 206; p. 208; p. 217; p. 226), (Unit 7: p. 242; p. 244; p. 252; p. 262; p. 264), (Unit 11: p. 374; p. 380; p. 394), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Word Play (description p. 60):** (Unit 6: p. 216), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 482-483; p. 484; p. 490)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Storytime (description p. 60:) (Unit 7: p. 245; p. 254; p. 265), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 14: 488-489) Students also practice reading words with inflectional endings in the following activities: The **Student Practice Book**: (p. 37-40; p. 43; p. 45-46; p. 53; p. 55-56; p. 60; p. 70; p. 74-75; p. 77; p. 79-80; p.8 7-88; p. 90; p. 101; p. 104-107; p. 109-114) **Student Notebook** (e.g., p. 104-105) **Fun Hub Practice** provides students with practice decoding words with suffixes through an activity called **Word Find Fun**, as referenced in the TM. The **Home Support Packet 1** (e.g., p. 53) provides targeted practice applying knowledge of reading and spelling words with suffixes, as referenced in the TM. See also the **Fundations Fluency Kit 1**, **Fundations® Readers Level 1**, and **Geodes™ Library 1**, which provide additional decoding practice directly aligned to the Fundations Level 1 scope and sequence. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.
RF 3g.	Know and apply phonics and word analysis skills in decoding words. *Read most common high-frequency words by sight.*	In Fundations, high frequency words with irregular spelling patterns or concepts not yet taught to mastery in the program are called Trick Words. In Level 1, students learn 93 Trick Words for quick and automatic recognition and for spelling. Combined with students' emerging phonetic knowledge, learning these Trick Words will allow students to achieve mastery of the first **100 words** on the Fry list. They will also master 94% of the first 100 words on the American Heritage Word Frequency Book list. (See **Unit 14 Resources** p. 501 for a list of all Trick Words.)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Level 1 students will be able to ***read*** high-frequency words that have regular sound spelling patterns taught in the Level I curriculum; including the following high frequency words from Fry's first 100 list and the American Heritage Word Frequency Book (Caroll, et al., 1971): **and, in; that; it; on; with; at; this; had; but; not; all; when; can; use, an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made** During the **Teach Trick Words – Reading** activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students' attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with **flash cards** during the Trick Words Drill (Drill sounds/Warm UP) and by entering each trick word into the **Student Notebook**. **Teach Trick Words - Reading (description p. 52-53):** (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Students also practice trick words for automaticity by reading flashcards as a **Trick Word Drill** during the **Drill Sounds/Warm Up** activity. **Drill Sounds/Warm Up (Description p. 38-39)**: (Unit 3: p. 134; p. 138; p. 140; p. 150), (Unit 4: p. 158; p. 162; p. 166; p. 168; p. 172; p. 176), (Unit 5: p. 184; p. 188; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 212; p. 216; p. 218; p. 220; p. 224; p. 226; p. 228), (Unit 7: p. 237; p. 238; p. 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308; p. 310; p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468, p. 470), (Unit 14: p. 480; p. 484; p. 486, p. 490; p. 492; p. 494; p. 496; p. 498) **Student Practice Book**: (p. 18, p. 41, p. 44, p. 51, p. 54; p. 58; p. 68; p.78; p. 89; p. 92; p. 96; p. 108)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Student Notebook: (p. 100-101) **Fun Hub Practice** provides targeted practice reading grade level high frequency words, in an activity called **Not So Tricky!**, as referenced in the TM. The **Home Support Pack** (e.g., p. 54) provides targeted practice reading grade-appropriate high frequency words, as reference in the TM. Also see the **Fundations Fluency Kit 1** (e.g., Unit 12, Trick Words), **Fundations® Readers Level 1** (e.g., the Teacher's Guide, p. 5)**, and Geodes™ Library 1,** which provide additional decoding practice specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. In addition, **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
RF 4a.	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension. *Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.*	The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single- word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing. The Storytime activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: 488-489) Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. **Word of the Day (description p. 56)**: (Unit 6: p. 204; p. 210; p. 213; p. 222-223; 224), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) Additionally, phrasing is modeled and practiced during the **Teach Trick Words–Reading** activity, with sentences written on sentence frames. **Teach Trick Words – Reading (description p. 52-53)**: (Unit 2: 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.
RF 4b.	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*	

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
		278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) For student practice, also see the **Student Notebook** (e.g., p. 106), **Student Practice Book** (e.g., p. 103), **Fun Hub Practice**, **Fluency Kit 1** and the **Home Support Pack** (e.g., p. 79), which provide targeted practice reading grade level text, as referenced in the TM. The **Fluency Kit** include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teachers track progress on the Recording Form including reading text orally with expression. The Progress Monitoring Tool also includes oral reading fluency measure. In addition, the **Fundations® Readers Level 1** and **Geodes™ Library 1** align specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. (See the **Fundations Readers Teacher's Guide**, p. 11, p. 15-16). The **Geodes™ Library 1** (distributed by Wilson Language Training) contains a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.

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Reading Standards (Literary and Informational Text)

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

KEY IDEAS AND DETAILS		
Std. #	**Standard Language**	**Primary Citations**
R 1.	Develop and answer questions about key ideas and details in a text. (RI&RL)	**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; p. 228), (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; p. 395), (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; p. 498) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice. Also see the **Storytime Activities** on the **Fundations Learning Community, Fundations® Readers Level 1,** and **Geodes™ Library 1** for additional practice with developing and answering questions about key details in a text.
R 2.	Identify a main topic or central idea in a text and retell important details. (RI&RL)	**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; p. 228), (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; p. 395), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489). Also see **Fluency Kit 1 Materials**, **Fundations® Readers Level 1**, **GeodesTM Library 1**, and the **Storytime Activities** on the **Fundations Learning Community** for additional practice with identifying retelling important details or identifying a main topic in a text.

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KEY IDEAS AND DETAILS		
Std. #	**Standard Language**	**Primary Citations**
R 3.	Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)	**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; p. 228), (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; p. 395), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community, Fundations® Readers Level 1,** and **Geodes™ Library 1** for additional practice with describing characters, settings, and major events in a story, or pieces of information from a text.

CRAFT AND STRUCTURE		
Std. #	**Standard Language**	**Primary Citations**
R 4.	Identify specific words that express feelings and senses. (RI&RL)	**Storytime (description p. 60):** (Unit 3: p. 151), (Unit 4: p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 254), (Unit 9: p. 320), (Unit 10: p. 346-347), (Unit 11: p. 384-385), (Unit 12: p. 422-423), (Unit 13: p. 460), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
R 5.	Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)	Starting in Units 6, students learn to distinguish the characteristics of informational vs narrative text. **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**, **Fundations Readers Teacher's Guide**, and **Inside Geodes Teacher Resource** and **Geodes books** for additional practice.

