WILSON fundations™ | Literacy for All



Fundations® 3e Levels K-3

Alignment to

Ohio's Learning Standards

English Language Arts (2026)

WILSON fundations™ | Literacy for All



Fundations® 3e Level K

Fundations® Level K Alignment to Ohio's Learning Standards for English Language Arts (2026)

Reading Foundations Standards

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
RF.K.1a	Demonstrate understanding of the organization and basic features of print: *Follow words from left to right, top to bottom, and page by page.*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level K*** Fundations Level K **Storytime** activities recommend books and direct teachers to discuss print and book awareness, including activities that have students read text from top to bottom and left to right, scooping words into meaningful phrases. **Storytime**: (Unit 1: p. 102-103; p. 122-123; p. 162-163; p. 132-133; p. 183); (Unit 2: p. 199; p. 208-209; p. 218); (Unit 3: p. 275; p. 285; p. 295); (Unit 4: p. 311; p. 321; p. 331; p. 340); (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406) Print awareness is also demonstrated and reinforced during several activities that use blue Sentence Frames (see Word Awareness, p. 70 for an example). The activities emphasize that sentences are read left to right and words are separated by spaces, including: **Teach Trick Words**, **Trick Word Practice**, **Word Play-Word Awareness**, **Word Play-Read Sentences**, and **Dictation/Sentences.** **Teach Trick Words (description p. 44-45)**: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47)**: (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404) **Word Play – Word Awareness:** (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111; p. 120-121; p. 130-131; p. 140-141; p. 150-151; p. 160-161; p. 170-171; p. 180-181) **Word Play – Read Sentences:** (Unit 4: p. 316-317, p. 326-327, p. 336-337), (Unit 5: p. 352-353; p. 358-359, p. 362-363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 392-393; p. 398-399; p. 402-403)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Introduce New Concepts: (Unit 5: p. 351, p. 379) **Word Play – Sentence Dictation (description p. 48):** (Unit 5: p. 360-361; p. 368-369, p. 370-371; p. 380-381) **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Make it Fun-Change the Sentence:** (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the **Home Support Packet** (p. 16, 112), **Student Practice Book** (p. 55, 59, 63, 67, etc.), and the **Fundations Readers Level K**, which specifically aligns with the scope and sequence of Fundations. The **Fundations Level K Alphabet Book Readers** provide practice in print awareness, following words from left to right, top to bottom, and page by page. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 17, p. 20, p. 42). The **Fundations Level K Learning Community** provides additional print awareness resources and guides including Print Concepts Guide , Fundations Guided Proofreading Procedures Cue, and Guided Proofreading Procedures (Levels K and 1), as referenced by the TM.
RF.K.1b	Demonstrate understanding of the organization and basic features of print: *Recognize that spoken words are represented in written language by specific sequences of letters.*	Fundations explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger tapping technique is used to analyze spoken words. **Introduce New Concepts**: (Unit 2: p. 190-191), (Unit 3: p. 236-237), (Unit 4: p. 302-303), (Unit 5: p. 349, p. 351, p. 379) **Word Play-Make Words for Decoding (description p. 48)**: (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228); (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294); (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340); (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p.289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27):** 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 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332-333) 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 including Print Concepts Guide , Fundations Guided Proofreading Procedures Cue, and Guided Proofreading Procedures (Levels K and 1)).

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		The **Student Practice Book** provides targeting practice for students in recognizing that spoken words are represented in written language by specific sequences of letters (from page 3).
RF.K.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 **Introduce New Concepts:** (Unit 5: p. 351, p. 379) **Word Play – Review Sentence Dictation (description p. 48)**: (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **Dictation/Sentences (description p. 28-29)**: (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Make it Fun-Change the Sentence**: (Unit 5: p. 355; p. 364-365; p. 375)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Recognition that words are separated by spaces in print occurs during the **Storytime** Activity and with **Fundations Readers Level K.** Activities are also provided in the **Home Support Packet** (p. 31), **Student Practice Book** (p. 55, 59, 62, 63, 67, etc.). The **Fundations Level K Learning Community** provides additional print awareness resources and guides including Print Concepts Guide , Fundations Guided Proofreading Procedures Cue, and Guided Proofreading Procedures (Levels K and 1), as referenced by the TM. The **Fundations Level K Alphabet Book Readers** provide practice in print awareness (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 17, p. 20, p. 42).
RF.K.2a	Recognize and produce the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity: *Recognize and produce rhyming words.*	Instruction emphasizing phonological activities such as rhyming is included in Fundations Levels K during the **Which Ones Belong?**, **Make It Fun** and **Storytime** activities. **Drill Sounds/Warm Up - Which Ones Belong? (description p. 30–31):** (Unit 1: p. 72; p. 84; p. 92; p. 138; p. 150; p. 152; p. 162; p. 170), (Unit 2: p. 196; p. 198; p. 202; p. 204; p. 208; p. 210; p. 218) **Make it Fun (description p. 48)**: (Unit 1: p. 108-109; p. 118; p. 129), (Unit 2: p. 206) **Storytime (description p. 48)**: (Unit 1: p. 112-113; p. 122-123; p. 183) Teachers have access to additional phonemic awareness resources provided in the **Home Support Packet** and online **Fundations Level K Learning Community** (See Expert Tips/Ideas section, including Additional Phonological Awareness Activities to Target Specific Skills). The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness, including rhyming. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42).
RF.K.2b	Recognize and produce the sound structures of spoken words, including syllables and phonemes	Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the **Word Play** activity in Unit 1. **Word Play (description p. 48)**: (Unit 1: p. 100-101, p. 110-111; p. 120-121), (Unit 2: p. 214)(Unit 5, p. 362)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	(sounds), with automaticity: *Count, blend and segment up to three syllables in spoken words with automaticity.*	Teachers have access to additional phonemic awareness resources provided in **Home Support Packet** and online **Fundations Level K Learning Community** (See Expert Tips/Ideas section, including Additional Phonological Awareness Activities to Target Specific Skills). The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness, including syllable awareness. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42).
RF.K.2c	Recognize and produce the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity: *Identify and segment onsets and rimes in single-syllable spoken words with automaticity.*	Phonological awareness pertains to understanding that words may sound alike, as in rhyme, and the ability to distinguish between words that rhyme. Throughout Unit 1, instruction emphasizes phonological activities that include identifying and segmenting onsets and rimes while teaching letter-sound correspondences. **Drill Sounds/Warm Up - Which Ones Belong? (description p. 30–31):** (Unit 1: p. 72; p. 84; p. 92; p. 138; p. 150; p. 152; p. 162; p. 170), (Unit 2: p. 196; p. 198; p. 202; p. 204; p. 208; p. 210; p. 218) **Make It Fun (description p. 48)**: (Unit 1: p. 108-109), (Unit 2: p. 206) **Storytime (description p. 48)**: (Unit 1: p. 112-113, p. 122-123; p. 183) **Word Play (description p. 48):** (Unit 1: p. 192-193), (Unit 4, p. 304; p. 316) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239) Teachers have access to additional phonemic awareness resources provided in the **Home Support Packet** and online **Fundations Level K Learning Community** (See Expert Tips/Ideas section including Additional Phonological Awareness Activities to Target Specific Skills.). The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness, including onset and rime. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42).
RF.K.2d	Recognize and produce the sound structures of spoken words, including	Phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	syllables and phonemes (sounds), with automaticity: *Isolate, identify, and articulate the initial, medial and final phoneme in words containing three phonemes with automaticity.*	training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). Students identify the initial, medial, and final sounds with the Wilson tapping technique. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds. The skill of isolating phonemes *orally first* in a spoken word is emphasized in the procedure of **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27)**: **Introduce New Concepts:** (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322-323; p. 332-333). **Dictation (Dry Erase):** p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Every lesson starts with **Drill Sounds/Warm-Up**. Daily activities are varied and will address letter-sound associations, phonemic awareness, and word automaticity. The activity **Which Ones Belong?** requires students to orally identify and produce initial, final, or medial phonemes in words. **Which Ones Belong? (Drill Sounds/Warm-Up, description p. 30–31):** (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 155; p. 156; p. 158; p. 160; p. 162; p. 165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Additional **Word Play** and **Make it Fun** activities support the skill of isolating and individual phonemes in spoken words. **Word Play – Listen for Sounds** (Unit 3: p. 238-239; p. 248-249; p. 258-259; p. 268-269; p. 278-279; p. 288-289), (Unit 4: p. 324-325) **Make it Fun** (Unit 1: p. 68; p. 78; p. 98-99; p. 129; p. 148-149; p. 158), (Unit 2: p. 216), (Unit 3: p. 243, p. 253, p. 263; p. 273; p. 293). Additional activities are provided in the **Home Support Packet** (p. 38, 57, 89, 95) Teachers have access to additional phonemic awareness resources provided in the online **Fundations Learning Community** (See Expert Tips/Ideas section including Additional Phonological Awareness Activities to Target Specific Skills.). The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness, including phoneme isolation. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42).
RF.K.2e	Recognize and produce the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity: *Segment single-syllable words containing three to four phonemes into individual sounds with automaticity.*	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. **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)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Dictation/Words (description p. 26-27): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) **Introduce New Concepts**: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322-323; p. 332-333). **Word Play – Listen for Sounds:** (Unit 3: p. 238-239; p. 248-249; p. 258-259; p. 268-269; p. 278-279; p. 288-289), (Unit 4: p. 324-325) **Make it Fun:** (Unit 1: p. 68; p. 78; p. 98-99; p. 129; p 148-149; p. 158), (Unit 2: p. 216), (Unit 3: p. 243; p. 253; p. 263; p, 273; p. 293), (Unit 4: p. 327; p. 337) Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community**, including Additional Phonological Awareness Activities to Target Specific Skills. The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42).
RF.K.2f	Recognize and produce the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity: *Blend three to four phonemes to make a one-syllable word with automaticity.*	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). **Make it Fun:** (Unit 2: p. 197; p. 216) (Unit 3: p. 253, p. 283) (Unit 4: p. 327; p. 337)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Introduce New Concepts: (Unit 2 p. 190-191), (Unit 3: p. 236-237), (Unit 4: p. 302-303), (Unit 5: p. 349) **Word Play-Make Words for Decoding (description p. 48)**: (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228); (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294); (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340); (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370-371; p. 372-373; p. 378; p. 380-381; p. 382-383; p. 384-385; p. 388-389; p. 390-391; p. 392-393; p. 398-399; p. 400-401; p. 402-403) **Word Play-Make Nonsense Words**: (Unit 3: p. 242 -243; p. 252-253; p. 262-263; p. 272-273; p. 282-283; p. 292-293; p. 308-309), (Unit 4: p. 318-319, p. 328-329, p. 338-339) (Unit 5: p. 360-361, p. 370-371; p. 380-381; p. 390-391; 400-401) Additional activities are provided in the Home Support Packet (p. 58-61, 85-88) and the online **Fundations Level K Learning Community**, including Additional Phonological Awareness Activities to Target Specific Skills. The **Fundations Level K Alphabet Book Readers** provide practice in phonological and phonemic awareness. (See the **Fundations Readers Teacher's Guide Level K**, p. 10-11, p. 14, p. 17-18, p. 20-21, p. 42).
RF.K.3a	Know and apply grade-level phonics and word analysis skills in decoding words: *Name the letters of the alphabet in order.*	In Level K, as students learn about letter names, they also begin to learn about alphabetical order. In the **Alphabetical Order** activity students match the corresponding Letter Tile to the letter squares on their Letter Board. Students then practice naming the letters in alphabetical order. This activity helps students develop alphabetic knowledge, automatic letter naming, and alphabetical order. **Alphabetical Order (description p. 22-23)**: (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 239; p. 247; p. 257; p. 267; p. 287)
RF.K.3b	Know and apply grade-level phonics and word	Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	analysis skills in decoding words: *Identify, name, and write all lowercase letters with automaticity.*	the visual; motor; and phonological image of the letter. Students learn all 26 letter-keyword-sounds and letter formation for lowercase letters in **Unit 1.** (See **Unit 1 Introduction,** p. 60-62). Uppercase letter formation is taught in **Unit 2**. (See **Unit 2 Introduction,** p. 186-188). In the following daily activities, students identify and name letters, practicing in a multi-modal manner using engaging materials: **Letter-Keyword-Sound**, **Drill Sounds**, **Echo/Find Letters**, **Dictation/Sounds**, **Echo/Letter Formation**, **Skywrite/Letter Formation**, **Student Notebook**, **Alphabetical Order**, **Make it Fun.** **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Drill Sounds/Warm-Up (description p. 30-31)**: (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134-135; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154-155; p. 156; p. 158; p. 160; p. 162; p. 164-165; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p; 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) **Echo/Find Letters (description p. 32-33)**: (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)
RF.K.3c	Know and apply grade-level phonics and word analysis skills in decoding words: *Identify, name, and write all uppercase letters with automaticity.*	

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Dictation/Sounds (description p. 24-25): (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) **Echo/Letter Formation (description p. 36)**: (Orientation: p. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) **Skywrite/Letter Formation (description p. 40-41)**: (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) **Alphabetical Order (description p. 22-23)**: (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 239; p. 247; p. 257; p. 267; p. 287) **Make it Fun (description p. 48)**: (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 118; p. 129; p. 139; p. 148-149; p. 158; p. 169; p. 178) The **Student Practice Book** provides targeted practice identifying all uppercase and lowercase letters, as referenced in the TM. **Fundations Readers Level K** Alphabet Books each feature one letter and contain activities that reinforce linkages between letter name, letter formation, and letter sound. (See **Fundations Readers Level K Teacher's Guide**, p. 5, p. 10-21).

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Additional activities are provided in the **Home Support Packet** and the online **Fundations Learning Community** (see Expert Tips/Ideas section).
RF.K.3d	Know and apply grade-level phonics and word analysis skills in decoding words: *When given a phoneme, identify, name, and write the corresponding grapheme* • *Short vowels* • *Consonants* • *Consonant digraphs*	Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. Starting in **Unit 1**, students learn all short vowel and consonant letter name-keyword-sounds, as well as the lowercase formation for each letter (See **Unit 1 Introduction**, p. 60-62). Digraphs are introduced in **Unit 4,** including the letter-keyword-sound and spelling for the digraphs **wh, ch, sh, th,** and **ck** (See **Unit 4 Introduction**, p. 298-300). In the following activities, students identify, name, and write name letters including short vowels, consonants and consonant digraphs: **Letter-Keyword-Sound**, **Drill Sounds**, **Echo/Find Letters, Dictation/Sounds**, **Skywrite/Letter Formation**, **Student Notebook**, and **Make it Fun.** **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Introduce New Concepts**: (Unit 3: p. 241), (Unit 4: 302-303, p. 307, p. 322-323, p. 332-334) **Drill Sounds/Warm-Up (description p. 30-31)**: (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; 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)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Echo/Find Letters (description p. 32–33): (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219; p. 237; p. 239; p. 247; p. 249), (Unit 3: p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Sounds (description p. 24-25)**: **Dictation (Dry Erase) – Unit Sounds** (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) **Dictation/Words (description p. 24–25):** (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) **Skywrite/Letter Formation (description p. 40-41)**: (Orientation: p. 57, p. 58); (Unit 1: p. 64-65; p. 66; p. 71; p. 74-75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144-145; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 202-203; p. 205; p. 207; p. 210-211; p. 212-213; p. 215; p. 217; p. 220-221; p. 222-223; p. 224-225; p. 226-227), (Unit 4: p. 319) **Student Notebook (description p. 42-43)**: (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 305) **Make it Fun (description p. 48)**: (Unit 1: p. 78; p. 89; p. 98-99; p. 108-109; p. 139; p. 148-149; p. 158; p. 178) The **Student Practice Book** provides targeted practice identifying and writing all uppercase and lowercase letters, as referenced in the TM. Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community** (see Expert Tips/Ideas section).

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
RF.K.3e	Know and apply grade-level phonics and word analysis skills in decoding words: *Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as:* • *a, e, i, o and u with short vowel sounds (CVC)* • *Long vowel sounds associated with single letters (open syllables in one-syllable words)* • *Consonant digraph sh, ch, th,* • *Most common consonant sounds b, c, d, f, g, h, j, k, l, m, n, p, q(u), r, s, t, v, w, x, y, z* • *Welded/glued sounds (-ang, -ing, -ong, -ung, -ank, -ink, -onk, -unk, -an, -am, -all)*	Kindergarten students learn to recognize and name letters while simultaneously learning formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added, or deleted. ***Consonant sounds and digraphs*** Starting in **Unit 2** students learn to read and spell CVC words up to three sounds, beginning by blending words that start with continuous consonants f, m, n, l, r and s. (See **Unit 2 Introduction**, p. 186–188). Digraphs are introduced in **Unit 4** (See **Unit 4 Introduction**, p. 298-300). **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p.114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Introduce New Concepts**: (Unit 2 p. 190-191), (Unit 3: p. 236–237, p. 277), (Unit 4: p. 302-303) ***Short vowel sounds:*** In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when "a" says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed syllable

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		pattern is key. The focus of Fundations Level K is the closed syllable type and the short vowel sounds. **Letter-Keyword-Sound (description p. 38-39)**: (Unit 1: p. 84; p. 94; p. 104; p. 124) **Introduce New Concepts**: (Unit 2 p. 190-191), (Unit 3: p. 236–237) ***Long Vowel Sounds:*** In Level K, students learn to read words with long vowels in open syllables through the Trick Words by identifying phonetic part(s) of the word already learned and tricky parts not yet taught. The long vowel open syllable words in Level K include: **we; she; he; be; me; I; by, my.** **Teach Trick Words (description p. 44-45):** (Unit 4: p. 305; p. 315; p. 325), (Unit 5: p. 381) All words students decode are aligned with phonics patterns in **Fundations Level K Scope and Sequence**, PREFACE 32-33 in the activities including: **Introduce New Concepts, Word Play, Make it Fun,** and **Storytime**. **Word Play-Make Words for Decoding (description p. 48):** (Unit 2: p. 192-193; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238-239; p. 240; p. 242-243; p. 244; p. 246-247; p. 248-249; p. 252-253; p. 254; p. 256-257; p. 258-259; p. 262-263; p. 264; p. 266-267; p. 268-269; p. 272-273; p. 274; p. 276-277; p. 278-279; p. 282-283; p. 284; p. 286-287; p. 288-289; p. 292-293; p. 294), (Unit 4: p. 304; p. 306; p. 308-309; p. 310; p. 312-313; p. 314; p. 316-317; p. 318-319; p. 320; p. 324-325; p. 326-327; p. 328-329; p. 330; p. 334; p. 336-337; p. 338-339; p. 340), (Unit 5: p. 348; p. 350; p. 352-353; p. 358-359; p. 360-361; p. 362-363; p. 368-369; p. 370; p. 372-372; p. 378; p. 380; 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 – Read Sentences** (Unit 4: p. 316-317; p. 326; p. 336-327), (Unit 5: p 352-353; p. 358-359, p. 363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 393-394; p. 398-399; p. 402-403) **Make it Fun (description p. 48):** (Unit 2: p. 206), (Unit 4: p. 306-307; p. 317), (Unit 5: p. 355; p. 364-365; p. 375) **Storytime (description p. 48):** (Unit 4: p. 331; p. 340)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Introduce New Concepts: (Unit 5: p. 349) The **Student Practice Book** provides targeted practice for decoding words and is aligned to the Fundations Level K Scope and Sequence, as referenced in the TM. **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, p. 24-25.) Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community** (see Expert Tips/Ideas section). Per the Ohio Department of Education and Workforce document *Ohio's Learning Standards English Language Arts (2026)*, Reading Foundational Standards page 23 indicates "skills provided as examples in this strand may vary by grade level in the scope and sequence of the adopted HQIM from the Department's approved list. Districts and schools should follow the scope and sequence of their adopted HQIM." All skills taught at a different Fundations Level are noted below. In Fundations Level 1 students learn to decode words using phonics patterns for **glued (welded) sounds** (**am, an**) in Unit 5 and (**ang**, **ing**, **ong**, **ung**, **ank**, **ink**, **onk**, **unk**) in Unit 7 and introduced to the **long vowel open syllable type** in Unit 9. In Fundations Level 2 students learn review glued sounds in Unit 2 and explicitly learn to decode **long vowel words with the open syllable** type starting in Unit 7.
RF.K.3f	Know and apply grade-level phonics and word analysis skills in decoding words: *Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as:*	Automatic word recognition of Level K Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. All high-frequency words students read are aligned with phonics patterns in **Fundations Level K Scope and Sequence**, PREFACE 32-33 in the activities including **Word Play, Storytime, Teach Trick Words,** and **Teach Trick Word Practice.** In Level K, students learn to read and spell phonetically regular words up to three sounds, including common high-frequency words. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Level K students will be able to read high-

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	• *Phonetically regular words* • *Partially regular words* • *Irregular words*	frequency words that have regular VC and CVC sound spelling patterns including the following words: **in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.** **Introduce New Concepts**: (Unit 2 p. 190-191), (Unit 4: p. 302-303), (Unit 5: p. 349) **Word Play-Make Words for Decoding (description p. 48)**: (Unit 2: p. 192; p. 196; p. 198; p. 204; p. 212; p. 214; p. 220; p. 222; p. 224), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 248; p. 256; p. 266; p. 268; p. 276; p. 278; p. 282; p. 284; p. 292), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 317; p. 320; p. 328; p. 330; p. 336), (Unit 5: p. 348; p. 350; p. 360; p. 370; p. 378; p. 380; p. 382; p. 388; p. 392) **Storytime (description p. 48):** (Unit 4: p. 331; p. 340) 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.** **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) The **Student Practice Book** provides targeted practice in reading high frequency words, as referenced in the TM. **Fundations Readers Level K**, which specifically align with the scope and sequence of Fundations, provide students with practice applying grade-level phonics and word analysis skills in reading common high-frequency words by sight. (See the **Fundations Readers Teacher's Guide Level K**, p. 24-25).

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community** (see Expert Tips/Ideas section).
RF.K.4	Read aloud decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.	Students apply their decoding skills in **Word Play – Read Sentences** with a sentence that is 100% decodable and written on Sentence Frames. This activity develops prosody (reading a sentence with appropriate phrasing) and reading for meaning. Students also read the decodable stories in **Storytime**. Also see **Appendix: Ways to Engage with Decodable Readers**, p. 434-437. All decodable text is aligned to the **Fundations Level K Scope and Sequence**, PREFACE 32-33. **Word Play – Read Sentences (description: p. 48):** (Unit 4: p. 317; p. 327; p. 336-327), (Unit 5: p 352-353; p. 358-359, p. 363, p. 368-369; p. 372-373; p. 378; p. 382-383; p. 384-385; p. 388-389; p. 393-394; p. 398-399; p. 402-403) **Storytime (description p. 48)**: (Unit 4: p. 331; p. 340) **Fundations Readers Level K** specifically align with the scope and sequence of Fundations and provide students with the opportunity to apply taught decoding skills in 95% decodable, controlled texts. (See the **Fundations Level K Readers Teacher's Guide**, p. 5, p. 24-25, p. 43). The **Student Practice Book** provides targeted practice in reading previously taught grapheme-phoneme correspondences in connected text, as referenced by the TM.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Writing Foundations Standards

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
WF.K.1a	Print all lowercase and most uppercase graphemes (letter/letters) independently, accurately, and with automaticity. Demonstrate this through *a. Correct letter strokes;* *b. Correct letter formation;* *c. Accurate letter placement within words;* *d. Proper directionality (top to bottom, left to right);* *e. Appropriate line placement; and* f. *Appropriate pencil grip.*	Automatic, fluent handwriting instruction is an integral part of Fundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Letter formation is initially introduced using gross motor memory during the **Sky Write/Letter Formation** activity. Teachers use a gradual release approach to support student's incremental skill mastery. Students first use gross motor memory to trace the letter, then to copy it, and finally to write the letter from memory using the Wilson® grid. Letters are grouped into "like patterns" and grid lines for writing are given specific names and used as reference points. Students are guided through letter formation using consistent verbalizations to develop correct directionality and line placement. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Students learn proper pencil grip and writing position with a procedure that prepares them for proper pencil grip with pencils, Dry Erase Writing Tablets, and dry erase markers. See **Skills Taught in Fundations: Automaticity of Handwriting** (PREFACE 20-21). Students learn about correct pencil grip and letter formation procedures with guidance in the Orientation and are reinforced during all writing activities. See **Orientation Introduction**, p. 50-51. **Teach the Wilson Letter Formation Grid,** p. 52, p. 54 **Teach How to Follow Verbalizations,** p. 53 **Teach Pencil Grip and Tracing,** p. 54-55 The following activities directly teach handwriting: **Echo/Letter Formation**, **Skywrite/Letter Formation**, **Student Notebook.** **Echo/Letter Formation (description p. 36-37)**: (Orientation: p. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		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) During **Sentence Dictation** activities in Unit 5, students demonstrate many conventions of print including proper directionality, accurate letter placement within words, and separating words by spaces. **Introduce New Concepts** (Unit 5: p. 351, p. 379) **Dictation/Sentences (description p. 28-29)**: (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) The **Student Practice Book** provides targeted practice to trace and write letters, as referenced by the TM. Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community** (See Expert Tips/Ideas section).
WF.K.2	When given a word of up to three phonemes, encode and print words	Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns. **Introduce New Concepts**: (Unit 3: p. 241), (Unit 5: p. 351; p. 379)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	independently and accurately.	**Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27)**: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Word Play – Review Sentence Dictation** (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 381) **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the **Student Practice Books** (as noted in the Teacher's Manual), **Home Support Packet** and the online **Fundations Level K Learning Community** (See Expert Tips/Ideas section).
WF.K.3a	Print a simple sentence independently and accurately using grade-appropriate orthographic patterns, rules and high-frequency words with: *a. Correct capitalization (beginning word, proper nouns, the pronoun "I");*	Students write simple sentences during **Dictation**, with attention to capitalization, punctuation and appropriate spacing. Students independently write a sentence from dictation. This helps them develop their auditory memory for words. They also develop their proofreading skills with guidance. All activities that use Sentence Frames provide a multisensory way to explicitly teach appropriate spacing, capitalization, and punctuation. **Introduce New Concepts**: (Unit 5: p. 351; p. 379) **Dictation/Sentences (description p. 28):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) **Word Play - Review Sentence Dictation** (Unit 5: p. 358-359, p. 360-361; p. 368-369; p. 370-371; p. 372-373; p. 380-381)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	b. Appropriate spacing; and c. *Correct ending punctuation (e.g., period, question mark, exclamation point).*	**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 spacing, capitalization, and punctuation. **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) **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). The **Student Practice Book** provides targeted practice to print sentences, as referenced in the TM. Additional activities are provided in the **Home Support Packet** and the online **Fundations Level K Learning Community** (See Expert Tips/Ideas section).

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Additional Ohio Standards Supported by Fundations

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

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

Reading Literature Standards

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

READING LITERATURE		
Std. #	**Standard Language**	**Primary Citations**
RL.K.1	When presented with a read-aloud, ask and answer questions about key details in a literary text (e.g., story, drama, poem).	**Storytime (description p. 48)**: (Unit 1: p. 72; p. 92-93, p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 143; p. 162-163; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 265; p. 275; p. 285; p. 295), (Unit 4: p, 311; p. 321; p. 331, p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406) **Make it Fun:** (Unit 5: p. 395; p. 405).
RL.K.2	When presented with a read-aloud, retell stories from literary texts, including key details.	**Storytime (description p. 48)**: (Unit 1: p. 82; p. 92-93, p. 102-103; p. 112-113; p. 122-123; p. 143; p. 153; p. 162-163; p. 183), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396) **Make it Fun:** (Unit 5: p. 395; p. 405).
RL.K.3	When presented with a read-aloud: *a. Name the character(s) and setting(s).*	**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)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING LITERATURE		
Std. #	**Standard Language**	**Primary Citations**
	b. *List major events in a literary text.*	**Make it Fun:** (Unit 5: p. 395; p. 405).
RL.K.4	When presented with a read-aloud, ask and answer questions to determine the meaning of unknown or essential vocabulary words in a literary text.	**Storytime (description p. 48)**: (Unit 1: p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 275)
RL.K.5	When presented with a read-aloud: *a. Identify the type of literary text; and* b. *Show understanding of print concepts by naming the front and back covers and pointing to the title page.*	**Storytime (description p. 48)**: (Unit 1: p. 112-113; p. 122-123; p. 132-133), (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)
RL.K.6	When presented with a read-aloud, locate the author and illustrator and describe how each contributes to telling the story in a literary text.	**Storytime (description p. 48)**: (Unit 1: p. 112-113; p. 122-123; p. 132-133), (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)
RL.K.7	When presented with a read-aloud, describe the information that illustrations show or help explain in a literary text (e.g., what moment in a story is depicted by an illustration).	**Storytime (description p. 48)**: (Unit 1: p. 92-93; p. 102-103; p. 162-163; p. 172-173), (Unit 3: p. 265; p. 275; p. 285), (Unit 4: p. 311)
RL.K.9	When presented with a read-aloud, compare and/or contrast the adventures and experiences of characters in literary texts.	**Storytime (description p. 48)**: (Unit 1: p. 162-163; p. 172-173), (Unit 3: p. 245; p. 255; p. 265; p. 285; p. 295), (Unit 4: p. 311; p. 321), (Unit 5: p. 366-367; p. 386-387)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING LITERATURE		
Std. #	**Standard Language**	**Primary Citations**
RL.K.10	When presented with a read-aloud, utilize background knowledge and draw on previous experiences to understand a literary text.	**Storytime (description p. 48):** (Unit 1: p. 82; p. 92-93; p. 102-103; p. 112-113; p. 122-123; p. 132-133; p. 143; p. 153; p. 162-163; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: 356; p. 366-367; p. 376; p. 386-387; p. 396; p. 406)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Reading Informational Standards

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

READING INFORMATIONAL		
Std. #	**Standard Language**	**Primary Citations**
RI.K.1	When presented with a read-aloud, ask and answer questions about key details in an informational text (e.g., historical, scientific, or technical text).	**Storytime (description p. 48)**: (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396)
RI.K.2	When presented with a read-aloud, retell facts and ideas from an informational text, including the main topic and key details.	**Storytime (description p. 48)**: (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396)
RI.K.4	When presented with a read-aloud, ask and answer questions to determine the meaning of unknown or essential vocabulary words in an informational text.	**Storytime (description p. 48)**: (Unit 5: p. 356; p. 376; p. 396)
RI.K.5	When presented with a read-aloud, show understanding of print concepts by naming the front and back covers and pointing to the title page.	**Storytime (description p. 48)**: (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396)
RI.K.6	When presented with a read-aloud, locate the author and illustrator and describe how each contributes to presenting facts and ideas in an informational text.	**Storytime (description p. 48)**: (Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Speaking and Listening Standards

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

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.K.1	Participate in discussions about kindergarten topics in pairs, small groups, or whole-class settings, following agreed-upon rules: *a. Listen to others and take turns speaking during discussions.* *b. Keep the conversation going through several exchanges.*	All Fundations Learning Activity procedures and routines require collaborative conversations following agreed-upon rules for discussion. Each student actively engages in every lesson activity and component and works both independently and collaboratively with classmates to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See **Principles of Instruction** PREFACE 11 (Scaffolding Step 3: You Do It Together); and **Learning Activity Overview** Section p. 21-48. **Storytime (description p. 48)**: (Unit 1: p. 72; p. 82; p. 92-93; p. 102-103; p. 112-113; p. 132-133; p. 143; p. 153; p. 162-163; p. 172-173; p. 183), (Unit 2: p. 199; p. 208-209; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 340), (Unit 5: p. 356; p. 366; p. 376; p. 386-387; p. 396; p. 406)
SL.K.2	Answer questions about key details of a text, conversation, or other media to demonstrate 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)
SL.K.4	With adult support, expand oral descriptions of familiar people, places, things, and events by adding relevant details.	**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)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.K.5	Use pictures, objects, or visual tools to enhance ideas, thoughts, and feelings so others can understand them.	**My Fundations Journal**: (Unit 1: p. 163), (Unit 2: p. 199), (Unit 4: p. 340), (Unit 5: p. 367; p. 387; p. 396)
SL.K.6	Produce basic thoughts, ideas, and feelings using kernel sentences with a subject and a verb.	**Make It Fun:** (Unit 5: p. 385; p. 395)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Language Standards

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

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

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.K.1a	Know and apply the conventions of formal American English grammar and usage when communicating. *Use frequently occurring nouns and verbs.*	**Dictation/Sentences (description p. 28-29): Dictation (Dry Erase):** (Unit 5: p. 383; p. 389; p. 395; p. 403) **Word Play:** (Unit 5: p. 360-361)
L.K.1b	Know and apply the conventions of formal American English grammar and usage when communicating. *Understand and use interrogatives.*	**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)
L.K.1c	Know and apply the conventions of formal American English grammar and usage when communicating. *Use the most frequently occurring prepositions.*	**Teach Trick Words (description p. 44-45):** (Unit 3: p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47):** (Unit 3: p. 265; p. 275; p. 285; p. 295), Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404)
L.K.1d	Know and apply the conventions of formal American English grammar and usage when communicating. *Produce and expand kernel sentences in shared language activities.*	**Word Play – Word Awareness:** (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111) **Make It Fun:** (Unit 5: p. 385; p. 395)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.K.2a	Recognize the conventions of formal American English capitalization and punctuation when communicating thoughts and ideas. *Capitalize the first word in a sentence and the pronoun "I."*	The following dictation activities have students writing sentences with attention to capitalization and punctuation. **Introduce New Concepts**: (Unit 5: p. 351; p. 379) **Dictation/Sentences (description p. 28):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) **Word Play Review Sentence Dictation** (Unit 5: p. 358-359, p. 360-361; p. 368-369; p. 370-371; p. 372-373; p. 380-381) **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375). The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation: **Word Play (description p. 48)**: (Unit 1: p. 70-71; p. 80-81; p. 90-91; p. 100-101; p. 110-111; p. 120-121; p. 130-131; p. 140-141; p. 150-151; p. 160-161; p. 170-171; p. 180-181) **Teach Trick Words (description p. 44-45)**: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46-47):** (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 385; p. 394; p. 404). Additional activities are provided in the **Home Support Packet** (p. 89, p. 95, pp. 106-110) and the online **Fundations Learning Community** (See Expert Tips/Ideas section). See **Student Practice Book**, as noted in the teacher's manual (p. 67, p. 73, p. 80, p. 90, etc.)
L.K.2b	Recognize the conventions of formal American English capitalization and punctuation when communicating thoughts and ideas. *Name end punctuation.*	