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INTEGRATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
R 7.	Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)	**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. 218-219), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 450-451; p. 460), (Unit 14: 488-489). Also see the **Storytime Activities** on the **Fundations Learning Community**, **Fundations Readers Teacher's Guide**, and **Inside Geodes Teacher Resource** and **Geodes books** for additional practice.
R 8.	Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)	**Storytime (description p. 60)**: (Unit 12: p. 432-433), (Unit 13: p. 470)
R 9.	Make connections between self and text (texts and other people/ world). (RI&RL)	**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)

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Writing Standards

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

TEXT TYPES AND PURPOSES		
Std. #	**Standard Language**	**Primary Citations**
W 2.	Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.	**Storytime (description p. 60):** (Unit 12: p. 432–433), (Unit 13: p. 470) Fundations recommend that each student use a **My Fundations Journal** which includes a picture box and writing lines using the Wilson grid. This can be used anytime during the day as it is not part of the standard lesson time. At the beginning of the year, teachers can simply have students draw pictures in it, adding words as the year progresses. Students draw and/or write in their **My Fundations Journal** several times a week. See (Unit 3: p. 151), (Unit 6: p. 218–219; p. 228), (Unit 9: p. 310–311)
W 3.	Write narratives which recount real or imagined experiences or events or a short sequence of events.	

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Speaking & Listening Standards

Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. Speaking and Listening standards should be fully addressed in a core ELA program. Fundations supports the standards with the following activities: **Storytime, Word of the Day,** and **Word Talk.**

COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
SL 1a.	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). *Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.*	***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 P**rinciples of Instruction** PREFACE 11 (Scaffolding Step 3: You Do It Together); Learning **Activity Overview Section** pages 25-60, and **Storytime**. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL 1b.	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). *Build on others' talk in conversations by responding to the comments of others through multiple exchanges.*	
SL 1c.	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). *Ask questions to clear up any confusion about topics and texts under discussion.*	
SL 2.	Develop and answer questions about key details in diverse texts and formats.	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

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COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
		understanding. Starting in Unit 2, students learn to retell a narrative story in sequence and detail. In Unit 3, picture notes and visualization are introduced to enhance understanding and retelling, and students begin to answer questions about how characters are feeling and make connections between themselves and the text. In Unit 4, students learn to identify character, setting, and main events in narrative stories. In Units 6 and 7, students learn to distinguish the characteristics of informational vs narrative text. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL 3.	Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.	**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.

PRESENTATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
SL 4.	Describe familiar people, places, things, and events with relevant details expressing ideas clearly.	**Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489)

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PRESENTATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
		See the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL 5.	Create or utilize existing visual displays to support descriptions 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; p. 228), (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; p. 395), (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) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL 6.	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.	**Word of the Day (description p. 56-57)**: (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485) **Word Talk (description p. 58-59)**: (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 13: p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489)

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Language Standards

Although Fundations® is not a comprehensive program, it does provide instruction in the Language Standards, particularly the Conventions of Academic English and Vocabulary Acquisition. Fundations teaches punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling. Fundations does provide vocabulary instruction in the **Word of the Day**, **Word Talk**, and **Make it Fun** activities. Throughout the lessons, teachers weave in vocabulary instruction and talk about word meanings.

CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
L 1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	Please see detailed sub-standards that follow for how Fundations Level 1 addresses the Core Convention Skills for Prekindergarten → Grade 2.
• *Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.*		Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. **Sky Write/Letter Formation (description p. 50-51)**: (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96) Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. **Echo/Letter Formation (description p. 46-47)**: (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115) Students are held accountable for legible handwriting in all dictation activities and on the Unit Tests. **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;

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
		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) **A note on upper case letter formations**: Fundations students are explicitly taught the letter formations of all 26 letters, upper- and lowercase, in Level K. Given the systematic and cumulative nature of Fundations, and the expectation that the program is implemented across grades, skills were well established in Kindergarten. The lower-case letters are reviewed in Level 1; the uppercase letters are not retaught unless it is needed. The Level 1 Teacher's Manual (PREFACE 20) includes an explicit note about the potential need to review or teach uppercase letters in Level 1, depending on the background of the students. The Level 1 Manual includes explicit instructions to teach letter formation (**Echo/Letter Formation** . 46-47, **Sky Write/Letter Formation** p. 50-51), and the Level 1 Teacher's Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see **Formation Guides**). **Student Practice Book**: Student have additional practice with lowercase letters (p. 3-6, 9-11) and practice writing both uppercase and lowercase letters through the activities in the book. The **Fundations 1 Home Support Pack** provides targeted practice of letter formation, as referenced in the TM.
•	*Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).*	Students learn about the base word and suffix **-s** and how this inflectional ending changes the meaning of the base word. A yellow Suffix Frame is used to provide a multimodal tool to teach suffixes. The concept of suffix **-s** is explicitly taught in **Unit 6** and is included in word resources for all units following for all decoding activities. (See **Resources** p. 266-268; p. 294-296; p. 322-323; p 358-360; p 396-398; p. 434-436; p. 472-474; 500-502.) The activities that include decoding words include: **Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities.** Also, the **Fundations Fluency Kit 1, and Fundations Stories Set 1** (included in Teacher's Kit), the **Fundations Readers Level 1**, containing 24 titles, and the **Geodes® Level 1 Classroom Library**, with 64 titles--both text sets explicitly corresponding to Fundations' scope and sequence for grade 1.

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
• *Use verbs → Use verbs to convey a sense of past, present, and future.*		**Introduce New Concepts**: (Unit 10: p. 348-349), (Unit 11: p. 387), (Unit 13: p. 442-443; p. 445) **Word of the Day (description p. 56-57)**: (Unit 10: p. 349; p. 352)
L 2.	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	Please see detailed sub-standards that follow for how Fundations Level 1 addresses the Core Punctuation and Spelling Skills for Prekindergarten → Grade 2.
• *Attempt to write symbols or letters to represent words.*		In Fundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 1, students learn to encode closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. Students learn to segment and associate letters with sounds rather than memorize words. Students write words during encoding instruction in the following activities: **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) **Make it Fun (description p. 60):** (Unit 4: p. 173), (Unit 14: p. 486-487; p. 493; p. 495)
• *Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically,*		Fundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
	drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).	**Dictation (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35), Dictation/Sentences: (description p. 36-37)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) **Make it Fun (description p. 60)**: (Unit 2: p: 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 486-487; p. 493; p. 495) **Echo/Find Words (description p. 42-45)**: (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) The **Fundations 1 Home Support Pack** and **Student Practice Book** provide targeted practice spelling grade-appropriate words, as referenced in the TM. **Fun Hub Practice** provides students with practice spelling words with sound symbol patterns through an activity called **Build Words with Echo**, as referenced in the TM.
•	*Write a letter or letters for most consonant and short-vowel sounds (phonemes).*	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. Grades 1 and 2 teachers have all materials and instructions to reteach and review these as needed. Throughout the Level 1 curriculum, legibility is highly valued. Students use gross-motor memory to learn letter formation following teacher verbalizations. The **Sky Write/Letter Formation** activity helps students make a multimodal association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation.