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.K.2d	Recognize the conventions of formal American English capitalization and punctuation when communicating thoughts and ideas. *Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.*	Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns. **Introduce New Concepts**: (Unit 3: p. 241), (Unit 5: p. 351; p. 379) **Letter-Keyword-Sound (description p. 38-39)**: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27)**: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) **Word Play – Review Sentence Dictation** (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 381) **Make it Fun:** (Unit 5: p. 355; p. 364-365; p. 375) Additional activities are provided in the **Student Practice Books** (as noted in the Teacher's Manual), **Home Support Packet** and the online **Fundations Level K Learning Community** (See Expert Tips/Ideas section). Students write Trick Words (irregular high frequency words) during sentence dictation with guidance and support, including teacher modeling and using the **Student Notebook,** p. 99 to check spelling. **Introduce New Concepts:** (Unit 5: p. 351; p. 379)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		Dictation/Words (description p. 26-27): (Unit 3: p. 293) (Unit 4: p. 309; p. 317) (Unit 5: p. 363; p. 365; p. 375; p. 379; p. 383; p. 393; p. 399; p. 405) **Dictation/Sentences (description p. 28):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) **Word Play – Sentence Dictation/Write Sentences:** (Unit 5: p. 358-359; p. 360-361; p. 368-369; p. 371; p. 372-373; p. 381) **Make It Fun:** (Unit 5: p. 355; p. 364-365; p. 375)
L.K.2e	Recognize the conventions of formal American English capitalization and punctuation when communicating thoughts and ideas. *Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.*	Because students are taught to segment and associate letters with sounds rather than memorize words, students will be able to attempt to spell unknown words with the VC and CVC spelling patterns. Students independently write simple sentences during **Dictation**. They also develop their proofreading skills with guidance by checking the spelling of words and correcting mistakes. Encoding instruction is conducted using manipulatives (cards, tiles) with letters during the **Echo/Find Words** activity, as well with the Dry Erase Tablet during the **Dictation** activity. Students are also encouraged to write in **My Fundations Journal**. **Introduce New Concepts**: (Unit 3: p. 241), (Unit 4: p. 307; p. 322-323), (Unit 5: p. 351; p. 379) **Echo/Find Words (description p. 34-35)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Words (description p. 26-27)**: (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403; p. 405) **Dictation/Sentences (description p. 28-29):** (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 364-365; p. 375) **Word Play – Sentence Dictation/Write Sentences** (Unit 5: p. 358-359, p. 360-361; p. 368-369, p. 370-371; p. 372-373; p. 380-381) **My Fundations Journal**: (Unit 1: p. 163), (Unit 2: p. 199), (Unit 4: p. 340), (Unit 5: p. 367; p. 387; p. 396) See the **Fundations Level K Learning Community** Expert Tips/Ideas section, including Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K and 1).
L.K.5a	Explore word relationships and nuances in word meanings. *Categorize objects or pictures to understand how they relate to a common concept or topic (e.g., food, colors).*	Teachers are prompted to develop vocabulary while doing word building activities. See **Vocabulary,** PREFACE 19 and **Skills and Procedures Taught in Fundations** PREFACE 22. **Word Play (description p. 48):** (Unit 1: p. 150–151; p. 170–171) **Storytime:** (Unit 5: p. 406)
L.K.6	Apply previously taught vocabulary in a given context by demonstrating connections between words and their use (e.g., note places at school that are colorful).	Teachers are prompted to develop vocabulary while doing word building activities. See **Vocabulary,** PREFACE 19 and **Skills and Procedures Taught in Fundations** PREFACE 22. **Word Play (description p. 48):** (Unit 2: p. 196)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WILSON fundations™ | Literacy for All



Fundations® 3e Level 1

Fundations® Level 1 Alignment to Ohio's Learning Standards for English Language Arts (2026)

Reading Foundations Standards

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
RF.1.1	Demonstrate understanding of the organization and basic features of a sentence: a. *Recognize that a sentence begins with a capital letter.* b. *Recognize that a sentence ends with punctuation (period, question mark, or exclamation point).* c. *Understand that words in a sentence are separated by spaces.* d. *Follow words in a sentence from left to right.*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 1*** Students systematically learn features of a sentence. Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. See **Skills and Procedures Taught in Fundations: Punctuation and Capitalization** (PREFACE 21). Students must recognize the features of the sentence and many conventions of print, including upper- and lowercase letters, spacing between words, reading from left to right, and ending punctuation in the activities **Make it Fun – Scrambled Sentences, Teach Trick Words – Reading,** and **Sentence Dictation.** During **Sentence Dictation** activities, students demonstrate many conventions of print including writing sentences starting with a capital letter, using correct ending punctuation, and separating words by spaces. Students follow a proofreading procedure to check for these features of a sentence after writing. Students reread the sentence, following words from left to right while scooping into meaningful phrases. See **Proofreading Procedure**, p. 36 **Introduce New Concepts:** (Unit 2: p. 115, p. 119), (Unit 3: p. 147) **Make It Fun – Scrambled Sentences:** (Unit 6: p. 224-225), (Unit 8: p. 277), (Unit 10: p. 355), (Unit 12: p. 408-409), (Unit 13: p. 446-447) **Teach Trick Words - Reading (description p. 52-53):** (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) **Dictation/Sentences (description p. 36-37;** Proofreading Procedure**):** (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p.355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p.419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469),(Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The **Storytime Mark Words** activity provides students with additional practice identifying capital letters at the beginning of a sentence and ending punctuation within connected text. **Storytime – Mark Words:** (Unit 3: p. 141), (Unit 4: p. 167), (Unit 7: p. 245), (Unit 8: p. 282-283), (Unit 9: p. 311), (Unit 10: p. 337), (Unit 13: p. 451) Additional practice in print awareness activities is provided in the **Student Notebook** (see Reference page: Capitalization and Punctuation, p. 212) and with the stories in the **Fundations® Readers Level 1**. These are engaging, 95%+ decodable storybooks that align directly with the Fundations scope and sequence. The **Student Practice Book** reinforces students' recognition of the distinguishing features of a sentence as they read and write sentences, as referenced by the TM. Additional resources on print awareness and using the proofreading procedure are located on the **Fundations Level 1 Learning Community** including Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K and 1).
RF.1.2a	Identify, produce, and manipulate the sound structures of spoken words, including syllables	Fundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences).

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	and phonemes (sounds), with automaticity: *Distinguish long from short vowel sounds in spoken single-syllable words.*	In Fundations, vowel letter-sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1 in the **letter-keyword-sound** activity. In Unit 9, students are introduced to the open syllable type and distinguish between closed (short vowel) and open (long vowel) sounds. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. See **Unit 11 Introduction,** p. 362-363. Words with both long and short vowel sounds are included in word resources for Units 11-14 for decoding and encoding activities. (**Resources:** p. 396-398; p. 434-436; p. 472-474; p. 500-502) **Letter-Keyword-Sound (description p. 38):** (Unit 1: p. 74; p. 76; p. 80; p. 84) **Introduce New Concepts:** (Unit 9: 312-313), (Unit 11: p. 366-367, p. 368-369) **Drill Sounds/Warm-Up (Echo/Change):** (Unit 11: p. 380; p. 388; p. 394), (Unit 12: p. 414; p. 420; p. 426; p. 428), (Unit 13: p. 442), (Unit 14: p. 482; p. 486; p. 488) **Drill Sounds/Warm-Up (Vowel Sounds Poster):** (Unit 11: p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384) **Make it Fun (description p. 60):** (Unit 5: p. 189), (Unit 8: p. 287), (Unit 11: p. 371; p. 381; p. 390-391), (Unit 12: p. 429) **Word Talk (description p. 58-59):** (Unit 11: p. 374; p. 380; p. 390; p. 394) **Word Play (description p. 60):** (Unit 11: p. 386; p. 392) Distinguishing between long and short vowels by orally segmenting phonemes in a word is reinforced in spelling activities **Echo Find Words**, **Dictation/Words**. **Echo/Find Words (description p. 42-45)**: (Unit 11: p. 369; p. 371; p. 379; p. 387)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Dictation/Words (description p. 30-31): (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) Also see the **Student Practice Book**: Junior Word Detective (Unit 11: p. 84)
RF.1.2b	Identify, produce, and manipulate the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity: *Blend and segment spoken words with up to five phonemes, including words with initial and final 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 included in the following activities: **Introduce New Concepts, Make it Fun, Word of the Day, Word Play,** and **Word Talk**. **Word Play (Warm Up):** (Unit 2: p. 116), (Unit 10: p. 338) **Make it Fun (Wrap-Up):** (Unti 3: p. 146); (Unit 9: p. 315); (Unti 13: p. 467) **Introduce New Concepts:** (Unit 2: p. 106-107; p. 108-109; p. 111), (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 7: p. 236; p. 246), (Unit 8: p. 274), (Unit 11: p. 366-367) **Word of the Day (description: p. 56-57):** (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) **Word Play (description: p. 60):** (Unit 2. p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392) The skill of isolating phonemes in spoken words is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted *orally* before students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3. **Echo/Find Words (description p. 42-45):** (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Dictation/Single Syllable Words (description p. 30-31):** (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) **Make it Fun**: (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)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		The **Student Practice Book** provides targeted practice blending and segmenting sounds, as referenced by the TM. Also see 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. Additional resources on phonemic awareness activities and prompts are located on the **Fundations Level 1 Learning Community.**
RF.1.2c	Identify, produce, and manipulate the sound structures of spoken words, including syllables and phonemes (sounds), with automaticity: *Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.*	Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of manipulating phonemes in a spoken word is emphasized in the procedure of the **Dictation Words, Echo/Find Words, Echo/Change** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. During **Echo/Change** students *orally* manipulate phonemes by adding, changing, or deleting phonemes to make new words. **Drill Sounds/Warm Up - Echo/Change (description p. 38-39):** (Unit 1: p. 78; p. 88; p. 98), (Unit 2: p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124), (Unit 3: p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150), (Unit 4: p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176), (Unit 5: p. 184; p. 186; p. 188; p. 190; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 7: p. 238; p. 240; p. 242; p. 244; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264), (Unit 8: p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 352; p. 354; p. 356), (Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
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) The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. During each **Echo Find Words** and **Dictation/Words** activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. **Dictation/Words (description p. 30-31)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) **Echo/Find Words (description p. 42-45): (**Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p.341; p.345; p.349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Introduce New Concepts:** (Unit 2: p. 108-109; p. 111), (Unit 3: p. 135; p. 144-145; p. 147), (Unit 4: p. 168), (Unit 6: p. 202-203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368-369; p. 387) **Make it Fun (description p. 60)** (Unit 2: p: 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 486-487; p. 493; p. 495) The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student's awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. The use of Sounds Cards and tapping to isolate phonemes are including in the following activities: **Introduce New Concepts, Make it Fun, Word of the Day, Word Play,** and **Word Talk**. **Introduce New Concepts** (Unit 2: p. 106-107; p. 108-109; p. 111), (Unit 4: p. 158-159; p. 162-163), (Unit 5: p. 184-185), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284-285), (Unit 9: p. 302-303; p. 312-313), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 366-367; p. 387), (Unit 12: p. 404-405; p. 406-407; p. 414-415, p. 417; p. 424), (Unit 13: p. 442-443; p. 452-453; p. 462) **Word of the Day (description p. 56-57)** (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) **Word Play (description p. 60)** (Unit 2. p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200; p. 216), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392) **Make it Fun (description p. 60)** (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 224-225), (Unit 7: p. 260-261), (Unit 8: p. 277), (Unit 9: p. 309; p. 314-315), (Unit 10: p. 333; p. 342-343; p. 355), (Unit 11: p. 371; p. 381; p. 390- 391), (Unit 12: p. 408-409; p. 418-419; p. 428-429), (Unit 13: p. 446-447; p. 457; p. 467)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Fun Hub Practice provides students with practice recognizing when a specific phoneme is changed in spoken words through an activity called **Make a Change**, as referenced in the TM. Additional resources on phonemic awareness activities and prompts are located on the **Fundations Level 1 Learning Community,** including Additional Phonological Awareness Activities to Target Specific Skills.
RF.1.3a	Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: • *CVC words with short vowel sounds (e.g., cat)* • *Open syllables in one-syllable words (e.g., go).* • *Consonant digraphs (e.g., chart)* • *Vowel-consonant- e (VCe)(e.g., same)* • *FLOSS rule (f, l, s, z doubling) (e.g., stuff)* • *Initial and final 2-consonant blends* • *Y as a consonant and a vowel* • *Multisyllabic words with open and closed syllables*	In Fundations, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when "a" says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable; more than 50% of syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode and encode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. All words students decode are aligned with the phonics patterns in the **Fundations Level 1 Scope and Sequence**, PREFACE 34-37 including: **Letter-Sounds for consonants and vowels** (Unit 1), **CVC words with short vowels** (Unit 2), **consonant digraphs** (Unit 2), **bonus letter rule / FLOSS** (Unit 4), **glued Sounds** (Unit 5, Unit 7), **suffixes** (Unit 6, Unit 10, Unit 13), **consonant blends** (Unit 8), **closed and open syllables** (Unit 9), **vowel-consonant-e** (Unit 11), **multisyllabic words** (Unit 12). ***Y as a Consonant and Vowel*** **Y** as a consonant is introduced in Fundations Level K and reviewed in Level 1 Unit 1 with all common consonants and short vowel letter-sounds. Students decode words with **y** as a consonant throughout Level 1. **Y** as vowel phonics pattern is explicitly taught in Level 2.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	• *Compound words* • *Common prefixes (e.g., undo, redo)* • *Common inflectional suffixes with single-syllable bases (e.g., helps, helped, helping)*	In Level 1, students learn to read words with **y** as a vowel through the Trick Words by identifying phonetic part(s) of the word already learned and tricky parts not yet taught. The words with **y** as a vowel in Level 1 include **why, by, my, try.** **Letter-Keyword-Sound (description p. 38):** (Unit 1: p. 94) **Student Notebook:** (Unit 1: p. 95) **Teach Trick Words – Reading (description p. 52-53):** (Unit 7: p. 240) ***CVC Words with Short Vowels*** **Short vowels** are introduced in Fundations Level K and reviewed in Level 1 Unit 1 (See **Unit 1 Introduction**, p. 66). Students decode words with **short vowels** throughout Level 1. The concept of decoding CVC words with short vowels is taught in Fundations Level K and is explicitly taught in Level 1 Unit 2 (See **Unit 2 Introduction,** p. 102). Once introduced, students decode CVC words throughout Level 1. **Letter-Keyword-Sound (description p. 38):** (Unit 1: p. 74; p. 76; p. 80; p. 84) **Introduce New Concepts:** (Unit 2: p. 106-107; p. 108-109; p. 111) ***Consonant Digraphs and Blends*** The concept of digraphs is taught in Fundations Level K and is again explicitly taught in Level 1 Unit 3 (See **Unit 3 Introduction,** p. 130). The concept of blends is explicitly taught in Unit 8 (See **Unit 8 Introduction,** p. 270). **Introduce New Concepts:** (Unit 3: p. 132-133), (Unit 8: p. 274-275; p. 284-285) **Make It Fun (description p. 60):** (Unit 3: p. 137), (Unit 7: p. 261-262), (Unit 8: p. 287) ***FLOSS Rule (Bonus Letters)*** In Unit 4, students learn the **ff**, **ll**, **ss** bonus letter rule. The extra **f**, **l**, or **s** is considered a **bonus letter** because it is extra and does not make a sound. See **Unit 4 Introduction**, p. 154 **Introduce New Concepts:** (Unit 4: p. 158-159; p. 162-163)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Glued Sounds The glued (or welded) sound **all** is introduced in Unit 4 with bonus letters. In Unit 5, the glued sounds **am** and **an** are introduced. In Unit 7, four new glued sounds ending with **ng** (**ang**, **ing**, **ong**, **ung**) and four ending with **nk** (**ank**, **ink**, **onk**, **unk**) introduced. See **Unit 5 Introduction**, p. 180 and **Unit 7 Introduction**, p. 232. **Introduce New Concepts:** (Unit 4: p. 162-163), (Unit 5: p. 184-185), (Unit 7: p. 236; p. 246; p. 256) **Make it Fun (description p. 60)**: (Unit 7: p. 238; p. 250; p. 261-262) ***Suffixes*** The concept of suffix **-s** is explicitly taught in Unit 6 (See **Unit 6 Introduction,** p. 196). Suffix **-ed** and **-ing** added to unchanging base words is explicitly taught in Unit 10 (See **Unit 10 Introduction,** p. 326). Suffix **-es** is explicitly taught in Unit 13 (See **Unit 13 Introduction,** p. 438). **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) **Make it Fun (description p. 60)**: (Unit 6: p. 202; p. 212), (Unit 7: p. 261-262), (Unit 13: p. 457; p. 467) **Word Play (description p. 60):** (Unit 14: p. 482-483; p. 483) ***Closed Syllable*** In Unit 9, students learn about closed syllables. This Unit reviews the reading and spelling of previous word patterns. See **Unit 9 Introduction**, p. 298. **Introduce New Concepts:** (Unit 9: p. 302-303; p. 312-313), (Unit 12: p. 406; p. 414) **Make it Fun (description p. 60)**: (Unit 9: p. 309; p. 314) **Word Play (description p. 60):** (Unit 14: p. 490) ***Open Syllable***

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Teachers demonstrate open syllables in one-syllable words in Leve 1 Unit 9. Students will study open syllables in depth in Level 2, but it is useful to introduce it now for easy one-syllable words such as **go**, **no**, **hi**, etc. (See **Unit 9 Introduction**, p. 298) In Level 1, students learn to read words with long vowels in open syllables through the Trick Words by identifying phonetic part(s) of the word already learned and tricky parts not yet taught. The long vowel open syllable words in Level 1 include **we, he, she, be, me, I, why, by, my, try.** **Introduce New Concepts:** (Unit 9: p. 312-313) **Teach Trick Words – Reading (description p. 52-53):** (Unit 3: p. 142), (Unit 4: p. 165), (Unit 7: p. 240) ***Vowel-consonant-e syllable*** In Fundations letter/sound correspondences are taught in relation to the syllable type being studied. The v-c-e syllable type is taught in Unit 11. (See **Unit 11 Introduction**, p. 362) **Introduce New Concepts:** (Unit 11: p. 366-367, p. 387), (Unit 12: p. 414; p. 417) **Make it Fun (description p. 60):** (Unit 11: p. 371; p. 381; p. 391) **Word Play (description p. 60):** (Unit 14: p. 482) ***Multisyllabic and Compound Words*** In Fundations Level 1, students first learn to decode closed syllables, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards and syllable frames. In Level 2, students learn to decode all six syllable types with multisyllabic words, including words with closed and open syllables. **Introduce New Concepts:** (Unit 12: p. 404-405; p. 406-407; p. 414; p. 417), (Unit 13: p. 442-443) **Make it Fun (description p. 60):** (Unit 12: p. 418-419; p. 428-429) **Word Play (description p. 60):** (Unit 14: p. 490)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		——————————————————————————————— All words students decode and encode are aligned with phonics patterns taught according to the **Fundations Level 1 Scope and Sequence**, PREFACE 34-37. In the activities **Word of the Day, Word Talk, Word Play** and **Storytime** students decode current phonics patterns as they are introduced and review previously taught patterns. **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) **Word Play (description p. 60):** (Unit 2: p. 112-113; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160-161), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386-387; p. 392), (Unit 13: p. 448), (Unit 14: p. 480-481; p. 484; p. 490) **Storytime (description p. 60):** (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: p. 488-489) The **Student Practice Book** provides targeted practice for decoding words and is aligned to the Fundations Level 1 Scope and Sequence, as referenced in the TM. **Fun Hub Practice Level 1** provides students with practicing decoding words with taught phonics patterns through the activity of **Word Find Fun**, as referenced by the TM.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		The **Fundations Level 1 Fluency Kit** provides targets practice decoding words, nonsense words, phrases, and stories aligned to the Fundations Level 2 Unit concepts. **Fundations Readers Level 1** specifically align with the scope and sequence of Fundations and provide students with practice applying grade-level phonics and word analysis skills in decodable text. (See the **Fundations Level 1 Readers Teacher's Guide**, p. 3.) Additional activities are provided in the **Home Support Packet** and the online **Fundations Level 1 Learning Community** (see Expert Tips/Ideas section). Per the Ohio Department of Education and Workforce document *Ohio's Learning Standards English Language Arts (2026)*, Reading Foundational Standards page 23 indicates "skills provided as examples in this strand may vary by grade level in the scope and sequence of the adopted HQIM from the Department's approved list. Districts and schools should follow the scope and sequence of their adopted HQIM." All skills taught at a different Fundations Level are noted below. In **Fundations Level 2** students learn to decode words using phonics patterns for **Y as a vowel** (Unit 7), **single-syllable and multisyllabic words with open syllable long vowels** (Unit 7), and **common prefixes** (Unit 5, Unit 7).
RF.1.3b	Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as: • *Phonetically regular words* • *Partially regular words* • *Irregular words*	Level 1 students will be able to read high-frequency words that have regular sound spelling patterns taught in the Level I curriculum; including the following high frequency words from Fry's first 100 list and the American Heritage Word Frequency Book (Caroll, et al., 1971): **and, in; that; it; on; with; at; this; had; but; not; all; when; can; use, an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made** High frequency words that are phonetically regular are included in **Introduce New Concepts**, **Word of the Day**, **Make it Fun**, and **Storytime** activities as the phonics patterns are introduced and reviewed. See **Resources: Review Words** and **Current Unit Words** for phonetically regular high frequency words in each unit. **Word of the Day – Make Words:** (Unit 3: p. 136), (Unit 5: p. 186), (Unit 7: p. 237), (Unit 8: p. 277), (Unit 11: p. 378)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Resources - Review Words / Current Unit Words: (Unit 2: p. 127), (Unit 3: p. 153), (Unit 4: p. 179), (Unit 5: p. 195), (Unit 6: p. 231), (Unit 7: p. 267), (Unit 8: p. 295-296), (Unit 9: p. 323), (Unit 10: p. 359), (Unit 11: p. 397-398), (Unit 12: p. 435-436), (Unit 13: p. 473), (Unit 14: p. 501) In Fundations, high frequency words with irregular spelling patterns or words with concepts not yet taught to mastery in the program are called Trick Words. In Level 1, students learn 93 Trick Words for quick and automatic recognition and for spelling. Combined with students' emerging phonetic knowledge, learning these Trick Words will allow students to achieve mastery of the first **100 words** on the Fry list. They will also master 94% of the first 100 words on the American Heritage Word Frequency Book list. (See Unit 14 Resources p. 501 for a list of all Trick Words.) During the **Teach Trick Words – Reading** activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students' attention on the trick words by circling them. The teacher shows students the parts of the word that follow the spelling that they have learned and then the part(s) that are "**tricky**." Meaning is discussed as needed. Recognition 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.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		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) Students also practice recognizing and reading grade-appropriate regularly and irregularly spelled words in the following activities: **Storytime (description p. 60):** (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: p. 488-489) The **Student Practice Book** provides targeted practice reading grade-appropriate regularly and irregularly spelled words, as reference in the TM. **Fun Hub Practice** provides targeted practice reading grade level irregular words in the activities **Word Find Fun** and **Not So Tricky!**, as referenced in the TM. The **Home Support Pack** provides targeted practice reading grade-appropriate regularly and irregularly spelled words, as reference in the TM. Also see the **Fundations Fluency Kit 1** (e.g., Unit 12, Words, Trick Words, Phrases), **Fundations® Readers Level 1,** which provide additional decoding practice specifically with the scope and sequence of Fundations® Level 1. **Fundations® Readers Level 1** are engaging, 95%+ decodable storybooks that reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
RF.1.4a	Read connected texts aloud with sufficient fluency to support comprehension: *Orally read decodable, controlled text containing previously taught patterns with accuracy,*	The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin reading decodable connected text with a variety of activities such as **Teach Trick Words - Reading**, **Word of the Day**, and **Storytime**. The decodable text phrases,

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	automaticity, and appropriate expression to gain meaning from text.	sentences, and passages are at least 95% decodable and align with the scope and sequence of Fundations. See Appendix: **Ways to Engage with Decodable Readers**, p. 528-530. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. See **Skills and Procedures Taught in Fundations: Fluency**, p. PREFACE 17. The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 460), (Unit 14: 488-489) In the **Word of the Day** activity, the teacher writes a sentence on the board to indicate the meaning of the word. Students practice **prosody** by scooping and reading the sentence in meaningful phrases. **Word of the Day (description p. 56)**: (Unit 6: p. 204; p. 210; p. 213; p. 222-223; 224), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) Additionally, phrasing is modeled and practiced during the **Teach Trick Words–Reading** activity, with sentences written on sentence frames. **Teach Trick Words – Reading (description p. 52-53)**: (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) **Fun Hub Practice Level 1** provides targeted practice reading grade level words with accuracy and fluency, in an activity called **Word Find FUN**, as referenced in the TM.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Also see the **Fundations Fluency Kit 1** (phrases and passages), the **Home Support Pack**, **Student Practice Book**, and **Student Notebook** which provide targeted fluency practice, as reference in the TM. Also see the **Fundations Readers Teacher's Guide**, p. 2, p. 9-11, p. 16, p. 18-20. **Fundations Readers Level 1** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations. Also see **Fundations Level 1 Learning Community:** Moving Students Through Different Texts and Storytime Activities (2nd and 3rd Edition)
RF.1.4b	Read connected texts aloud with sufficient fluency to support comprehension: *Orally read grade-level text with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from text, targeting 60 words correct per minute (wcpm) by the end of first grade.*	In Fundations®, students have multiple opportunities to develop automatic word recognition while also developing prosody and expression through reading of connected text. Increased emphasis is placed on the importance of accuracy and automaticity of word reading necessary for building fluency. Comprehension remains the ultimate goal as students develop their foundational skills. In addition to fluency-building instruction with Fundations texts, teachers should reinforce fluency skills through grade-level reading as part of core ELA instruction. See **Fluency**, PREFACE 17. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 460), (Unit 14: 488-489) Throughout **Storytime**, teachers model and explicitly teach strategies that build understanding. Students are equipped with meaningful, transferable strategies, most notably the **Comprehension S.O.S.** strategy, a foundational tool that grows with them, supporting comprehension in increasingly complex reading experiences. The goal of **Comprehension S.O.S**. is to help students develop visualization and metacognitive strategies that support them in replaying and retelling the story. See **Comprehension Strategies**, PREFACE 19-20.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Storytime (description p. 60): (Unit 3: p. 151), (Unit 4: p. 176), (Unit 7: p. 254), (Unit 8: p. 292), (Unit 9: p. 320), (Unit 10: p. 346-347), (Unit 11: p. 384-385), (Unit 12: p. 422-423), (Unit 13: p. 460) To support integration of these strategies to grade-level text, Fundations offers additional resources such as Additional Literacy Activities, Graphic Organizers, and Oral Discussion Prompts on the **Fundations Level 1 Learning Community,** Storytime Activities (2nd and 3rd Edition). Using these materials during direct instruction helps to build strategies which can be applied to other readings and supports all learners to engage with varied text. Fundations provides recommendations for ways to engage with all text types depending on instructional needs. In the **Fundations Level 1 Learning Community, Expert Tip:** Moving Students Through Different Texts teachers are provided with guidance on how to plan instruction with both controlled and noncontrolled (grade-level) text depending on students' needs. The **Level 1 Fluency Kit** provides timed exercises for sounds, word, Trick Words, and phrases to develop automaticity, accuracy, and prosody. Timed readings are used for progress monitoring while reading for meaning is emphasized. See **Level 1 Fluency Kit**, p. 1-7.
RF.1.4c	Read connected texts aloud with sufficient fluency to support comprehension: *Self-monitor word recognition and understanding, rereading as necessary.*	In Level 1 students progress systematically from CVC words to words with four, then five sounds to words with more complex patterns, including multisyllabic words and long vowel patterns. Teachers model for students how to approach unknown words, and how to make self-corrections during **Storytime**. Students read the same text multiple times, supporting self-monitoring word recognition and understanding. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347; p. 356), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 460), (Unit 14: 488-489) Also see the **Fundations Readers Teacher's Guide**: Teacher Directed Oral Reading, p. 31-32.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

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

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Writing Foundations Standards

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
WF.1.1	Print all lowercase and uppercase graphemes (letter/letters) independently, accurately, and with automaticity. Demonstrate this through: *a. Correct letter strokes* *b. Correct letter formation* *c. Accurate letter placement within words* *d. Proper directionality (top to bottom, left to right)* *e. Correct line placement; and* f. *Appropriate pencil grip.*	Fundations provides direct and explicit instruction with language and tools to teach students about size, shape, spacing, slant, and stroke for the formation of lowercase and uppercase letters. Students use gross-motor memory to learn letter formation following teacher verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. In Fundations Level K, students are explicitly taught the letter formations of all 26 letters, upper- and lowercase. The lower-case letters are reviewed in Level 1; the uppercase letters are not retaught unless needed. See **Skills Taught in Fundations: Automaticity of Handwriting**, p. PREFACE 20-21. The Level 1 Teacher's Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see **Formation Guides**). Students develop correct pencil grip and letter formation procedures with guidance in the Orientation. These skills are reinforced during all letter formation and writing activities. See **Orientation Introduction**, p. 62-63. **Teach the Wilson Letter Formation Grid:** (Orientation: p. 64) **Teach How to Follow Verbalizations:** (Orientation: p. 65) **Teach Pencil Grip and Tracing:** (Orientation: p. 65) In Unit 1, students learn and practice letter formation in the following activity: **Sky Write/Letter Formation** and **Echo/Letter Formation**. **Sky Write/Letter Formation (description p. 50-51)**: (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96). **Echo/Letter Formation (description p. 46-47)**: (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115) After Unit 1 students are held accountable for legible handwriting in all Dictation activities and on the Unit Tests. See **Unit 2 Introduction**, p. 102. During **Sentence Dictation** activities, students demonstrate many conventions of print including proper directionality, accurate letter placement within words, and separating words by spaces. Students follow a proofreading procedure to check for these features of a sentence after writing. See

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Proofreading Procedure, p. 36 **Introduce New Concepts:** (Unit 2: p. 115, p. 119), (Unit 3: p. 147) **Dictation (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35), Dictation/Sentences: (description p. 36-37)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) **Unit Test:** (Unit 1: p. 99), (Unit 2: p. 125), (Unit 3: p. 151), (Unit 4: p. 177), (Unit 5: p. 193), (Unit 6: p. 229), (Unit 7: p. 265), (Unit 8: p. 293), (Unit 9: p. 321), (Unit 10: p. 357), (Unit 11: p. 395), (Unit 12: p. 433), (Unit 13: p. 471), (Unit 14: p. 499) The **Student Practice Book** provides additional practice printing both uppercase and lowercase letters, as referenced by the TM. The **Fundations 1 Home Support Pack** provides targeted practice of letter formation, as referenced in the TM. Also see the **Fundations Level 1 Learning Community** for additional letter formation resources on letter verbalizations, print awareness, and appropriate positioning/pencil grip.
WF.1.2	Encode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: • *Short vowel*	In Fundations, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when "a" says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable; more than 50% of syllables in English are closed. Therefore, students' ability to solidify and master word attack skills for the closed syllable pattern is key.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	• *Long vowel in one-syllable words* • *Consonant digraphs* • *Consonant blends* • *Vowel-consonant-e (VCe) (e.g., same), pine)* • *FLOSS rule (f, l, s, z doubling) (e.g., stuff), jazz)* • *Common inflectional suffixes (e.g., helps, helped, helping)*	In Level 1, students learn to decode and encode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. All words students decode are aligned with the phonics patterns in the **Fundations Level 1 Scope and Sequence**, PREFACE 34-37 including: **Letter-Sounds for consonants and vowels** (Unit 1), **CVC words with short vowels** (Unit 2), **consonant digraphs** (Unit 2), **bonus letters / FLOSS rule** (Unit 4), **glued Sounds** (Unit 5, Unit 7), **suffixes** (Unit 6, Unit 10, Unit 13), **consonant blends** (Unit 8), **closed and open syllables** (Unit 9), **vowel-consonant-e** (Unit 11), **multisyllabic words** (Unit 12). ***Short Vowels*** **Short vowels** are introduced in Fundations Level K and reviewed in Level 1 Unit 1 (See **Unit 1 Introduction**, p. 66). Students encode words with **short vowels** throughout Level 1. The concept of encoding CVC words with short vowels is taught in Fundations Level K and is explicitly taught in Level 1 Unit 2 (See **Unit 2 Introduction,** p. 102). Once introduced, students encode CVC words throughout Level 1. In Unit 9, students learn about closed syllables. This Unit reviews the reading and spelling of previous word patterns. See **Unit 9 Introduction**, p. 298. **Letter-Keyword-Sound (description p. 38):** (Unit 1: p. 74; p. 76; p. 80; p. 84) **Introduce New Concepts:** (Unit 2: p. 108-109, p. 119); (Unit 9: p. 305; p. 312-313) **Make It Fun (description p. 60):** (Unit 2: p. 123) ***Consonant Digraphs and Blends*** The concept of digraphs is taught in Fundations Level K and is again explicitly taught in Level 1 Unit 3 (See **Unit 3 Introduction,** p. 130). The concept of blends is explicitly taught in Unit 8 (See **Unit 8 Introduction,** p. 270). **Introduce New Concepts:** (Unit 3: p. 135, p. 144-145, p. 147), (Unit 8: p. 274-275, 284-285)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Make It Fun (description p. 60): (Unit 3: p. 137), (Unit 8: p. 287) ***FLOSS Rule (Bonus Letters)*** In Unit 4, students learn the **ff**, **ll**, **ss** bonus letter rule. The extra **f**, **l**, or **s** is considered a **bonus letter** because it is extra and does not make a sound. See **Unit 4 Introduction**, p. 154 **Introduce New Concepts:** (Unit 4: p. 158-159; p. 168), (Unit 14: p. 483) **Make it Fun:** (Unit 4: p. 165; p. 173) ***Glued Sounds*** The glued (or welded) sound **all** is introduced in Unit 4 with bonus letters. In Unit 5, the glued sounds **am** and **an** are introduced. In Unit 7, four new glued sounds ending with **ng** (**ang**, **ing**, **ong**, **ung**) and four ending with **nk** (**ank**, **ink**, **onk**, **unk**) introduced. See **Unit 5 Introduction**, p. 180 and **Unit 7 Introduction**, p. 232. **Introduce New Concepts:** (Unit 4: p. 168), (Unit 5: p. 184-185), (Unit 7: p. 239; p. 256), (Unit 14: p. 483) **Make it Fun:** (Unit 7: p. 238; p. 250), (Unit 8: p. 287) ***Suffixes*** The concept of suffix **-s** is explicitly taught in Unit 6 (See **Unit 6 Introduction,** p. 196). Suffix **-ed** and **-ing** added to unchanging base words is explicitly taught in Unit 10 (See **Unit 10 Introduction,** p. 326). Suffix **-es** is explicitly taught in Unit 13 (See **Unit 13 Introduction,** p. 438). **Introduce New Concepts:** (Unit 6: p. 202-203), (Unit 7: p. 256), (Unit 10: p. 341; p. 348-349), (Unit 11: p. 387), (Unit 13: p. 445; p. 455; p. 465) **Make it Fun (description p. 60):** (Unit 6: p. 212), (Unit 8; p. 287) (Unit 13: p. 457), (Unit 14: p. 486-487; p. 493; p. 495) **Word Play (description p. 60):** (Unit 14: p. 482-483; p. 483) ***Long Vowels in One-syllable Words***