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
		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). Students develop correct pencil grip and letter formation procedures with guidance. The **Echo/Letter Formation** activity also reinforces sound-symbol correspondence. **Echo/Letter Formation (description p. 46-47)**: (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115) Students are held accountable for legible handwriting in *all* dictation activities. **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)
	• *Consult reference materials as needed to check and correct spellings.*	Each student has a **Student Notebook** that is a resource for reference of taught skills including letter-keyword-sounds, Trick Words, etc. Teachers encourage students to use notebooks as a support tool. See **Engaging Students in Rigorous Work**, PREFACE 9.
	• *Recognize and name end punctuation.* → *Use end punctuation for sentences.*	Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. The Dictation Activity requires students to write sentences with attention to punctuation. **Dictation/Sentences (description p. 36-37)**: (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289: p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311, p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351: p. 355), (Unit 11: p. 369; p.

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
		377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449: p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495). The **Teach Trick Words - Reading Activity** also reinforces the key elements of sentence structure such as capitalization and punctuation. The punctuation squares that are part of the Sentence and Syllable Frames are used to explicitly teach about end punctuation. **Teach Trick Words - Reading (description p. 52-53):** (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) The **Fundations 1 Home Support Pack** provides targeted practice with capitalization, punctuation, and spelling, as referenced in the TM.
•	*Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.*	Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The Dictation (Composition Book) Activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization. **Dictation/Sentences: (description p. 36-37):** (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289: p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311, p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351: p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449: p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
		The **Teach Trick Words - Reading** Activity also reinforces the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. **Teach Trick Words - Reading (description p. 52-53):** (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Students practice writing names with uppercase letters in the **Student Practice Book** (p. 20, p. 28). The **Fundations 1 Home Support Pack** provides targeted practice with capitalization, punctuation, and spelling, as referenced in the TM.

VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
L 4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. *Use sentence-level context as a clue to the meaning of a word or phrase.*	Students enter new words and a sentence into a vocabulary dictionary, which is a section in their **Student Notebooks**. **Word of the Day (description p. 56-57):** (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485)
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words	Students learn about the base word and suffixes with the suffixes **-s, -es, -ed,** and **-ing** and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multimodal tool to teach suffixes. The concept of suffix -s is

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
	and phrases, choosing flexibly from an array of strategies. *Use frequently occurring affixes as a clue to the meaning of a word.*	explicitly taught in **Unit 6** and are included in word resources for all units following for all decoding activities. (See **Resources** p. 266-268; p. 294-296; p. 322-323; p 358-360; p 396-398; p. 434-436; p. 472-474; 500-502.) Suffix **-ed and -ing** added to unchanging base words is explicitly taught in **Unit 10** and are included in word resources for all units following for all decoding activities (See **Resources** p. 396-398; p. 434-436; p. 472-474; 500-502.) Suffix **-es** is explicitly taught in **Unit 13** (See **Resources** p. 500-502.) The activities that include decoding words include: **Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities.** **Introduce New Concepts:** (Unit 10: p. 348-349), (Unit 11: p. 387), (Unit 13: p. 442-443; p. 445; p. 452-453; p. 455; p. 462; p. 465) **Word of the Day (description p. 56-57):** (Unit 10: p. 343; p. 349; p. 352), (Unit 11; p. 388; p. 393), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 494) **Word Talk (description p. 58):** (Unit 13: p. 446; p. 449; p. 450, p. 458), (Unit 14: p. 486; p. 496; p. 498) **Word Play (description p. 60):** (Unit 13: p. 448), (Unit 14: p. 482; p. 484; p. 490) **Make It Fun (description p. 60):** (Unit 13: p. 457, p. 467), (Unit 14: p. 486-487, p. 493, p. 495)
L 4c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. *Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).*	
L 5b.	Demonstrate understanding of word relationships and nuances in word meanings. *Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).*	Opportunities to teach multiple word meanings is provided in the following activities: **Word of the Day (description p. 56-57):** (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485) **Word Talk (description p. 58):** (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)

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
L 5c.	Demonstrate understanding of word relationships and nuances in word meanings. *Use words for identification and description, making connections between words and their use (e.g., 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 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	**Storytime (description p. 60):** (Unit 3: p. 141; p. 151), (Unit 4: p. 166–167; p. 176), (Unit 5: p. 192–193), (Unit 6: p. 208–209; p. 218; p. 228), (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; p. 395), (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; p. 498)

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WILSON fundations™ | Literacy for All



Fundations® 3e Level 2

Fundations® Level 2 Alignment to New York State Next Generation English Language Arts Learning Standards (2017)

Reading Standards: Foundational Skills

PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
RF 3a.	Know and apply phonics and word analysis skills in decoding words. *Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 2*** In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (**Resources**: p. 140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516) By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables *in both single and multisyllabic words.* **Unit 1 Introduction** (p. 70), **Unit 3 Introduction** (p. 126), **Unit 4 Introduction** (p. 142), **Unit 5 Introduction** (multisyllabic words) (p. 172), **Unit 6 Introduction** (p. 202), **Unit 7 Introduction** (p. 230), **Unit 10 Introduction** (p. 314), **Unit 11 Introduction** (p. 342), **Unit 13 Introduction** (p. 388), **Unit 14 Introduction** (p. 416), **Unit 15 Introduction** (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: **Dictation Dry Erase**, **Dictation (Composition Book)** and **Dictation**

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		(Day 5 Check Up), **Introduce New Concepts**, **Echo/Find Words**, **Word of the Day**, **Word Talk**, and **Make It Fun**. 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). **Dictation/Words (description p. 30-35)**: (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p.355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p.511) **Dictation/Sentences (description p. 38-39)**: (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505;p. 507; p. 511) **Introduce New Concepts**: (Unit 4: p. 151), (Unit 10: p. 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-

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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) **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), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 462-463). Students also have the opportunity to apply taught skills when using the **Fundations Fluency Kit** (e.g., Unit 3, Real Words), **Fundations® Readers Level 2** (e.g., see the Teacher's Guide, p. 5), and the **Geodes™ Library 2,** which all provide additional decoding practice specifically with the scope and sequence of Fundations® Level 2. Also see the **Student Practice Book** (e.g., p 64, p. 70, p. 77, p. 88-89) and the **Student Notebook** (p. 90-139), which provides targeted practice in distinguishing between long and short vowel sounds in one-syllable and multi-syllable words, as referenced by the TM. **Fun Hub Practice** provides students with practicing to distinguish between long and short vowel sounds in one-syllable and multi-syllable words through the activity **Word Find Fun,** as referenced by the TM. **The Home Support Pack** provides targeted practice pages for distinguishing between long and short vowel sounds in one-syllable and multi-syllable words, as referenced by the TM.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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.
RF 3b.	Know and apply phonics and word analysis skills in decoding words. *Decode short and long vowel sounds in two-syllable words.*	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** activities. Syllable rules are directly addressed in: **Unit 5, 6, 7 Introductions**: (p. 172, p. 202, p. 230) **Introduce New Concepts**: (Unit 5: p. 176-178) (Unit 6: p. 216-217) (Unit 7: p. 240-241) (Unit 8: p. 272-273) **Word of the Day (description p. 56-57)**: (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242-243; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: p. 306-307), (Unit 10: p. 330; p. 334-335), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402-403), (Unit 14: p. 430; p. 434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; p. 506; p. 510) **Word Talk (description p. 58-59)**: (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502-503; p. 512)