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Teachers demonstrate **open syllables** in one-syllable words in Leve 1 Unit 9. Students will study open syllables in depth in Level 2, but it is useful to introduce it now for easy one-syllable words such as **go**, **no**, **hi**, etc. (See **Unit 9 Introduction**, p. 298). Long vowels with the **Vowel-consonant-e syllable** type are taught in Unit 11 and Unit 12, as referenced below. In Level 1, students learn to read words with long vowels in open syllables through the Trick Words by identifying phonetic part(s) of the word already learned and tricky parts not yet taught. The long vowel open syllable words in Level 1 include **we, he, she, be, me, I, why, by, my, try.** **Introduce New Concepts:** (Unit 9: p. 312-313) **Teach Trick Words – Spelling (description p. 54-55):** (Unit 3: p. 143), (Unit 4: p. 165), (Unit 7: p. 241) ***Vowel-Consonant-e*** In Fundations letter/sound correspondences are taught in relation to the syllable type being studied. The **v-consonant-e syllable type** is taught in Unit 11 in single-syllable words. (See **Unit 11 Introduction**, p. 362). In Unit 12, students learn to encode multisyllabic words including v-c-e syllables. (See **Unit 12 Introduction**, p. 400) **Introduce New Concepts:** (Unit 11: p. 366-367; p. 368-369; p. 387), (Unit 12: p. 414-415) **Make it Fun (description p. 60):** (Unit 11: p. 381; p. 391); (Unit 12: p. 428-429) **Word Play (description p. 60):** (Unit 14: p. 482-483) ***Multisyllabic Words*** In Fundations Level 1, students first learn to decode closed syllables, then they learn the vowel-consonant-e syllable type, then examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards and syllable frames. In Level 2, students learn to decode all six syllable types with multisyllabic words, including words with closed and open syllables. **Introduce New Concepts:** (Unit 12: p. 406-407; p. 415; p. 424)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Make it Fun (description p. 60): (Unit 12: p. 418-419; p. 428-429) **Word Play (description p. 60):** (Unit 14: p. 490) _____ All words students decode and encode are aligned with phonics patterns taught according to the **Fundations Level 1 Scope and Sequence**, PREFACE 34-37. In the activities **Echo/Find Words, Dictation/Words,** and **Dictation/Sentences** students encode current phonics patterns as they are introduced and review previously taught patterns. **Echo/Find Words (description p. 42-45)**: (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Dictation (Dry Erase)** and **Dictation (Composition Book): Dictation/Words (description p. 30-35), Dictation/Sentences: (description p. 36-37)**: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175) (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The **Student Practice Book** provides targeted practice for encoding words and is aligned to the Fundations Level 1 Scope and Sequence, as referenced in the TM. Additional activities are provided in the **Home Support Packet** and the online **Fundations Level 1 Learning Community** (see Expert Tips/Ideas section). Per the Ohio Department of Education and Workforce document *Ohio's Learning Standards English Language Arts (2026)*, Writing Foundational Standards page 29 indicates "skills provided as examples in this strand may vary by grade level in the scope

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		and sequence of the adopted HQIM from the Department's approved list. Districts and schools should follow the scope and sequence of their adopted HQIM." All skills taught at a different Fundations Level are noted below. In **Fundations Level 2** students continue to encode one-syllable words with long vowel phonics patterns, including **open syllables** and **vowel teams**.
WF.1.3a	Print a simple sentence independently and accurately using grade-appropriate orthographic patterns, rules and high-frequency words with: *a. Use of appropriate capitalization (beginning word, proper nouns, the pronoun "I");* *b. Appropriate spacing; and* *c. Correct ending punctuation (e.g., period, question mark, exclamation point).*	Students systematically learn capitalization, punctuation, and appropriate spacing. 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. See **Skills and Procedures Taught in Fundations: Punctuation and Capitalization** (PREFACE 21). During **Sentence Dictation** activities, students interpedently write sentences that include current and review orthographic patterns and Trick Words, with attention to capitalization, ending punctuation, and spacing. Students follow a proofreading procedure to check spelling and conventions after writing. See **Proofreading Procedure**, p. 36. **Introduce New Concepts:** (Unit 2: p. 115, p. 119), (Unit 3: p. 147) **Make It Fun – Scrambled Sentences:** (Unit 6: p. 224-225), (Unit 8: p. 277), (Unit 10: p. 355), (Unit 12: p. 408-409), (Unit 13: p. 446-447) **Dictation/Sentences: (description p. 36-37)**: (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289: p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311, p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351: p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449: p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Although not scored on the **Unit Test**, teachers check student mastery of skills such as legibility, capitalization, and punctuation to provide additional guidance and practice as needed. **Unit Test:** (Unit 2: p. 125), (Unit 3: p. 151), (Unit 4: p. 177), (Unit 5: p. 193), (Unit 6: p. 229), (Unit 7: p. 265), (Unit 8: p. 293), (Unit 9: p. 321), (Unit 10: p. 357), (Unit 11: p. 395), (Unit 12: p. 433), (Unit 13: p. 471), (Unit 14: p. 499) Students specifically learn about capitalizing the pronoun "I" when it is taught as a Trick Word. Teach Trick Words – Reading also reviews correct capitalization, punctuation, and spacing when the Trick Word is presented in a sentence using blue Sentence Frames. **Teach Trick Words – Reading (description p. 52-53):** (Unit 4: p. 165) **Teach Trick Words – Spelling (description p. 54-55):** (Unit 4: p. 165) The **Student Practice Book** provides additional practice independently writing sentences, as referenced by the TM. Also see the **Fundations Level 1 Learning Community** for additional resources, including print awareness / proofreading procedures and additional writing activities.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Additional Ohio Standards Supported by Fundations

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

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

Reading Literature Standards

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

READING LITERATURE		
Std. #	**Standard Language**	**Primary Citations**
RL.1.1	Ask and answer questions about key details in a literary text (e.g., story, drama, poem).	**Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community, Fundations® Readers Level 1,** and **Geodes™ Library 1** for additional practice with asking and answering questions about key details in a text.
RL.1.2	Demonstrate understanding of literary texts by retelling 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; 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),

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING LITERATURE		
Std. #	**Standard Language**	**Primary Citations**
	with key details and explaining the central message or lesson.	(Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) Also see **Fluency Kit 1** Materials, **Fundations® Readers Level 1**, and **Geodes™ Library 1**.
RL.1.3	Describe characters, settings, and major events using key details, and tell how these elements contribute to the story.	**Storytime (description p. 60):** (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 450-451; p. 460), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community, Fundations® Readers Level 1,** and **Geodes™ Library 1** for additional practice with describing characters, settings, and major events in a story, using key details.
RL.1.4	Identify and explain words and phrases in literary texts that describe feelings or sensory experiences and discuss how they help the reader understand the story.	**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.
RL.1.5	Explain the differences between literary and informational texts by identifying their purpose, structure, and key features.	**Storytime (description p. 60):** (Unit 6: p. 218; p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395); (Unit 12: p. 432-433), (Unit 13: p. 470), (Unit 14: p. 498). Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
RL.1.7	Use illustrations and key details to describe characters, settings, and major events and tell how the visuals support	**Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 450-451; p. 460), (Unit 14: 488-489)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING LITERATURE		
Std. #	**Standard Language**	**Primary Citations**
	understanding of the story.	Also see the Storytime Activities on the **Fundations Learning Community** for additional practice.

Reading Informational Standards

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

READING INFORMATIONAL		
Std. #	**Standard Language**	**Primary Citations**
RI.1.1	Ask and answer questions about key details in an informational text (e.g., historical, scientific, or technical text).	**Storytime (description p. 60)**: (Unit 6: p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395), (Unit 12: p. 432-433), and (Unit 13: p. 470). Also see the Storytime Activities on the **Fundations Learning Community, Fundations® Readers Level 1,** and **Geodes™ Library 1** for additional practice with asking and answering questions about key details in text.
RI.1.2	Retell facts and ideas from an informational text, including the main topic and key details.	**Storytime (description p. 60):** (Unit 6: p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395), (Unit 12: p. 432-433), and (Unit 13: p. 470). Also see the Storytime Activities on the **Fundations Learning Community, Fundations® Readers Level 1,** and **Geodes™ Library 1** for additional practice with identifying the main idea and retell key details of text.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING INFORMATIONAL		
Std. #	**Standard Language**	**Primary Citations**
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.	**Storytime (description p. 60)**: (Unit 6: p. 228), (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395), (Unit 12: p. 432-433), and (Unit 13: p. 470). Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice with describing the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to determine the meaning of unknown or essential vocabulary words in an informational text.	**Storytime (description p. 60):** (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: p. 488-489). Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice with asking and answering questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.7	Use the illustrations and details in an informational text to describe and understand its key ideas.	**Storytime (description p. 60):** (Unit 3, pp. 141 and 151); (Unit 4, pp. 166-167 and 176); (Unit 5, p. 192-193); (Unit 6, pp. 208-209 and 218-219); (Unit 7, pp. 245, 254, and 265); (Unit 8, pp. 282-283 and 292); (Unit 9, pp. 310-311 and 320); (Unit 10, pp. 337 and 346-347); (Unit 11, pp. 375 and 384-385); (Unit 12, pp. 412-413 and 422-423); (Unit 13, pp. 450-451 and 460); (Unit 14, p. 488-489). See the **Storytime Activities** on the **Fundations Learning Community**, **Fundations Readers Teacher's Guide**; and **Inside Geodes Teacher Resource** and Geodes books for additional practice.
RI.1.8	Identify the evidence an author gives in an informational text and tell how they support key ideas.	**Storytime (description p. 60)**: (Unit 12: p. 432-433), (Unit 13: p. 470)
RI.1.9	Identify and describe basic similarities and differences in the information, illustrations, or procedures between	**Storytime (description p. 60)**: (Unit 7: p. 265), (Unit 10: p. 356), (Unit 11: p. 395) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice with identifying basic similarities in and differences between two texts on the same topic.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING INFORMATIONAL		
Std. #	**Standard Language**	**Primary Citations**
	two informational texts on the same topic.	

Writing Standards

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

WRITING		
Std. #	**Standard Language**	**Primary Citations**
W.1.2	Write informative/explanatory pieces with a clear topic, facts, and 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.1.3	Write a personal or fictional narrative with a clear topic, at least two events in order, details about what happened, temporal words to show sequence, and some sense of closure.	

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Speaking and Listening Standards

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.1.1a	Participate in discussions about first grade topics and texts in pairs, small groups, or whole-class settings: *Follow agreed-upon rules for discussions, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion.*	***All*** lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See **Principles of Instruction** PREFACE 11 (Scaffolding Step 3: You Do It Together); Learning **Activity Overview Section** pages 25-60, and **Storytime**. **Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) See the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL.1.1b	Participate in discussions about first grade topics and texts in pairs, small groups, or whole-class settings: *Engage in conversation by responding to others' comments through multiple exchanges.*	
SL.1.1c	Participate in discussions about first grade topics and texts in pairs, small groups, or whole-class settings: *Ask for clarification and further explanation as needed.*	
SL.1.2	Answer questions about the main topic and key details of a text read aloud or information presented in various media and other formats, requesting clarification if something is not understood.	**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.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.1.3	Ask questions about what a speaker says to obtain more information or clarify points that are unclear.	**Storytime (description p. 60)**: (Unit 13, pp. 450-451, 460, and 470); (Unit 14, p. 489). Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL.1.4	Clearly describe people, places, things and events with relevant details.	**Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) See the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL.1.5	Create or use visual displays to clarify ideas, thoughts, and feelings.	**Storytime (description p. 60)**: (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489) Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
SL.1.6	Produce complete sentences appropriate to a task or situation.	Fundations® is a supplemental foundational skills program focusing on encoding, decoding, and handwriting. This standard should be fully addressed in a core ELA program. Fundations supports this standard with the following activities: **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)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
		Word Talk (description p. 58-59): (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 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)

Language Standards

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.1.1b	Know and apply formal American English grammar, usage, and mechanics when writing or speaking. *Use singular and plural nouns with matching verbs in basic sentences. (e.g., He hops; We hop). walk home).*	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.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.1.1f	Know and apply formal American English grammar, usage, and mechanics when writing or speaking. *Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.*	Students learn a **Word of the Day** selected to correspond with the word structure being studied. Students write the Word of the Day and a sentence using the word to the appropriate page of the Vocabulary section in their **Student Notebooks**. **Word of the Day (description p. 56-57)** (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464-465; p. 466), (Unit 14: p. 485; p. 492; p. 494) Dictation Activity requires students to write complete sentences and follow a proofreading procedure making sure they have all the words, a capital letter at the beginning, and punctuation mark at the end. **Dictation/Sentences (description p. 36-37)**: (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289: p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311, p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351: p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449: p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495).
L.1.2a	Recognize and/or apply the conventions of formal American English capitalization, punctuation, and spelling. *Capitalize months, days, and names of people.*	Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The Dictation (Composition Book) Activity requires students to write sentences with attention to capitalization.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		Dictation/Sentences: (description p. 36-37): (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289: p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311, p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351: p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449: p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The **Teach Trick Words - Reading** Activity also reinforces the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. **Teach Trick Words - Reading (description p. 52-53)**: (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Students practice writing names with uppercase letters in the **Student Practice Book** (p. 20, p. 28).
L.1.2b	Recognize and/or apply the conventions of formal American English capitalization, punctuation, and spelling. *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.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449: p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495). The **Teach Trick Words - Reading Activity** also reinforces the key elements of sentence structure such as capitalization and punctuation. The punctuation squares that are part of the Sentence and Syllable Frames are used to explicitly teach about end punctuation. **Teach Trick Words - Reading (description p. 52-53)**: (Unit 2: p. 116-117; p. 120-121), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 164-165; p. 170-171; p. 174-175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258-259; p. 262-263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 316-317), (Unit 10: p. 334-335; p. 338-339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 420-421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) The **Fundations 1 Home Support Pack** provides targeted practice with capitalization, punctuation, and spelling, as referenced in the TM.
L.1.4a	Ask and answer questions about unknown words and phrases in discussions or texts. *Use information found within text to determine the meaning of an unfamiliar or multiple-meaning 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.1.4b	Ask and answer questions about unknown words and phrases in discussions or texts.	Students learn about the base word and suffixes with the suffixes **-s, -es, -ed,** and **-ing** and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multimodal tool to teach suffixes. The concept of suffix -s is explicitly taught in **Unit 6** and are included in word resources for all units

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
	Use word parts (morphemes) to determine the meaning of unknown words, including common affixes and inflections like -s, -es, -ed, -ing, -er, and -est.	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.1.5b	With adult support, demonstrate understanding of word relationships and nuances in word meanings. *Define words by category and by one or more important attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).*	**Word of the Day (description p. 56-57):** (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485) **Word Talk (description p. 58):** (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 13: p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)
L.1.5c	With adult support, demonstrate understanding	**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-

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
	of word relationships and nuances in word meanings. *Identify real-life connections for words and how they are used (e.g., noticing cozy places at home).*	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.1.6a	Apply previously taught vocabulary in a given context by: *Demonstrating connections between words and their use (e.g., note places at home that are cozy)*	**Word of the Day (description p. 56):** (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222-223; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 308-309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340-341; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 13: p. 454; p. 456; p. 466), (Unit 14: p. 485) **Word Talk (description p. 58-59):** (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 290-291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 13: p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)
L.1.6b	Apply previously taught vocabulary in a given context by: *Using frequently occurring conjunctions to signal simple relationships (e.g., because).*	**Storytime (description p. 60):** (Unit 3: p. 141; p. 151), (Unit 4: p. 166-167; p. 176), (Unit 5: p. 192-193), (Unit 6: p. 208-209; p. 218), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282-283; p. 292), (Unit 9: p. 310-311; p. 320), (Unit 10: p. 337; p. 346-347), (Unit 11: p. 375; p. 384-385), (Unit 12: p. 412-413; p. 422-423; p. 432-433), (Unit 13: p. 450-451; p. 460; p. 470), (Unit 14: 488-489)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WILSON fundations™ | Literacy for All



Fundations® 3e Level 2

Fundations® Level 2 Alignment to Ohio's Learning Standards for English Language Arts (2026)

Reading Foundations Standards

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
RF.2.3a	Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: • *Initial and final 2- to 3 consonant blends* • *Most common vowel teams with long-vowel sounds* • *Hard and soft c and g* • *Vowel-r combinations* • *Compound words* • *Multisyllabic words with closed syllables, open syllables, VCe, Vowel-r, and vowel teams* • *Words containing the -ild, -ost, -old, -olt, -ind pattern* • *Digraphs* • *Trigraphs*	*****Unless otherwise indicated, all pages are from the Teacher's Manual Level 2***** In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. All words students decode are aligned with phonics patterns in **Fundations Level 2 Scope and Sequence**, PREFACE 38-41 in the activities including: **Introduce New Concepts, Word of the Day, Word Talk, Make it Fun,** and **Storytime**. In Level 2, students learn to decode and encode all six syllable types: **closed** (Unit 1) **closed exception/glued sounds** (Unit 3), **vowel-consonant-e and vowel-consonant-e exception** (Unit 6), **open** (Unit 7), **r-controlled** (Units 8-9), **vowel teams** (Units 10-16), and **consonant-le** (Unit 17) in both single-syllable and multisyllabic words. Students learn to decode **multisyllabic words** and **compound words** starting in Unit 5. Students learn to decode and encode using regular phonics patterns throughout Level 2, including **blends and digraphs (Unit 1), suffixes (Units 4-7),** and **prefixes (Unit 5, Unit 7)**, **Silent Letters** are introduced through the **Trick Word** activities starting in **Unit 2**. ***Consonant Blends and Digraphs*** The concepts of consonant digraphs and blends are explicitly taught, beginning in **Unit 1** See **Unit 1 Introduction**, p. 70. **Introduce New Concepts:** (Unit 1: p. 74-75; p. 78-79) ***Glued Sounds & Closed Syllable Exceptions***