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Make It Fun (description p. 60): (Unit 5: p. 186-187) (Unit 6: p. 220-221) (Unit 15: p. 462-463) **Storytime (description p. 60)**: (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509). Also, students have the opportunity to apply taught skills when using the Fundations® Fluency Kit 2 and the Fundations Readers Level 2 which explicitly correspond to the scope and sequence of Fundations for grade 2. The **Student Practice Book** (e.g., p. 36), the **Student Notebook** (e.g., p. 104-105), and the **Fluency Kit** (e.g., Unit 11, Real Words) provide targeted practice for decoding two syllable words with short and long vowels, as referenced by the TM. **Fun Hub Practice Level 2** provides students with practicing decoding two syllable words with short and 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 short and long vowels, as referenced by the TM. Also see the **Fundations Readers Teacher's Guide** (p.5). **Fundations Readers® Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations In addition, **Geodes™ Library 2** (distributed by Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
RF 3c.	Know and apply phonics and word analysis skills in decoding words. *Decode regularly spelled two-syllable words.*	In Fundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types in Units 5, 6, and 7. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: **Introduce New Concepts**, **Word of the Day**, **Word Talk**, **Make It Fun**, and **Storytime** activities. Syllable rules are directly addressed in Units 5, 6, and 7. Multisyllabic words with taught letter-sound correspondences are included in word resources for all units following Unit 5 for all decoding activities. See **Resources:** p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516. **Introduce New Concepts**: (Unit 5: p. 176-178) (Unit 6: p. 216-217) (Unit 7: p. 240-241) (Unit 8: p. 272-273) **Word of the Day (description p. 56-57)**: (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242-243; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: p. 306-307), (Unit 10: p. 330; p. 334-335), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402-403), (Unit 14: p. 430; p. 434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; p. 506; p. 510) **Word Talk (description p. 58-59)**: (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502-503; p. 512) **Make It Fun (description p. 60)**: (Unit 5: p. 186-187) (Unit 6: p. 220-221) (Unit 15: p. 462-463) **Storytime (description p. 60)**: (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375;

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509). Also, students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2** and the **Fundations Readers Level 2** which explicitly correspond to the scope and sequence of Fundations for grade 2. The **Student Practice Book** (e.g., p. 36), the **Student Notebook** (e.g., p. 104-105), and the **Fluency Kit** (e.g., Unit 11, Real Words) provide targeted practice for decoding two-syllable words, as referenced by the TM. **Fun Hub Practice Level 2** provides students with practicing decoding two-syllable words, through the activity of **Word Find Fun**, as referenced by the TM. The **Home Support Pack** provides targeted practice pages for decoding two-syllable words, as referenced by the TM. Also see the **Fundations Readers Teacher's Guide** (p.5). **Fundations Readers® Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
RF 3d.	Know and apply phonics and word analysis skills in decoding words. *Recognize and identify root words and common suffixes and prefixes.*	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.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		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 two syllable words with common prefixes and suffixes, through the activity of **Word Find Fun**, as referenced by the TM. Also, the **Fluency Kit** (e.g., Unit 8, Real Words) and the **Home Support Pack** provide targeted practice pages for decoding words with common prefixes and suffixes, as referenced by the TM. Also see the **Fundations Readers Teacher's Guide** (p.5). **Fundations Readers® Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. In addition, **Geodes™ Library 2** (distributed by Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.

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

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Fun Hub Practice, provides targeted practice reading grade level high frequency words, in an activity called **Not So Tricky** and **Word Find Fun**, as referenced in the TM. See also the **Fundations Fluency Kit 2** (e.g., Unit 4: Phrases, Unit 7: Trick Words), the **Home Support Pack**, and **Student Practice Book** (e.g., p. 82)**,** which provide targeted practice reading high frequency words, as referenced in the TM. Also see the **Fundations Readers Teacher's Guide** (p.5). **Fundations® Readers Level 2** and **Geodes™ Level 2** align specifically with the scope and sequence of Fundations® Level 2. **Fundations Readers Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. In addition, **Geodes™ Library 2** (distributed by Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.

FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
RF 4a.	Read grade-level text with sufficient accuracy and fluency to support comprehension. *Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.*	The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as **Trick Word Reading**, **Word of the Day**, and **Storytime**.

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
RF 4b.	Read grade-level text with sufficient accuracy and fluency to support comprehension. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*	To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509). **Prosody**: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the **Word of the Day** activity. **Word of the Day (description p. 56-57)**: (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 214-215; p. 218; p. 220), (Unit 7: p. 257; p. 258-259), (Unit 8: p. 274; p. 278), (Unit 9: p. 292-293; p. 294; p. 302; p. 306-307), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454-455; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510). **Fun Hub Practice Level 2** provides targeted practice reading grade level words with accuracy and fluency, in an activity called Word Find FUN, as referenced in the TM. Also see the **Fundations Fluency Kit 2** (e.g., Unit 5, 6, and 7 passages), the **Home Support Pack**, **Student Practice Book** (e.g., p. 70, p. 76), and **Student Notebook** (e.g., p. 96-99, p. 114-115) 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

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
		with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. In addition, **Geodes™ Library 2** (distributed by Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Fundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.

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Reading Standards (Literary and Informational Text)

Although Fundations is not a comprehensive core ELA program, it does provide instruction in the **Storytime** activity that supports the Reading Standards. Storytime involves listening, reading and writing activities with narrative and informational text, designed to help develop the students' awareness of print visualization, 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. It is important to note that these stories build on and practice cumulatively taught concepts, and so will have words from the current concept being taught but will also contain many concepts from previous units to be practiced.

KEY IDEAS AND DETAILS		
Std. #	**Standard Language**	**Primary Citations**
R 1.	Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)	**Storytime (description p. 60)**: (Unit 2, p. 105, 108, 115, 117); (Unit 3, p. 137); (Unit 4, p. 153, p. 155, p. 163, p. 165); (Unit 5, p. 181, p. 183, p. 191, and p. 195); (Unit 6, p. 211, p. 217, and p. 223); (Unit 7, p. 239, p. 245, and p. 251); (Unit 9, p. 295, p. 296, p. 300, p. 303), (Unit 10, p. 319, p. 327, p. 328, p. 333); (Unit 11, p. 347, p. 351, p. 357, p. 359); (Unit 12, p. 375, p. 376); (Unit 13, p. 393, p. 398, p. 403, p. 409); (Unit 14, p. 424-425, p. 427, p. 432, p. 435); (Unit 15, p. 453, p. 457, p. 459, p. 461); (Unit 16, p. 477, p. 481); and (Unit 17, p. 500, p. 505, p. 507, p. 509)
R 2.	Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)	**Storytime (description p. 60)**: (Unit 5, p. 181, p. 183, p. 191, p. 195); (Unit 6, p. 211, p. 217, p. 223); (Unit 7, p. 239, p. 245, p. 251); and (Unit 9, p. 295, p. 296, p. 300, p. 303) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
R 3.	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)	**Storytime – Literary Text (description p. 60):** (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276–277), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509) **Storytime - Informational Text (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)