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	• *Silent letter combinations* • *Common prefixes (e.g., distract, input)* • *Common inflectional suffixes (e.g. wishes, wished, wishing)* • *Common derivational suffixes (e.g., neighborhood, teacher)*	In Unit 2, reteaches the "welded" or **glued sounds**: **all, am, an, ang, ing, ong, ung, ank, ink, onk, unk**. In Unit 3 the closed-syllable exceptions are taught as glued (or welded) sounds. The exceptions are: **ild, ind, old, olt**, and **ost**. See **Unit 2 Introduction** (p. 98) and **Unit 3 Introduction** (p. 126). **Introduce New Concepts:** (Unit 2: 102; p. 112-113), (Unit 3: p. 130-131) **Make it Fun:** (Unit 3: p. 135) ***Prefixes and Suffixes*** Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including **un-, dis-, mis-, non-, trans-, pre-, pro-, re-,** and **de-** and with suffixes, including **-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly,** and **-ty**, beginning in Unit 4. See **Unit 4 Introduction**: p. 142. **Introduce New Concepts:** (Unit 4: p. 146-148; p. 158-159), (Unit 5: p. 188-189), (Unit 6: p. 210), (Unit 7: p. 255), (Unit 13: p. 405) **Make It Fun:** (Unit 5: p. 193), (Unit 7: p. 248-249; p. 259) ***Multisyllabic Words*** 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. See **Unit 5 Introduction** (p. 172), **Unit 6 Introduction** (p. 202), and **Unit 7 Introduction** (p. 230). White Syllable Frames are used to provide a multisensory approach to teaching syllable division (See Unit 5, Introduce New Concepts p. 176-178 as an example). **Introduce New Concepts:** (Unit 5: p. 176-178), (Unit 6: p. 216-217), (Unit 7: p. 240-241) **Make It Fun (description p. 60):** (Unit 5: p. 186-187), (Unit 6: p. 220-221), (Unit 15: p. 462-463) ***Compound Words***

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Starting Unit 5 the focus changes from sounds to syllables, and students learn to look at words in larger orthographic parts (syllables rather than individual sounds). Students learn how to read multisyllabic words with all six syllable types, including compound words. **Introduce New Concepts:** (Unit 5: p. 176-178), (Unit 6: p. 216-217), (Unit 8: p. 273) ***Vowel-r Combinations*** R-controlled vowel sounds and taught in Unit 8 (**ar, or**) and Unit 9 (**er, ir, ur**) in both single-syllable and multisyllabic words. Students learn to read and spell these r-controlled syllables in isolation and when combined with other syllable types. See **Unit 8 Introduction** (p. 268) and **Unit 9 Introduction** (p. 286). **Introduce New Concepts:** (Unit 8: p. 272-273), (Unit 9: p. 290-291, p. 301) **Make it Fun:** (Unit 8: p. 275) ***Vowel Teams*** Starting in Unit 10, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). See **Unit 10 Introduction** (p. 314), **Unit 11 Introduction** (p. 342), **Unit 12 Introduction** (p. 370), **Unit 13 Introduction** (p. 388), **Unit 14 Introduction** (p. 416) **Unit 15 Introduction** (p. 444), **Unit 16 Introduction** (p. 472). **Introduce New Concepts:** (Unit 10: p. 318-319; p. 322; p. 329), (Unit 11: p. 346; p. 350; p. 356-357; p. 358), (Unit 12: p. 374), (Unit 13: p. 392-393; p. 397), (Unit 14: p. 420-421; p. 423), (Unit 15: p. 448-449), (Unit 16: p. 476) **Make It Fun:** (Unit 12: p. 379), (Unit 14: p. 424) ***Consonant -le*** In Unit 17 the last of the six syllable types is taught: consonant-le. This syllable must be the last syllable in a multisyllabic word. See **Unit 17 Introduction** (p. 490). **Introduce New Concepts:** (Unit 17: p. 494-495; p. 504) **Make it Fun**: (Unit 17: p. 508) ***Silent Letters***

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		While silent letters are not explicitly taught until Fundations Level 3, students are exposed to them in Fundations Level 2 through the Trick Words **knew** and **know.** Students practice reading words with silent letters the **Teach Trick Words** and **Trick Word Practice** activities. **Teach Trick Words (description p. 54-55):** (Unit 5: p. 178) **Trick Word Practice (description p. 54-55):** (Unit 5: p. 182; p. 185) *Hard and soft c and g* In Fundations Level K and Level 1, students learn the letter-keyword-sound for **hard c** and **g** and apply this to decoding words in Level 2. While **soft c** and **g** sounds are not explicitly taught until Fundations Level 3, students are exposed to them in Fundations Level 2 through the Trick Words **change, city, December, large, piece**, and **place**. **Introduce New Concepts:** (Unit 1: p. 75) **Make it Fun:** (Unit 1: p. 87) **Teach Trick Words (description p. 54-55):** (Unit 6: p. 217), (Unit 7: p. 235; p. 244), (Unit 14: p. 431), (Unit 15: p. 458) **Trick Word Practice (description p. 54-55):** (Unit 6: p. 222), (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253), (Unit 14: p. 433; p. 436), (Unit 15: p. 460; p. 465) *Y as a vowel* In Fundations Level K and Level 1, students learn the letter-keyword-sound for **y** as a consonant and apply this to decoding words. In Level 2 Unit 7, students learn that **y** often **works as a vowel** in open syllables, and as a **vowel suffix.** See **Unit 7 Introduction**, p. 230. **Introduce New Concepts:** (Unit 7: p. 235; p. 245; p. 255) **Make it Fun:** (Unit 7: p. 259) *Open Syllable*

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		In Unit 7, students learn to decode open syllable words and combine with closed and vowel-consonant-e syllable to make multisyllabic words. See **Unit 7 Introduction**, p. 230. **Introduce New Concepts:** (Unit 7: p. 234-235; p. 240-241) **Make it Fun:** (Unit 7: p. 239) _____ All words students decode and encode are aligned with phonics patterns in **Fundations Level 2 Scope and Sequence**, PREFACE 38-41. In the activities **Word of the Day, Word Talk,** and **Storytime** students decode current phonics patterns as they are introduced and review previously taught patterns. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509). **Word of the Day (description p. 56-57)**: (Unit 1: p. 76; p. 80; p. 85; p. 91), (Unit 2: p. 107; p. 119), (Unit 3: p. 134; p. 138); (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 214-215; p. 218; p. 220), (Unit 7: p. 257; p. 258-259), (Unit 8: p. 274; p. 278), (Unit 9: p. 292-293; p. 294; p. 302; p. 306-307), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454-455; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510). **Word Talk (description p. 58-59)**: (Unit 2: p. 92; p. 120); (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354-355; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502-503; p. 512)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		The **Student Practice Book** provides targeted practice for decoding words and is aligned to the Fundations Level 2 Scope and Sequence, as referenced in the TM. **Fun Hub Practice Level 2** provides students with practicing decoding wors with taught phonics patterns through the activity of **Word Find Fun**, as referenced by the TM. The **Fundations Level 2 Fluency Kit** provides targets practice decoding words, nonsense words, phrases, and stories aligned to the Fundations Level 2 Unit concepts. **Fundations Readers Level 2** specifically align with the scope and sequence of Fundations and provide students with practice applying grade-level phonics and word analysis skills in decodable text. (See the **Fundations Level 2 Readers Teacher's Guide**, p. 2-3.) Additional activities are provided in the **Home Support Packet** and the online **Fundations Level 2 Learning Community** (see Expert Tips/Ideas section). Per the Ohio Department of Education and Workforce document *Ohio's Learning Standards English Language Arts (2026)*, Reading Foundational Standards page 23 indicates "skills provided as examples in this strand may vary by grade level in the scope and sequence of the adopted HQIM from the Department's approved list. Districts and schools should follow the scope and sequence of their adopted HQIM." All skills taught at a different Fundations Level are noted below. In **Fundations Level 3** students learn to decode words using phonics patterns for **trigraphs, silent letters, soft c and g**, as well as additional vowel teams, suffixes and prefixes. The **Fundations® Level 2: Ohio Supplement** provides additional lessons to introduce and practice decoding words with **trigraphs, silent letters, and soft c and g** spelling patterns.
RF.2.3b	Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as: • *Phonetically regular 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. 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). See **Fundations Level 2 Scope and**

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	• *Partially regular words* • *Irregular words*	**Sequence,** PREFACE 38-41 for the order of when Trick Words and phonetic patterns taught. High frequency words that are phonetically regular are included in **Introduce New Concepts**, **Word of the Day**, **Make it Fun**, and **Storytime** activities as the phonics patterns are introduced and reviewed. See **Resources: Review Words and Current Unit Words** for phonetically regular high frequency words in each unit. **Word of the Day (description p. 56-57):** Examples include phonetically regular high frequency words: (Unit 3: p. 134), (Unit 5: p. 180) (Unit 9: p. 302), (Unit 10: p. 320), (Unit 11: p. 359), (Unit 14: p. 430) **Resources - Review Words/Current Unit Words: (**Unit 1: p. 95), (Unit 2: p. 123), (Unit 3: p. 141), (Unit 4: p. 169-170), (Unit 5: p. 199), (Unit 6: p. 227-228), (Unit 7: p. 265-266), (Unit 8: p. 283), (Unit 9: p. 311-312), (Unit 10: p. 339-340), (Unit 11: p. 367-368), (Unit 12: p. 385-386), (Unit 13: p. 413-414), (Unit 14: p. 441-442), (Unit 15: p. 469-470), (Unit 16: p. 488), (Unit 17: p. 516) Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called Trick Words in Fundations) are taught as words to be automatically recognized. In the **Trick Words** activity, the teacher shows students the parts of the word that follow the spelling that they have learned and then the part(s) that are "**tricky**." High frequency irregular sight words are taught for quick recognition to allow students access to connected text in advance of learning the phonics principles necessary for decoding them (Ehri, 2014). **Review Trick Words**: (Unit 1: p. 86; p. 88) **Teach Trick Words (description p. 54-55)**: (Unit 2: p. 103; p. 113), (Unit 3: p. 133), (Unit 4: p. 151; p. 159), (Unit 5: p. 178; p. 190-191), (Unit 6: p. 207; p. 217), (Unit 7: p. 235; p. 244; p. 254), (Unit 8: p. 273), (Unit 9: p. 290; p. 301), (Unit 10: p. 319; p. 329), (Unit 11: p. 347; p. 357), (Unit 12: p. 375), (Unit 13: p. 393; p. 403), (Unit 14: p. 421; p. 431), (Unit 15: p. 449; p. 458), (Unit 16: p. 477), (Unit 17: p. 495) **Trick Word Practice (description p. 54-55)**: (Unit 1: p. 90), (Unit 2: p. 110; p. 116), (Unit 3: p. 136), (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192), (Unit 6: p. 215; p. 222), (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307), (Unit 10: p. 325; p. 331; p. 335), (Unit 11: p. 349; p. 353; p. 355; p.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		359; p. 363), (Unit 12: p. 377; p. 381), (Unit 13: p. 394; p. 404; p. 408), (Unit 14: p. 422; p. 428; p. 433; p. 436), (Unit 15: p. 455; p. 460; p. 465), (Unit 16: p. 479; p. 482), (Unit 17: p. 497; p. 502; p. 511) **Dictation/Trick Words (description p. 36-37)**: (Unit 1: p. 87; p. 89), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215 p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511). **Storytime** texts include both phonetically regular and irregular words that have been previously taught. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509). **Fun Hub Practice**, provides targeted practice reading grade level irregular words, in an activity called **Not So Tricky**, as referenced in the TM. See also the **Fundations Fluency Kit 2** (Unit Words, Trick Words, Phrases), the **Home Support Pack**, and **Student Practice Book,** which provide targeted practice reading phonetically regular and irregular words, as referenced in the TM. **Fun Hub Practice**, provides targeted practice decoding grade level words, through the activity of **Word Find Fun** and reading grade level irregular words, in an activity called **Not So Tricky**, as referenced in the TM.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
RF.2.4a	Read connected texts with sufficient fluency to support comprehension: *Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.*	The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin reading decodable connected text with a variety of activities such as **Trick Word Reading**, **Word of the Day**, and **Storytime**. The decodable text phrases, sentences, and passages are at least 95% decodable and align with the scope and sequence of Fundations. See Appendix: **Ways to Engage with Decodable Readers**, p. 542-543. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. See **Skills and Procedures Taught in Fundations: Fluency**, p. PREFACE 17-18. The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509). In the **Word of the Day** activity, the teacher writes a sentence on the board to indicate the meaning of the word. Students practice **prosody** by scooping and reading the sentence in meaningful phrases. **Word of the Day (description p. 56-57)**: (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

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		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** (phrases and passages), the **Home Support Pack**, **Student Practice Book**, and **Student Notebook** which provide targeted fluency practice, as reference in the TM. Also see the **Fundations Readers Teacher's Guide**, p. 2-3, p. 10-11, p. 16-17, p. 19-21. **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.2.4b	Read connected texts with sufficient fluency to support comprehension: *Orally read grade-level text with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from text, targeting 100 words correct per minute (wcpm) by the end of second grade.*	In Fundations®, students have multiple opportunities to develop automatic word recognition while also developing prosody and expression through reading of connected text. Increased emphasis is placed on the importance of accuracy and automaticity of word reading necessary for building fluency. Comprehension remains the ultimate goal as students develop their foundational skills. In addition to fluency-building instruction with Fundations texts, teachers should reinforce fluency skills through grade-level reading as part of core ELA instruction. See **Fluency**, PREFACE 17-18. **Storytime - Part 4: Reading Fluently (description p. 60):** (Unit 2: p. 117), (Unit 4: p. 165), (Unit 5: p. 195), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509) Throughout Storytime, teachers model and explicitly teach strategies that build understanding. Students are equipped with meaningful, transferable strategies, most notably the **Comprehension S.O.S.** strategy, a foundational tool that grows with them, supporting comprehension in increasingly complex reading experiences. The goal of **Comprehension S.O.S**. is to help students develop visualization and metacognitive strategies that support them in replaying and retelling the story. See **Comprehension Strategies**, PREFACE 19-20.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Storytime (Making a Movie / Digging Deeper): (Unit 2: p. 108; p. 115), (Unit 4: p. 155; p. 163), (Unit 5: p. 183; p. 191), (Unit 6: p. 217), (Unit 7: p. 245), (Unit 9: p. 296; p. 300), (Unit 10: p. 327; p. 328), (Unit 11: p. 351; p. 357), (Unit 12: p. 376), (Unit 13: p. 398; p. 403), (Unit 14: p. 427; p. 432), (Unit 15: p. 457; p. 459), (Unit 17: p. 505; p. 507) To support integration of these strategies to grade-level text, Fundations offers additional resources such as Additional Literacy Activities, Graphic Organizers, and Oral Discussion Prompts on the **Fundations Level 2 Learning Community,** Storytime Activities. Using these materials during direct instruction helps to build strategies which can be applied to other readings and supports all learners to engage with varied text. Fundations provides recommendations for ways to engage with all text types, depending on instructional needs. In the **Fundations Level 2 Learning Community, Expert Tip:** Moving Students Through Different Texts teachers are provided with guidance on how to plan instruction with both controlled and noncontrolled (grade-level) text, depending on students' needs. The **Level 2 Fluency Kit** provides timed exercises for sounds, word, Trick Words, and phrases to develop automaticity, accuracy, and prosody. Timed readings are used for progress monitoring while reading for meaning is emphasized. See **Level 2 Fluency Kit**, p. 1-7 Also see the **Fundations Readers Teacher's Guide**, p. 2-3, p. 10-11, p. 16-17, p. 19-21, p. 22, and p. 30-33. **Fundations Readers Level 2** are engaging, 95%+ decodable storybooks that align directly with the curriculum's scope and sequence. Readers reinforce phonics, word structure skills, and fluency through both narrative and informational texts, designed for small groups, centers, or independent reading, featuring vibrant, full-color illustrations.
RF.2.4c	Read connected texts with sufficient fluency to support comprehension: *Self-monitor word recognition and understanding, rereading as necessary.*	In Level 2 students begin to learn more complex patterns, all the syllable types, and letter-sound combinations, such as glued sounds, exceptions, vowel patterns, and suffixes. They also learn to read multisyllabic words with all syllable types. Teachers model for students how to approach unknown words, and how to make self-corrections during Storytime. Students read the same Storytime text multiple times, supporting self-monitoring word recognition and understanding.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Storytime – Part 2: Making a Movie (description p. 60): (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 217), (Unit 7: p. 245), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p. 351), (Unit 12: p. 376), (Unit 15: p. 457), (Unit 17: p. 505) **Storytime - Part 4: Reading Fluently (description p. 60):** (Unit 2: p. 117), (Unit 4: p. 165), (Unit 5: p. 195), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509) Also see **Supporting Students with Self-Corrections of Errors** on the **Fundations Level 2 Learning Community.**

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Writing Foundations Standards