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CRAFT AND STRUCTURE		
Std. #	**Standard Language**	**Primary Citations**
R 5.	Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)	**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; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)

INTEGRATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
R 9.	Make connections between self and text (texts and other people/ world). (RI&RL)	**Storytime (description p. 60)**: (Unit 2: p. 117), (Unit 4: p. 165), (Unit 5: p. 183), (Unit 6: 211) (Unit 10: p. 333), (Unit 11: p. 351; p. 359), (Unit 13: p. 409)

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Writing Standards

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

TEXT TYPES AND PURPOSES		
Std. #	**Standard Language**	**Primary Citations**
W 1.	Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.	**Storytime (description p. 60)**: (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)
W 2.	Write informative/ explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.	**Storytime (description p. 60)**: (Unit 6: p. 223), (Unit 9: p. 303)
W 3.	Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.	**Storytime (description p. 60)**: (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509)

RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
Std. #	**Standard Language**	**Primary Citations**
W 7.	Recall and represent relevant information from experiences or gather information from provided sources to answer a question.	**Storytime (description p. 60)**: (Unit 2: p. 117), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 13: p. 409), (Unit 17: p. 509)

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Speaking & Listening Standards

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

COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
SL 1a.	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. *Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.*	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See: **Using Questioning** on PREFACE 8; **Principles of Instruction** PREFACE 10-12 (Scaffolding Step 3: You Do It Together); **Comprehension Strategies** on PREFACE 19-20; **Fundations Level 2 Learning Activities and Skills** Table on PREFACE 22; **Differentiated Instruction** on PREFACE 26-28; **Learning Activity Overview Section** pages 27-60; and **Storytime** on **Fundations Learning Community**, Level 2. The **Storytime** activity requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describing key ideas or details from a text read aloud or information presented orally or through other media. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
SL 1b.	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. *Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.*	
SL 1c.	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. *Ask for clarification and further explanation as needed about topics and texts under discussion.*	
SL 2.	Recount or describe key ideas or details of diverse texts and formats.	The **Storytime** activity requires students to manage discussions and questions about the text in a group setting and specifically works on the skill of recounting or describing key ideas or details from a text read aloud or

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COMPREHENSION AND COLLABORATION		
Std. #	**Standard Language**	**Primary Citations**
		information presented orally or through other media. See **Comprehension Strategies** on PREFACE 19-20; **Learning Activity Overview Section** pages 27-60; and **Storytime** on the **Fundations Learning Community**, Level 2. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509).

PRESENTATION OF KNOWLEDGE AND IDEAS		
Std. #	**Standard Language**	**Primary Citations**
SL 5.	Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.	While digital media is not included, 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 6.	Express thoughts, feelings, and ideas clearly, adapting language according to context.	Although Fundations is not a comprehensive core ELA program, this standard is addressed in an incidental way throughout *all* lesson components, as procedures and routines require students to express thoughts and ideas clearly.

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Language Standards

Although Fundations® is not a comprehensive program, it does provide instruction in the Language Standards, particularly the Conventions of Academic English and Vocabulary Acquisition. Fundations teaches punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling. Fundations provides vocabulary instruction in the **Word of the Day**, **Word Talk**, and **Make it Fun** activities. Throughout the lessons, teachers weave in vocabulary instruction and talk about word meanings.

CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
L 1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	Please see detailed sub-standards that follow for how Fundations Level 2 addresses the Core Convention Skills for Prekindergarten → Grade 2.
• *Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.*		Fundations takes a cumulative, systematic approach the foundational skills of decoding, encoding and handwriting. Printing skills in Fundations are thoroughly and explicitly taught in Kindergarten and reviewed in Grade 1. In Grade 2, printing skills are reviewed again in the **Orientation Unit** (pg. 66-67), and supplemental handwriting activities are included in the Learning Activity Overview section for additional practice (See **Echo/Letter Formation** p. 50-51 and **Sky Write/Letter Formation** p. 52-53). Students are held accountable for legible handwriting in all Fundations activities. **Dictation (description p. 30-39)**: (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119) (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p.355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
• *Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).*		Fundations explicitly teaches spelling of the base word and prefixes/suffixes, including suffixes that create regular plural nouns. Students learn to encode words with prefixes, including **un-, dis-, mis-, non-, trans-, pre-, pro-, re-,** and **de-** and with inflectional endings, including **-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly,** and **-ty**, beginning in Unit 4 (see **Unit 4 Introduction:** p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all encoding activities (**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, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make It Fun.**
• *Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).*		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. Students add the **Word of the Day** and the sentence to the appropriate page 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 Biemiller's list (Biemiller, 2010), so that students not only learn word structure, they learn the meaning of words with higher utility. **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)
L 2.	Demonstrate command of the conventions of academic English	Please see detailed sub-standards that follow for how Fundations Level 2 addresses the Core Punctuation and Spelling Skills for Prekindergarten → Grade 2.

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
	capitalization, punctuation, and spelling when writing.	
• *Attempt to write symbols or letters to represent words.*		In Fundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Students learn to segment and associate letters with sounds rather than memorize words. Students write words during encoding instruction in the following activities: **the Dictation (Dry Erase), Dictation (Composition Book)** and **Dictation (Day 5 Check Up)** activities, and **Make It Fun** activities. **Dictation (description p. 30-39)**: (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119) (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p.355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Make It Fun (description p. 60)**: (Unit 2: p. 111), (Unit 4: p. 163), (Unit 5: p. 186-187), (Unit 7: p. 259), (Unit 10: p. 323; p. 332), (Unit 13: p. 401; p. 407), (Unit 15: p. 462-463)
• *Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring*		In Fundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the **Echo/Find Words** activity; the **Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up)** activities, and the **Introduce New Concepts** and **Make It Fun** activities. For single-syllable words, students must segment sounds and identify the

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
	irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).	letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multimodal approach to teaching syllable division for spelling (see **Unit 5, Introduce New Concepts**, p. 181 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Word with the six syllable types are included in word resources for all units for use in all encoding activities. **Introduce New Concepts**: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 394-395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) **Dictation (description p. 30-39)**: (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119) (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p.355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **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) **Make It Fun (description p. 60)**: (Unit 2: p. 111), (Unit 4: p. 163), (Unit 5: p. 186-187), (Unit 7: p. 259), (Unit 10: p. 323; p. 332), (Unit 13: p. 401; p. 407), (Unit 15: p. 462-463)
•	*Write a letter or letters for most consonant and short-vowel sounds (phonemes).*	Fundations takes a cumulative, systematic approach the foundational skills of decoding, encoding and handwriting. Printing skills in Fundations are thoroughly and explicitly taught in Kindergarten and reviewed in Grade 1. In Grade 2, printing skills are reviewed again in the **Orientation Unit** (pg. 66-67), and supplemental handwriting activities are included in the Learning Activity Overview section for additional practice (See **Echo/Letter Formation** p. 50-51 and **Sky Write/Letter Formation** p. 52-53). In **Dictation/Sounds** students write the letter(s) that correspond to a dictated sound. This activity supports the