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

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		309-310), (Unit 10: p. 337-338), (Unit 11: p. 365-366), (Unit 12: p. 383-384), (Unit 13: p. 411-412), (Unit 14: p. 439-440), (Unit 15: p. 467-468), (Unit 16: p. 485-486), (Unit 17: p. 513-514) Cursive handwriting is explicitly taught and integrated into the Fundations Level 3 curriculum and can also be taught in Level 2 using the supplemental **Wilson® Cursive Writing Kit**. This comprehensive kit includes the complete set of materials needed for cursive writing instruction, including the **Wilson Cursive Forward Slant Workbook** and **Wilson Cursive Backward Slant Workbook.** Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Fundations handwriting activities help students make a multimodal association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum. **Wilson Cursive Teacher's Guide**, p. 1-4, Principles of Handwriting Instruction **Wilson Cursive Teacher's Guide**, p. 5, Letter Sequence, Lowercase Letters and Uppercase Letters **Wilson Cursive Teacher's Guide**, p. 6-11, Sky Write/Letter Formation, Letter Formation (Individual Letters), Letter Formation (Connectives) **Wilson Cursive Teacher's Guide**, p. 13-26, Cursive Letter Formation Verbalizations The **Student Practice Book** provides targeted practice for handwriting, as referenced by the TM. The **Fundations Level 2 Learning Community** provides additional handwriting resources, as reference by the TM.
WF.2.2a	Encode words aligned with scope and sequence of adopted HQIM, such as: *Grade-appropriate multisyllabic words using*	In Fundations, spelling strategies for phonetically regular words including syllable division are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to encode **closed (Unit 5), vowel-consonant-e (Unit 6), open (Unit 7), r-controlled (Units 8-9), vowel teams (Units 10-16),** and **consonant -le (Unit 17)** syllables in multisyllabic words.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	knowledge of syllable types, including open, closed, vowel consonant-e, vowel teams, vowel-r, and consonant-le.	White Syllable Frames are used to provide a multimodal approach to teaching syllable division for spelling (see Unit 5, Introduce New Concepts p. 181 as an example). Syllable division rules are taught for spelling when multisyllabic words are addressed for each of the syllable types. Students practice encoding words using knowledge of syllable division rules during all activities that include encoding once multisyllabic words are addressed in Unit 5: **Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words** and **Make it Fun**. Multisyllabic words are included in word resources for all units following Unit 5 for all encoding activities. See **Resources:** p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). **Dictation/Multisyllabic Words (description p. 32-33)**: (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Dictation/Sentences (description p. 38-39):** (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Echo/Find Words (description p. 44-49)**: (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461), (Unit 17: p. 509) **Introduce New Concepts:** (Unit 5: p. 181), (Unit 6: p. 216-217), (Unit 7: p. 240-241), (Unit 8: p. 273; p. 275); (Unit 9: p. 301), (Unit 12: p. 377), (Unit 13: p. 394-395), (Unit 17: p. 494-495; p. 497; p. 504)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Make It Fun (description p. 60): (Unit 5: p. 186-187), (Unit 6: p. 220-221), (Unit 11: p. 361), (Unit 13: p. 407), (Unit 15: p. 462-463), (Unit 17: p. 499, 508) The **Student Practice Book** provides targeted practice for spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word, as referenced by the TM. **Fun Hub Practice** provides students with practicing spelling words using knowledge of syllable division patterns through the activity of **Build Words with Echo**, as referenced by the TM. The **Home Support Pack** provides targeted practice pages for spelling words using knowledge of syllable division patterns, as referenced by the TM.
WF.2.2b	Encode words aligned with scope and sequence of adopted HQIM, such as: *Grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.*	In Fundations, high frequency words are called Trick Words, and these words are not tapped out. Across Levels K and 1, students learned 107 Trick Words for both quick and automatic recognition and for spelling. Combined with students' developing phonetic knowledge, learning these Trick Words will allow students to achieve mastery of the first 200 words on the Fry list and 95% of the first 300 words on the American Heritage Word Frequency Book list by the end of Level 2. Phonetically regular words, including identified high frequency words, are included in review word and current unit word resources for all units for all encoding activities. **Resources - Review Words/Current Unit Words:** (Unit 1: p. 95), (Unit 2: p. 123), (Unit 3: p. 141), (Unit 4: p. 169-170), (Unit 5: p. 199), (Unit 6: p. 227-228), (Unit 7: p. 265-266), (Unit 8: p. 283), (Unit 9: p. 311-312), (Unit 10: p. 339-340), (Unit 11: p. 367-368), (Unit 12: p. 385-386), (Unit 13: p. 413-414), (Unit 14: p. 441-442), (Unit 15: p. 469-470), (Unit 16: p. 488), (Unit 17: p. 516) Many of the Level K and Level 1 Trick Words become fully decodable in Level 2 and are included in **Dictation/Sentences**. These words include **and, be, by, day, down, each, first, for, good, he, her, how, little, look, may, me, my, now, number, or, over, own, say, see, she, too, try, way, we, when, why, you.** **Dictation/Sentences (description p. 38-39):** (Unit 1: p. 87), (Unit 2: p. 109; p. 111), (Unit 4: p. 165), (Unit 5: p. 183), (Unit 6: p. 213; p. 223), (Unit 7: p. 243; p. 251; p. 253; p. 257), (Unit

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		8: p. 279), (Unit 9: p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 333; p. 335), (Unit 11: p. 351; p. 363), (Unit 12: p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 437), (Unit 15: p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 507; p. 511) During the **Teach Trick Words** activity students are taught to identify part(s) of the Trick Word that are phonetically regular and part(s) that are "tricky." Students practice spelling these words in **Trick Word Practice** and **Dictation/Trick Words**. Trick words that become phonetically regular by the end of Level 3 include: **animal, August, away, breakfast, carry, city, December, eight, goes, great, head, knew, know, large, night, picture, piece, place, ready, right, Saturday, school, special, Thursday, use, used, world.** **Teach Trick Words (description p. 54-55)**: (Unit 2: p. 103; p. 113), (Unit 3: p. 133), (Unit 4: p. 151; p. 159), (Unit 5: p. 178; p. 190-191), (Unit 6: p. 207; p. 217), (Unit 7: p. 235; p. 244; p. 254), (Unit 8: p. 273), (Unit 9: p. 290; p. 301), (Unit 10: p. 319; p. 329), (Unit 11: p. 347; p. 357), (Unit 12: p. 375), (Unit 13: p. 393; p. 403), (Unit 14: p. 421; p. 431), (Unit 15: p. 449; p. 458), (Unit 16: p. 477), (Unit 17: p. 495) **Trick Word Practice (description p. 54-55)**: (Unit 1: p. 90), (Unit 2: p. 110; p. 116), (Unit 3: p. 136), (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192), (Unit 6: p. 215; p. 222), (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307), (Unit 10: p. 325; p. 331; p. 335), (Unit 11: p. 349; p. 353; p. 355; p. 359; p. 363), (Unit 12: p. 377; p. 381), (Unit 13: p. 394; p. 404; p. 408), (Unit 14: p. 422; p. 428; p. 433; p. 436), (Unit 15: p. 455; p. 460; p. 465), (Unit 16: p. 479; p. 482), (Unit 17: p. 497; p. 502; p. 511) **Dictation/Trick Words (description p. 36-37)**: (Unit 1: p. 87; p. 89), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215 p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) The **Student Practice Book** provided targeted practice for encoding high frequency words, as referenced by the TM.
WF.2.2c	Encode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: • *Two- and three-consonant blends, including those containing digraphs* • *Consonant digraphs, trigraphs, and silent-letter combinations* • *Y as a consonant and a vowel* • *Common vowel teams, including diphthongs* • *Hard and soft c and g* • *Contractions with am, is, has, not, have, would, and will, using apostrophes appropriately* • *Compound words* • *Words containing the -ild, -ost, -old, -olt, -ind patterns*	In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. All words students encode are aligned with phonics patterns in **Fundations Level 2 Scope and Sequence**, PREFACE 38-41 in the activities including: **Introduce New Concepts, Dictation, Echo/Find,** and **Make it Fun**. In Level 2, students learn to decode and encode all six syllable types: **closed (Unit 1) closed exception/glued sounds (Unit 3), vowel-consonant-e and vowel-consonant-e exception (Unit 6), open (Unit 7), r-controlled (Units 8-9), vowel teams (Units 10-16)**, and **consonant-le (Unit 17)** in both single-syllable and multisyllabic words. Students learn to encode **multisyllabic words** and **compound words** starting in **Unit 5**. Students learn to decode and encode using regular phonics patterns throughout Level 2, including **blends and digraphs (Unit 1), suffixes (Units 4-7), prefixes (Unit 5, Unit 7)**, and **y as a vowel (Unit 7). Silent Letters** are introduced through the **Trick Word** activities starting in **Unit 2**. ***Consonant Blends and Digraphs*** The concepts of consonant digraphs and blends are explicitly taught, beginning in **Unit 1**. See **Unit 1 Introduction**, p. 70. **Introduce New Concepts:** (Unit 1: p. 77; p. 79; p. 83; p. 84-85) **Make it Fun:** (Unit 1: p. 82; p. 87) ***Glued Sounds & Closed Syllable Exceptions*** In Unit 2, reteaches the "welded" or **glued sounds**: **all, am, an, ang, ing, ong, ung, ank, ink, onk, unk**. In Unit 3 the closed-syllable exceptions are taught as glued (or welded)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	• *Common prefixes (e.g., distract, input)* • *Common inflectional suffixes (wishes, wished, wishing)* • *Common derivational suffixes (e.g., neighborhood, teacher)*	sounds. The exceptions are: **ild, ind, old, olt**, and **ost**. See **Unit 2 Introduction** (p. 98) and **Unit 3 Introduction** (p. 126). **Introduce New Concepts:** (Unit 2: p. 105; p. 112-113), (Unit 3: p. 131) **Make it Fun:** (Unit 2: 117), (Unit 3: p. 135) ***Prefixes and Suffixes*** Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to encode words with prefixes, including **un-, dis-, mis-, non-, trans-, pre-, pro-, re-,** and **de-** and with suffixes, including **-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly,** and **-ty**, beginning in Unit 4. See **Unit 4 Introduction**, p. 142. **Introduce New Concepts:** (Unit 4: p. 151; p. 161), (Unit 5: p. 188-189), (Unit 6: p. 210), (Unit 7: p. 255), (Unit 13: p. 405) **Make It Fun:** (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 248-249; p. 259) **Storytime Writing Activity:** (Unit 7: p. 251) ***Multisyllabic Words*** Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types as they are introduced. Students practice encoding words using knowledge of syllable division rules during all activities that include encoding once multisyllabic words are addressed in Unit 5. See **Unit 5 Introduction** (p. 172), **Unit 6 Introduction** (p. 202), and **Unit 7 Introduction** (p. 230) White Syllable Frames are used to provide a multisensory approach to teaching syllable division (See Unit 5, Introduce New Concepts p. 176-178 as an example). **Introduce New Concepts:** (Unit 5: p. 181), (Unit 6: p. 216-217), (Unit 7: p. 240-241), (Unit 8: p. 273; p. 275); (Unit 9: p. 301), (Unit 12: p. 377), (Unit 13: p. 394-395), (Unit 17: p. 494-495; p. 497; p. 504) **Make It Fun (description p. 60):** (Unit 5: p. 186-187), (Unit 6: p. 220-221), (Unit 11: p. 361), (Unit 13: p. 407), (Unit 15: p. 462-463), (Unit 17: p. 499, 508)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Compound Words Starting in Unit 5 the focus changes from sounds to syllables, and students learn to look at words in larger orthographic parts (syllables rather than individual sounds). Students learn how to read and spell multisyllabic words with all six syllable types, including compound words. **Introduce New Concepts:** (Unit 5: p. 176-178), (Unit 6: p. 216-217), (Unit 8: p. 273) **Make It Fun (description p. 60):** (Unit 5: p. 186-187), (Unit 6: p. 220-221) ***Y as a vowel*** In Fundations Level K and Level 1, students learn the letter-keyword-sound for **y** as a consonant and apply this to encoding words. In Level 2 Unit 7, students learn that **y** often **works as a vowel** in open syllables, and as a **vowel suffix.** See **Unit 7 Introduction** (p. 230). **Introduce New Concepts:** (Unit 7: p. 235; p. 237; p. 245; p. 255) **Make it Fun:** (Unit 7: p. 259) ***Vowel-r Combinations*** R-controlled vowel sounds are taught in Unit 8 (**ar, or**) and Unit 9 (**er, ir, ur**) in both single-syllable and multisyllabic words. Students learn to read and spell these r-controlled syllables in isolation and when combined with other syllable types. See **Unit 8 Introduction** (p. 268) and **Unit 9 Introduction** (p. 286). **Introduce New Concepts:** (Unit 8: p. 275), (Unit 9: p. 290-292, p. 301) **Make it Fun:** (Unit 9: p. 295) ***Vowel Teams*** Starting in Unit 10, students learn to read and spell words with vowel teams, including vowel digraphs and diphthongs (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). See **Unit 10 Introduction** (p. 314), **Unit 11 Introduction** (p. 342), **Unit 12 Introduction** (p. 370), **Unit 13 Introduction** (p. 388), **Unit 14 Introduction** (p. 416) **Unit 15 Introduction** (p. 444), **Unit 16 Introduction** (p. 472).

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Introduce New Concepts: (Unit 10: p. 321; p. 322; p. 329), (Unit 11: p. 349; p. 350; p. 356-357; p. 358), (Unit 12: p. 377), (Unit 13: p. 394-395; p. 397), (Unit 14: p. 423), (Unit 15: p. 448-449; p. 451) **Make It Fun:** (Unit 13: p. 401; p. 407) ***Consonant -le*** In Unit 17 the last of the six syllable types is taught: consonant-le. This syllable must be the last syllable in a multisyllabic word. See **Unit 17 Introduction** (p. 490). **Introduce New Concepts:** (Unit 17: p. 494-495; p. 497; p. 504) **Make it Fun**: (Unit 17: p. 499) ***Silent Letters*** While silent letters are not explicitly taught until Fundations Level 3, students are exposed to them in Fundations Level 2 through the Trick Words **knew** and **know.** Students practice writing words with silent letters the **Teach Trick Words**, **Trick Word Practice** and **Dictation/Trick Words** activities. **Teach Trick Words (description p. 54-55):** (Unit 5: p. 178) **Trick Word Practice (description p. 54-55):** (Unit 5: p. 182; p. 185) **Dictation Trick Words (description p. 36-37):** (Unit 5: p. 183; p. 185; p. 187) ***Hard and soft c and g*** In Fundations Level K and Level 1, students learn the letter-keyword-sound for **hard c** and **g**, as well as the digraph **ck.** Students review and apply these concepts to encoding words in Level 2. The **ic** spelling of /ik/ at the end of a multisyllabic word is introduced in Unit 5. **Introduce New Concepts:** (Unit 1: p. 84-85), (Unit 5: p. 182) **Make it Fun:** (Unit 1: p. 87) While **soft c** and **g** sounds are not explicitly taught until Fundations Level 3, students are exposed to the sound-letter correspondence in Fundations Level 2 through the Trick Words **charge, city, December, large, piece**, and **place**. Students practice writing

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		words with **soft c** and **g** sounds in the **Teach Trick Words**, **Trick Word Practice** and **Dictation/Trick Words** activities. **Teach Trick Words (description p. 54-55):** (Unit 6: p. 217), (Unit 7: p. 235; p. 244), (Unit 14: p. 431), (Unit 15: p. 458) **Trick Word Practice (description p. 54-55):** (Unit 6: p. 222), (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253), (Unit 14: p. 433; p. 436), (Unit 15: p. 460; p. 465) **Dictation/Trick Words (description p. 36-37):** (Unit 6: p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253), (Unit 14: p. 433), (Unit 15: p. 463; p. 465) **_____** All words students decode and encode are aligned with phonics patterns in **Fundations Level 2 Scope and Sequence**, PREFACE 38-41. In the activities **Echo/Find Words, Dictation/Words,** and **Dictation/Sentences** students encode current phonics patterns as they are introduced and review previously taught patterns. **Echo/Find Words (description p. 44-49)**: (Unit 2: p. 113), (Unit 3: p. 133), (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461), (Unit 17: p. 509) **Dictation/Words (description p. 30-35)**: (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **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),

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		(Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) The **Student Practice Book** provides targeted practice for encoding words and is aligned to the Fundations Level 2 Scope and Sequence, as referenced in the TM. Additional activities are provided in the **Home Support Packet** and the online **Fundations Level 2 Learning Community** including Three - Four Ways to Spell /k/ and Prefix Practice in the Expert Tips section. Per the Ohio Department of Education and Workforce document *Ohio's Learning Standards English Language Arts (2026)*, Writing Foundational Standards page 29 indicates "skills provided as examples in this strand may vary by grade level in the scope and sequence of the adopted HQIM from the Department's approved list. Districts and schools should follow the scope and sequence of their adopted HQIM." All skills taught at a different Fundations Level are noted below. In **Fundations Level 3** students learn to encode words using phonics patterns for **trigraphs, silent letters, soft c and g, and contractions**, as well as additional vowel teams, suffixes and prefixes. The **Fundations® Level 2: Ohio Supplement** provides additional lessons to introduce and practice decoding words with **trigraphs, silent letters, soft c and g, and contraction** spelling patterns.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
WF.2.3a	Write complete sentences demonstrating knowledge of punctuation conventions. *Utilize commas with words in a series in a sentence.*	Fundations builds the foundational skills necessary to write complete sentences using punctuation conventions. Students should also have ongoing opportunities to learn and apply these skills in core ELA writing instruction. See **Punctuation and Capitalization**, PREFACE 21. Students independently write sentences and follow a proofreading procedure to check spelling, capitalization, and punctuation during activities including **Dictation/Sentence, Word of the Day, and Storytime Optional Writing**. Students write their own complete sentences during the **Word of the Day** and select **Storytime** activities. During the activity **Word of the Day** students learn a "Word of the Day" selected to correspond with the word structure being studied. Students write a sentence containing the Word of the Day in the Vocabulary section in their **Student Notebooks**. **Word of the Day (description p. 56-57):** (Unit 1: p. 76; p. 80; p. 85; p. 91), (Unit 2: p. 104; p. 107; p. 114; p. 119), (Unit 3: p. 134-135; p. 138), (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 208; p. 214-215; p. 218; p. 220), (Unit 7: p. 236-237; p. 242-243; p. 246; p. 248; p. 257; p. 258-259), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 506; p. 510) **Storytime - Optional Writing Activity (description p. 60):** (Unit 2: p. 117), (Unit 4: p. 165), (Unit 5: p. 195), (Unit 6: p. 223), (Unit 7: p. 251), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509) **Storytime** provides examples of punctuation such as *commas in a series* and *interjections* and includes an optional writing activity. **Storytime** (description p. 60): (Unit 7: p. 239; p. 245; p. 251), (Unit 13: p. 393; p. 398; p. 403; p. 409). See **Passage Charting**, p. 549, p. 552 for a copy of the texts. Students independently write sentences and follow a proofreading procedure to check spelling, capitalization, and punctuation during the **Dictation/Sentence** activity. Some
WF.2.3b	Write complete sentences demonstrating knowledge of punctuation conventions. *Use apostrophes to form contractions and possessives (e.g., contractions with am, is, has, not (I'm, she's, don't).*	
WF.2.3c	Write complete sentences demonstrating knowledge of punctuation conventions. *Use punctuation to set off interjections.*	
WF.2.3d	Write complete sentences demonstrating knowledge of punctuation conventions. *Expand sentences using frequently occurring*	