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
		development of the alphabetic principle and helps students solidify both sound-symbol correspondence and letter formation. **Dictation/Sounds (description p. 30-39)**: (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119) (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p.355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)
•	*Consult reference materials as needed to check and correct spellings.*	Each student has a **Student Notebook** that is a resource for reference of taught skills including letter-keyword-sounds, Trick Words, etc. Teachers encourage students to use notebooks as a support tool (See **Engaging Students in Rigorous Work**, p. PREFACE 8-9). Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their **Student Notebooks**. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and "look words up" as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups. **Word of the Day (description p. 56)**: (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 214-215; p. 218; p. 220), (Unit 7: p. 257; p. 258-259), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 506; p. 510)
•	*Recognize and name end punctuation. → Use end punctuation for sentences.*	Although Fundations is not a comprehensive core ELA program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When

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Std. #	**Standard Language**	**Primary Citations**
		students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation. **Dictation/Sentences (description p. 38-39):** (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) The **Home Support Pack** provides targeted practice pages for end punctuation, as referenced by the TM.
• *Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.*		Although Fundations is not a comprehensive core ELA program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate capitalization. **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)

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
L 4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. *Use sentence-level context as a clue to the meaning of a word or phrase.*	Students enter the word and a sentence into a vocabulary dictionary, which is a 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. 292-293; 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) The **Student Practice Book** provides targeted practice to use context within a sentence to determine the meaning of unfamiliar words, as referenced by the TM.
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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).*	In Level 2, students learn that prefixes are word parts added to the beginning of the word that change the meaning of the word. Students practice determining the meaning of words with prefixes in the following activities: **Word of the Day** and **Make It Fun.** **Word of the Day (description p. 56–57):** (Unit 7: p. 242) (Unit 9: p. 306–307) **Make It Fun (description p. 60):** (Unit 5: p. 193), (Unit 7: p. 248-249)
L 4d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.	**Introduce New Concepts:** (Unit 5: p. 176-177)

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	
L 4e.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. *Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.*	Students add the **Word of the Day** and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a "Word of the Day" selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Biemiller's list (Biemiller, 2010), so that students not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. 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; 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) The **Student Practice Book** provides targeted practice to determine the meaning of unknown words, as referenced by the TM.

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Fundations® 3e Level 3

Fundations® Level 3 Alignment to New York State Next Generation English Language Arts Learning Standards (2017)

Reading Standards: Foundational Skills

PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
RF 3a.	Know and apply grade-level phonics and word analysis skills in decoding words. *Identify and know the meaning of the most common prefixes and 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). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (**Resources**: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: **Introduce New Concepts** and **Make It Fun** activities. **Introduce New Concepts (description p. 70):** (Bonus Unit: p. 269; p. 270-271; p. 272-273; p. 280-281; p. 282-283; p. 284) **Make It Fun (description p.70):** (Bonus Unit: p. 274; p. 276; p. 283) The **Student Practice Book** provides targeted practice in identifying the meaning of and use of affixes, as referenced by the TM. **Fun Hub Practice** provides students with targeted practice in identifying the meaning of and use of affixes through activities called **Build words with Echo** and **Word Find Fun,** as referenced by the TM. Fundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn the meaning of suffixes, **including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, - ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward,** and **-or** beginning in Unit 2 (p. 114-151). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all decoding activities. (**Resources**: p. 148-

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p.434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) **Introduce New Concepts (description p.70)**: (Unit 2: p. 118-119; p. 120-121; p. 122-123; p. 124-125; p. 126; p. 128-129; p. 130-131; p. 132-133; p. 138-139; p. 140-141) (Unit 4: p. 174-175; p. 178-179; p. 184; p. 188) (Bonus Unit: p. 269; p. 280-281) (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308) (Unit 8: p. 329) (Unit 9: p. 376; p. 384-385; p. 388-389) (Unit 10: p. 426-427) (Unit 12: p. 486-487), (Unit 14: p. 542-543) **Word of the Day (description p. 66-67)**: (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312-313),(Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390-391), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) **Word Talk (description p. 68-69)**: (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. 520), (Unit 14: p. 540; p. 550) **Make It Fun (description p.70):** (Unit 2: p. 126; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit 8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549). The **Student Practice Book** provides targeted practice in identifying the meaning of and use of affixes, as referenced by the TM. **Fun Hub Practice** provides students with targeted practice in identifying the meaning of and use of affixes through activities called **Build words with Echo** and **Word Find Fun,** as referenced by the TM. The **Home Support Pack** provides targeted practice pages in identifying the meaning of and use of affixes, as referenced by the TM.
RF 3b.	Know and apply grade-level phonics and word	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

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
	analysis skills in decoding words. *Decode multi-syllabic words.*	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**. **Guess Which One (description p. 56-57)**: (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251),(Unit 7: p. 299; p. 309); (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p.427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Introduce New Concepts (description p. 70)**: (Unit 3: p. 160-161), (Unit 4: p. 174-175; p. 178-179; p. 188) (Unit 5: p. 202-203; p. 216-217) (Unit 6: p. 230-231; p. 232-233; p. 236-237; p. 240-241; p. 250; p.255) (Bonus Unit: p. 269-271; p. 272-273; p. 280-281; p. 282-283; p. 284) (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308) (Unit 8: p. 324-325; p. 334-335; p. 336; p. 344) (Unit 9: p. 364-365; p. 368-369; p. 374-375; p. 384-385; p. 388-389) (Unit 10: p. 404-405; p. 406; p. 416; p. 424-425; p. 426-427; p. 429) (Unit 12: p. 472-473; p. 474; p. 482-483; p. 484-485) (Unit 13: p. 502; p. 507; 512-513) (Unit 14: p. 532; p. 542-543) **Word of the Day (description p. 66-67)**: (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 302; p.310; p. 312-313), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390-391), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) **Word Talk (description p. 68-69)**: (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382),

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		(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.
RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words. *Identify, know the meanings of, and decode words with suffixes.*	Fundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, **including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, - ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward,** and **-or** beginning in Unit 2 (p. 114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Fundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292 -319, Unit 9 p. 360-399, Unit 10 p. 400-439, Unit 12 p. 468-496). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all decoding activities. (**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.

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
		Introduce New Concepts (description p.70): (Unit 2: p. 118-119; p. 120-121; p. 122-123; p. 124-125; p. 126; p. 128-129; p. 130-131; p. 132-133; p. 138-139; p. 140-141) (Unit 4: p. 174-175; p. 178-179; p. 184; p. 188) (Bonus Unit: p. 269; p. 280-281) (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308) (Unit 8: p. 329) (Unit 9: p. 376; p. 384-385; p. 388-389) (Unit 10: p. 426-427) (Unit 12: p. 486-487), (Unit 14: p. 542-543) **Word of the Day (description p. 66-67):** (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312-313),(Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390-391), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) **Word Talk (description p. 68-69):** (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. 520), (Unit 14: p. 540; p. 550) **Make It Fun (description p.70):** (Unit 2: p. 126; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit 8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549). The **Student Practice Book** provides targeted practice in identifying the meaning of and use of affixes, as referenced by the TM. **Fun Hub Practice** provides students with targeted practice in identifying the meaning of and use of affixes through activities called **Build words with Echo** and **Word Find Fun,** as referenced by the TM. The **Home Support Pack** provides targeted practice pages in identifying the meaning of and use of affixes, as referenced by the TM.
RF 3d.	Know and apply grade-level phonics and word	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

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PHONICS AND WORD RECOGNITION		
Std. #	**Standard Language**	**Primary Citations**
	analysis skills in decoding words. *Recognize and read grade-appropriate irregularly spelled words.*	and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). Many of these words are considered phonetically regular by Level 3 because the patterns would have been taught, but there are others that remain irregular. Students learn to recognize the parts of the word that have consistent letter-sound correspondences and are taught to attend to the part that is irregular. In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the **Trick Words** activity **(description p. 64-65)**. See **Level 1 Review Trick Words** (p. 593) and **Level 2 Review Trick Words** (p. 594) word lists, including irregularly spelled words and Trick Words that are phonetically regular in Fundations Level 3. The **Student Practice Book** provides targeted practice in decoding homophones or sound-alike words—many of which are high-frequency words, as referenced in the TM. **Fun Hub Practice** provides students with decoding homophones or sound alike words—many of which are irregularly spelled words through the **Sound Alike Scramble** activity, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for decoding homophones or sound alike words— irregularly spelled words, as referenced in the TM.

FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
RF 4a.	Read grade-level text with sufficient accuracy and fluency to support comprehension. *Read grade-level text across genres orally with accuracy, appropriate*	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. Note: With the foundational skills acquired from the cumulative Fundations curriculum, students are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and rate of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. “A focus on

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FLUENCY		
Std. #	**Standard Language**	**Primary Citations**
	rate, and expression on successive readings.	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. It is not necessary to limit Level 3 students to highly controlled text. (See **Skills and Procedures Taught in Fundations: Fluency:** PREFACE 16-17) The **Student Practice Book** also provides opportunities for students to read connected text, as referenced by the TM. Additional resources and Expert Tips on the **Fundations Learning Community** to provide more opportunities for students to practice fluency.
RF 4b.	Read grade-level text 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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Speaking & Listening Standards

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

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COMPREHENSION AND COLLABORATION		
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; and **Storytime** on Fundations Learning Community, Level 3.

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Language Standards

Fundations® supports this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning at Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization, and spelling. Fundations provides vocabulary instruction in the **Word of the Day**, **Word Talk**, **Guess Which One**, and **Make it Fun** activities. Throughout the lessons, teachers weave in vocabulary instruction and talk about word meanings.

CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
L 1.	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	Please see detailed sub-standards that follow for how Fundations Level 3 addresses the Core Convention Skills for Grades 3 → 5.
• *Form and use regular and irregular plural nouns.*		Fundations student learn to form plurals with **-s** and **-es**, as well as to form irregular plural nouns. Both regular and irregular plurals are included in all **Unit Resources** for use during any **Echo/Find Words** or **Dictation activity** once introduced. **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)
• *Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*		In Level 3, students construct simple, compound and complex sentences using vocabulary words with proper capitalization and punctuation. Students practice writing complete sentences during activities that include: **Dictation/Sentences** and **Word of the Day.** In **Word of the Day**, students add a sentence to the Vocabulary section of their **Student Notebooks**. **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163); (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p.

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
		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.
•	*Correctly use frequently confused words (e.g., to, too, two; there, their)*	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 correctly using frequently confused words during 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) **Dictation/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)

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
L 2.	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	Please see detailed sub-standards that follow for how Fundations Level 3 addresses the Core Punctuation and Spelling Skills for Grades 3 → 5.
• *Use correct capitalization.*		In Level 3, students continue to learn punctuation and capitalization while also honing their proofreading skills. Students practice using correct capitalization when writing sentences during activities that include: **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. 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 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)
• *Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).*		In Fundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.

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Std. #	**Standard Language**	**Primary Citations**
		Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Fundations activities for encoding words with these syllable types include: **Dictation (Dry Erase)**, **Dictation (Composition Book)** and **Dictation (Day 5 Check Up)**, **Echo/Find Words**, **Guess Which One**, **Introduce New Concepts**, and **Make It Fun**. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162-163 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. 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). Many of these words are considered phonetically regular by Level 3 because the patterns would have been taught, but there are others that remain irregular. Students learn to recognize the parts of the word that have consistent letter-sound correspondences and are taught to attend to the part that is irregular. See **Level 1 Review Trick Words** (p. 593) and **Level 2 Review Trick Words** (p. 594) word lists, including irregularly spelled words and Trick Words that are phonetically regular in Fundations Level 3. In Level 3, those learned Trick Words are practiced for encoding during the **Dictation (Dry Erase)**, **Dictation (Composition Book)** and **Dictation (Day 5 Check Up)** activities, and there is an option for supplemental support with the **Trick Words** activity (**description p. 64-65**). **Dictation/Words (description p. 34-35; p. 36-37; p. 38-39)**: (Orientation: p. 81; p. 83), (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373;

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
		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) **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) **Echo/Find Words (description p. 48-49; p. 50-51; p. 52-53)**: (Orientation p. 79), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268-269; p. 278-279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 458), (Unit 12: p. 474-475), (Unit 13: p. 505) **Guess Which One (description p. 56-57)**: (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Introduce New Concepts (description p. 70)**: (Unit 1: p. 104-105), (Unit 3: p. 156-157; p. 158-159 p. 162-163), (Unit 4: p. 175; p. 178-179; p. 184-185), (Unit 5: p. 204-205; p. 212-213),

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
		(Unit 6: p. 234-235; p. 242; p. 252) (Bonus Unit: p. 270-271; p. 272-273; p. 282-283) (Unit 7: p. 296-297; p. 298-299; p. 308) (Unit 8: p. 326; p. 328-329; p. 346-347) (Unit 9: p. 366-367; p. 375; p. 376-377; p. 386; p. 388-389) (Unit 10: p. 406; p. 408-409; p. 414-415; p. 416; p. 426-427) (Unit 11: p. 444-445; p. 446-447; p. 456-457), (Unit 12: p. 473; p. 485; p. 486-487), (Unit 13: p. 504; p. 515), (Unit 14: p. 534-535; p. 544-545) **Make It Fun (description p. 70)**: (Unit 2: p. 126; p. 144) (Unit 4: p. 181, p.189), (Unit 5: p. 208-209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 372-373; p. 383; p. 392), (Unit 10: p. 412; p. 422-423; p. 431), (Unit 11: p. 452-453), (Unit 12: p. 481; p. 487), (Unit 13: p. 516-517), (Unit 14: p. 549). Fundations explicitly teaches spelling of the base word and suffixes. Students learn to encode words with suffixes, including **-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward,** and **-or** beginning in Unit 2 (see Unit 2 p. 114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed for spelling in Fundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292-319, Unit 9 p. 360-398, Unit 10 p. 400-439, Unit 12 p. 468-496). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all encoding activities. (See **Resources**: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Students practice encoding words with suffixes during activities that include encoding once suffixes are addressed in Unit 2: **Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make it Fun.** **Introduce New Concepts (description p.70)** (Unit 2: p. 120-121; p. 130-131; p. 132-133; p. 138-139; p. 140-141), (Unit 4: p. 175; p. 178-179; p. 184), (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308), (Unit 8: p. 328-329), (Unit 9: p. 376; p. 386; p. 388-389), (Unit 10: p. 426-427), (Unit 12: p. 486-487), (Unit 14: p. 544-545) **Dictation/Words (description p. 34-35; p. 36-37; p. 38-39):** (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p.

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
		191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Dictation/Sentences (description p. 42-43):** (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163); (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Echo/Find Words (description p. 48-49; p. 50-51; p. 52-53):** (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268-269; p. 278-279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 458), (Unit 12: p. 474-475), (Unit 13: p. 505) **Make It Fun (description p.70):** (Unit 2: p. 126; p. 144) (Unit 4: p. 181; p. 189) (Unit 7: p. 311) (Unit 8: p. 343) (Unit 9: p. 392) (Unit 10: p. 431) The **Student Practice Book** provides targeted practice encoding sound-alike words—many of which are high-frequency words and targeted practice encoding words using knowledge of suffixes, including changing base words, as referenced in the TM. **Fun Hub Practice** provides students with targeted practice encoding homophones or sound alike words—many of which are high frequency words through the **Sound Alike Scramble** activity and targeted practice encoding words using knowledge of suffixes, including changing base words, through the activity called **Build Words with Echo**, as referenced in the TM.

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Std. #	**Standard Language**	**Primary Citations**
		The **Home Support Pack** provides targeted practice pages for encoding homophones or sound alike words—many of which are high frequency words and targeted practice encoding words using knowledge of suffixes, including changing base words, as referenced in the TM.
•	*Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.*	In Fundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant- e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Fundations activities for encoding words with these syllable types include: **Dictation (Dry Erase)**, **Dictation (Composition Book)** and **Dictation (Day 5 Check Up)**, **Echo/Find Words**, **Guess Which One**, **Introduce New Concepts** and **Make It Fun**. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162-163 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. **Dictation/Words (description p. 34-35; p. 36-37; p. 38-39)**: (Orientation: p. 81; p. 83), (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351),(Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p.427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549)

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		Dictation/Sentences (description p. 42-43): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163); (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p.341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Echo/Find Words (description p. 48-49; p. 50-51; p. 52-53)**: (Orientation p. 79), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268-269; p. 278-279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 458), (Unit 12: p. 474-475), (Unit 13: p. 505) **Guess Which One (description p. 56-57)**: (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p.427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Introduce New Concepts (description p. 70)**: (Unit 1: p. 104-105) (Unit 3: p. 156-157; p. 158-159 p. 162-163) (Unit 4: p. 175; p. 178-179; p. 184-185), (Unit 5: p. 204-205; p. 212-213), (Unit 6: p. 234-235; p. 242; p. 252), (Bonus Unit: p. 270-271; p. 272-273; p. 282-283) (Unit 7: p. 296-297; p. 298-299; p. 308), (Unit 8: p. 326; p. 328-329; p. 346-347), (Unit 9: p. 366-367; p. 375; p. 376-377; p. 386; p. 388-389), (Unit 10: p. 406; p. 408-409; p. 414-415; p. 416; p. 426-427), (Unit 11: p. 444-445; p. 446-447; p.456-457), (Unit 12: p. 473; p. 485; p. 486-487), (Unit 13: p. 504; p. 515) (Unit 14: p. 534-535; p. 544-545) **Make It Fun (description p. 70)**: (Unit 2: p. 126; p. 144) (Unit 4: p. 181, p.189), (Unit 5: p. 208-209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 372-373; p. 383; p. 392), (Unit 10: p. 412; p. 422-423; p. 431), (Unit 11: p. 452-453), (Unit 12: p. 481; p. 487), (Unit 13: p. 516-517), (Unit 14: p. 549). The **Student Practice Book** provides targeted practice in using spelling patterns and generalizations when spelling words, as referenced in the TM.

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CONVENTIONS OF ACADEMIC ENGLISH/LANGUAGE FOR LEARNING		
Std. #	**Standard Language**	**Primary Citations**
		Fun Hub Practice provides students with encoding words with multiple sound-spelling patterns through the **Build Words with Echo** activity, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for encoding words with multiple sound-spelling patterns, as referenced in the TM. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their **Student Notebooks**. Students learn a "Word of the Day" selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller's list (Beimiller, 2010), so that they not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or "Sound Alike" words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the **Guess Which One** activity in all Units. 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. Students are also explicitly encouraged and taught to use both print and electronic dictionaries. See **Engaging Students in Rigorous Work**: PREFACE 8 and **Skills and Procedures Taught in Fundations**: PREFACE 21. Fundations activities that explicitly teach students to use reference materials to spell words correctly include: **Introduce New Concepts** and **Mak it Fun**. **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)

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
L 4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following: *Use sentence-level context as a clue to the meaning of a word or phrase.*	In Level 3, students will become increasingly aware of structures of words and their meanings. They learn homophones called "sound alike" words. These are words that sound alike but have different spellings and different meanings. Students practice using sentence-level context clues to determine the meaning of a word or phrase in activities that include: **Guess Which One** and **Dictation/Sound Alike & Trick Words.** **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.

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following: *Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat).*	Fundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Level 3 explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. 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). Suffixes **-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward** and **-or**, closed- and open-syllable prefixes **con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro,** and **re**, and closed-syllable roots **dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct,** and **tract** are the focus. See **Bonus Unit** (p. 264-291), **Unit 2** (p. 114-151), **Unit 4** (p. 170-197) **Unit 9** (p. 360-398) **Unit 14** (p. 528-555). During **Word of the Day**, **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 4c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following: *Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).*	

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VOCABULARY ACQUISITION AND USE		
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L 4d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following: *Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.*	Students add the **Word of the Day** and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their **Student Notebooks**. Students learn a "Word of the Day" selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller's list (Beimiller, 2010), so that they not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or "Sound Alike" words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the **Guess Which One** activity in all Units. **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). 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. Students are also explicitly encouraged and taught to use both print and electronic dictionaries. See **Engaging Students in Rigorous Work**: PREFACE 8 and **Skills and Procedures Taught in Fundations**: PREFACE 21.

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VOCABULARY ACQUISITION AND USE		
Std. #	**Standard Language**	**Primary Citations**
		Fundations activities that explicitly teach students to use reference materials to spell words correctly include: **Introduce New Concepts** and **Mak it Fun**. **Introduce New Concepts:** (Unit 5: p. 214-215; p. 216-217) **Make It Fun:** (Unit 5: p. 218), (Unit 10: p. 412; p. 422-423), (Unit 13: p. 516-517), (Unit 14: p. 549).

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