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	conjunctions (e.g., because, so, but).	sentences include *conjunctions* such as *after, and, because, but, if, once, so, when.* See **Proofreading Procedure**, p. 38. **Dictation/Sentences (description p. 38-39):** (Unit 4: p. 165), (Unit 5: p. 183; p. 185; p. 191), (Unit 6: p. 213; p. 223), (Unit 9: p. 297), (Unit 10: p. 327; p. 333; p. 335), (Unit 13: p. 399), (Unit 14: p. 433), (Unit 17: p. 503; p. 507) The **Fundations® Level 2: Ohio Supplement** provides explicit lessons to introduce and practice using *apostrophes to form contractions*. **The Fundations Level 2 Learning Community** provides additional resources and lessons to address *punctuation, apostrophes with possessives, and conjunctions*. See the Expert Tips: Fundations Guided Proofreading Procedures Cue and Guided Proofreading Procedures (Levels K-3), Building Sentence Complexity, Bringing Punctuation Instruction Into Fundations Activities: Commas in a Series, The Power of Using Interjections, Grammar Strategies: Possessive Nouns The **Student Practice Book** also provides targeted practice writing sentences in the activity **Exploring the World of Words**, as referenced by the TM.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Additional Ohio Standards Supported by Fundations

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

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

Reading Literature Standards

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

READING LITERATURE		
Std. #	**Standard Language**	**Primary Citations**
RL.2.1	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details and clarify the meaning of a literary text (e.g., story, drama, poem).	The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 5, p. 181, p. 183, p. 191, and p. 195); (Unit 6, p. 211, p. 217, and p. 223); (Unit 7, p. 239, p. 245, and p. 251); and (Unit 9, p. 295, p. 296, p. 300, and p. 303). Also see the **Storytime Activities** on the **Fundations Learning Community** for additional practice.
RL.2.3	Describe how characters in a literary text respond to major events or challenges, using key details.	**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)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING LITERATURE		
Std. #	**Standard Language**	**Primary Citations**
RL.2.5	Describe the structure of a literary text, including how the beginning introduces the story, how events unfold, and how the ending concludes the action.	**Storytime – Literary Text (description p. 60):** (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276–277), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Reading Informational Standards

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

READING INFORMATIONAL		
Std. #	**Standard Language**	**Primary Citations**
RI.2.1	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details and clarify meaning in an informational text (e.g., historical, scientific, or technical texts).	The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency: **Storytime (description p. 60)**: (Unit 2, pp. 105, 108, 115, and 117); (Unit 3, p. 137); (Unit 4, p. 153, p. 155, p. 163, p. 165); (Unit 5, p. 181, p. 183, p. 191, p. 195); (Unit 6, p. 211, p. 217, p. 223); (Unit 7, p. 239, p. 245, p. 251); (Unit 8, p. 276-277); (Unit 9, p. 295, p. 296, p. 300, p. 303); (Unit 10, p. 319, p. 327, p. 328, p. 333); (Unit 11, p. 347, p. 351, p. 357, p. 359); (Unit 12, p. 375, p. 376); (Unit 13, p. 393, p. 398, p. 403, p. 409); (Unit 14, p. 424-425, p. 427, p. 432, p. 435); (Unit 15, p. 453, p. 457, p. 459, p. 461); (Unit 16, p. 477, p. 481); and (Unit 17, p. 500, p. 505, p. 507, p. 509). Also see the Storytime Activities on the **Fundations Learning Community** for additional practice.
RI.2.2	Identify the main topic of an informational text and explain how specific details support that topic.	**Storytime (description p. 60)**: (Unit 5, p. 181, p. 183, p. 191, p. 195); (Unit 6, p. 211, p. 217, p. 223); (Unit 7, p. 239, p. 245, p. 251); and (Unit 9, p. 295, p. 296, p. 300, p. 303) Also see the Storytime Activities on the **Fundations Learning Community** for additional practice.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Writing Standards

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

WRITING		
Std. #	**Standard Language**	**Primary Citations**
W.2.1	Write opinion pieces that include a clear topic, a stated opinion, reasons supported by evidence or examples, and a conclusion, using linking words and grade-level phonics-based spelling.	**Storytime (description p. 60)**: (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435)
W.2.2	Write informative pieces that introduce a topic, use facts and definitions to explain ideas, and include a conclusion, using linking words and grade-level phonics-based spelling.	**Storytime (description p. 60)**: (Unit 6: p. 223), (Unit 9: p. 303)
W.2.3	Write narratives that recount sequenced events with descriptive details, temporal words, and a clear conclusion, using linking words and grade-level phonics-based spelling.	**Storytime (description p. 60)**: (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509)
W.2.8	With adult support, engage in shared and independent research projects by reading multiple texts on a topic, recording observations, and composing short reports using grade-level vocabulary and sentence structure.	**Storytime (description p. 60)**: (Unit 2: p. 117), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 13: p. 409), (Unit 17: p. 509)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Speaking and Listening Standards

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

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.2.1a	Participate in discussions about second grade topics and texts in pairs, small groups, or whole-class settings: *Follow agreed-upon rules for discussions, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion.*	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See: **Using Questioning** on PREFACE 8; **Principles of Instruction** PREFACE 10-12 (Scaffolding Step 3: You Do It Together); **Comprehension Strategies** on PREFACE 19-20; **Fundations Level 2 Learning Activities and Skills** Table on PREFACE 22; **Differentiated Instruction** on PREFACE 26-28; **Learning Activity Overview Section** pages 27-60; and **Storytime** on **Fundations Learning Community**, Level 2. The **Storytime** activity requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describing key ideas or details from a text read aloud or information presented orally or through other media. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
SL.2.1b	Participate in discussions about second grade topics and texts in pairs, small groups, or whole-class settings: *Engage in conversation by responding to others' comments across multiple exchanges and contributing ideas that further develop the discussion.*	
SL.2.1c	Participate in discussions about second grade topics and texts in pairs, small groups, or whole-class settings: *Ask for clarification and further explanation as needed.*	
SL.2.2	Retell or describe key ideas or details from a text read aloud or information	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
	presented in various media and other formats (e.g., orally).	actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See **Comprehension Strategies** on PREFACE 19-20; **Learning Activity Overview Section** pages 27-60; and **Storytime** on the **Fundations Learning Community**, Level 2. The **Storytime** activity requires students to manage discussions and questions about the text in a group setting and specifically works on the skill of recounting or describing key ideas or details from a text read aloud or information presented orally or through other media. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509).
SL.2.3	Ask questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See: **Using Questioning** on PREFACE 8; **Principles of Instruction** PREFACE 10-12 (Scaffolding Step 3: You Do It Together); **Comprehension Strategies** on PREFACE 19-20; **Fundations Level 2 Learning Activities and Skills** Table on PREFACE 22; **Differentiated Instruction** on PREFACE 26-28; **Learning Activity Overview Section** pages 27-60; and **Storytime** on the **Fundations Learning Community**, Level 2. The **Storytime** activity requires students to manage discussions and questions about the text in a group setting and specifically works on the skill

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
		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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	The **Storytime** activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509).
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	While audio recordings are not conducted, students do create drawings/visual displays to recount the story and use those to orally retell stories in the **Storytime** activity. **Storytime (description p. 60)**: (Unit 2: p. 108), (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 211), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p 351), (Unit 13: p. 398), (Unit 14: p. 427), (Unit 15: p. 457), (Unit 17: p. 500; p. 505)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.2.6	Use complete sentences, when appropriate to the task or situation, to provide requested details or clarification.	Although Fundations is not a comprehensive core ELA program, this standard is addressed in an incidental way throughout *all* lesson components, as procedures and routines require students to share oral information in complete sentences and clearly.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Language Standards

Fundations supports Language standards by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.2.2a	Recognize and apply the conventions of formal American English capitalization, punctuation, and spelling. *Capitalize holidays, product names, and geographic names.*	Although Fundations is not a comprehensive core ELA program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling. **Dictation/Sentences (description p. 38-39)**: (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)
L.2.2c	Recognize and apply the conventions of formal American English capitalization, punctuation, and spelling. *Generalize learned spelling patterns when writing words.*	Students learn to segment and spell words in correspondence to decoding patterns. **Dictation/Words (description p. 30-35)**: (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397;

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		p. 399; p. 401; p. 407; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Dictation/Sentences (description p. 38-39):** (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 157 p. 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)
L.2.2d	Recognize and apply the conventions of formal American English capitalization, punctuation, and spelling. *Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.*	Students are encouraged to use their **Student Notebook**. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and "look words up" as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups. **Word of the Day (description p. 56)**: (Unit 4: p. 150-151; p. 152; p. 159; p. 160-161), (Unit 5: p. 180; p. 184; p. 190; p. 192-193), (Unit 6: p. 214-215; p. 218; p. 220), (Unit 7: p. 257; p. 258-259), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334-335), (Unit 11: p.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402-403; p. 406-407), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 506; p. 510) **"Look words up" in Student Notebook Level 2 (description p. 54)**
L.2.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. *Recognize formal and informal uses of English.*	**Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509) **Dictation**: (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 154-155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194-195), (Unit 6: p. 211; p. 213; p. 221; p. 222-223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378-379; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; p. 408-409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)
L.2.4a	Use word analysis skills to break down and build grade-appropriate words to understand their meaning. *Utilize context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.*	**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)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.2.4b	Use word analysis skills to break down and build grade-appropriate words to understand their meaning. *Determine the meaning of a new word when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).*	Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including **un-, dis-, mis-, non-, trans-, pre-, pro-, re-,** and **de-** and with suffixes, including **-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly,** and **-ty**, beginning in Unit 4 (see **Unit 4 Introduction**: p. 142). During **Introduce New Concepts, Word of the Day, Word Talk,** and **Make it Fun** activities in these units, teachers discuss meaning of words with affixes. **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)
L.2.4c	Use word analysis skills to break down and build grade-appropriate words to understand their meaning. *Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).*	
L.2.4d	Use word analysis skills to break down and build grade-appropriate words to understand their meaning. *Recognize common base words (e.g., look) and inflectional endings used to form and understand new words (e.g., looks, looked, looking).*	
L.2.4e	Use word analysis skills to break down and build grade-appropriate words to understand their meaning. *Use knowledge of the meaning of base words to understand the meaning of compound words (e.g., birdhouse, lighthouse, bookshelf, notebook).*	**Introduce New Concepts:** (Unit 5: p. 176-177)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.2.5a	Demonstrate understanding of word relationships and nuances in word meanings. *Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).*	**Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
L.2.5b	Demonstrate understanding of word relationships and nuances in word meanings. *Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).*	**Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	**Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276-277), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 352; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 424-425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WILSON fundations™ | Literacy for All



Fundations® 3e Level 3

Fundations® Level 3 Alignment to Ohio's Learning Standards for English Language Arts (2026)

Reading Foundations Standards

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
RF.3.3a	Decode words based on syllable type, aligned with scope and sequence of adopted HQIM, such as: • *One-syllable words with diphthongs* • *Multisyllabic words with vowel teams (long vowel, short vowel, diphthong)* • *Consonant -le syllable type* • *Multisyllabic words by division type: VC/CV, V/CV, VC/V, CV/VC* • *Multisyllabic words with schwa*	***Unless otherwise indicated, all pages are from the Teacher's Manual Level 3*** In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode *closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words*. In Unit 5 students learn to identify *schwa* by indicating which vowel has the unexpected sound. White Syllable Frames are used to provide a multimodal approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). Multisyllabic words are introduced in Unit 3 and then included in word resources for all units following for all decoding activities. See **Resources:** p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Fundations activities for decoding words with these syllable types include: **Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play** and **Make It Fun** activities. **Guess Which One (description p. 56-57):** (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Introduce New Concepts (description p. 70)** (Unit 3: p. 160-161), (Unit 4: p. 174-175; p. 178-179; p. 188-189) (Unit 5: p. 202-203; p. 216-217) (Unit 6: p. 230-231; p.232-233; p.236-237; p.240-241; p.250-251; p.255) (Bonus Unit: p. 269-271; p. 272-273; p. 280-281; p. 282-283; p. 284-285) (Unit 7: p. 296-297; p.298-299; p.306-307; p.308) (Unit 8: p. 324-325; p.334-335; p.336; p.344-345) (Unit 9: p. 364-365; p.368-369; p.374-375; p.384-385; p.388-389) (Unit 10: p. 404-405; p.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		406; p. 416; p. 424-425; p. 426-427; p. 429) (Unit 12: p. 472-473; p.474; p.482-483; p. 484-485) (Unit 13: p. 502; p.507; 512-513) (Unit 14: p. 532-533; p.542-543) **Word of the Day (description p. 66-67):** (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 302; p. 310; p. 312-313),(Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390-391), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) **Word Talk (description p. 68-69):** (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514-515; p. p. 520), (Unit 14: p. 540; p. 550) **Make It Fun (description p.70):** (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 208-209; p. 218), (Unit 6: p. 249; p. 256), (Bonus Unit: p. 274; p. 276; p. 283), (Unit 7: p. 305; p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 372-373; p. 383; p. 392), (Unit 10: p. 412; p. 422-423; p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 516-517), (Unit 14: p. 541; p. 549) **Word Play (description p.70):** (Unit 5: p. 208), (Bonus Unit: p. 278) The **Student Practice Book** provides targeted practice in decoding multisyllabic words that include a range of syllable types, as referenced in the TM. **Fun Hub Practice** provides students with decoding practice across varied syllable types through the activity **Word Find Fun,** as referenced in the TM. The **Home Support Pack** provides targeted practice pages for reading words with a variety of syllable types, as referenced in the TM.
RF.3.3b	Decode words based on morphological structure, aligned with scope and sequence of adopted HQIM, such as:	Fundations explicitly teaches about base words including roots and prefixes, focusing on how prefixes 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).

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	• *Common prefixes (e.g., undo)* • *Common inflectional suffixes (e.g., walking)* • *Common derivational suffixes (e.g., teacher)* • *Common Latin roots (e.g., eject)*	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 and roots during these activities in the Bonus Unit **Introduce New Concepts** and **Make It Fun** activities. **Introduce New Concepts (description p. 70):** (Bonus Unit: p. 269-271; p. 272-273; p. 280-281; p. 282-282; p. 284) **Make It Fun (description p.70):** (Bonus Unit: p. 274; p. 276; p. 283) Fundations explicitly teaches about base words and derivational and inflectional suffixes, focusing on how the suffix changes 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. **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)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		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.3.3c	Decode common high-frequency words with automaticity, aligned with the adopted HQIM, such as: • *Phonetically regular words* • *Partially regular 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 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in one syllable and multisyllabic 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

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	• *Irregular words*	and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). See **Skills and Procedures Taught in Fundations®:** High Frequency "Trick Words," p. PREFACE 16. In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the **Trick Words** activity (description p. 64-65). See **Level 1 Review Trick Words** (p. 593) and **Level 2 Review Trick Words** (p. 594) high frequency word lists. Many of these words are considered phonetically regular by Level 3 because the patterns have been taught, but there are others that remain irregular. During **Dictation/Sentences** students write sentences that include Trick Words. After writing, students follow a proofreading procedure to read and check the spelling of all words, including Trick Words. See **Proofreading Procedure,** p. 42. **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163); (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) The **Level 3 Fluency Readers** are transitional bridge texts designed to help students apply and practice their growing decoding and fluency skills with connected text, progressively reinforcing phonics patterns taught in Fundations Level 3. Each Fluency Reader includes a **Skills & Knowledge Guide** at the beginning of each chapter that provides a list of phonetically regular and irregular words students will read in the text. See the **Fluency Readers Getting Started Guide**, **Words with Unit Concepts** and **Irregular Words**. The **Student Practice Book** provides targeted practice in reading homophones or sound-alike words, many of which are high-frequency words, as referenced in the TM.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Fun Hub Practice provides students with decoding homophones or sound alike words, many of which are high frequency words through the **Sound Alike Scramble** activity, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for decoding homophones or sound alike words, many of which are high frequency words, as referenced in the TM.
RF.3.4a	Read texts with sufficient fluency to support comprehension. *Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.*	With the foundational skills acquired from the cumulative Fundations curriculum, students in Level 3 are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and rate of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. "A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency" (Rasinski, 2006, p.4). In Level K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Comprehension remains the ultimate goal as students develop their foundational skills. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. See **Skills and Procedures Taught in Fundations: Fluency:** PREFACE 16-17. Each Level 3 **Unit Introduction** provides suggestions for grade-appropriate non-controlled text as well as additional Fundations resources to support fluency. **Unit Introduction: Connected Text:** (Unit 1: p. 88), (Unit 2: p. 116), (Unit 3: p. 154), (Unit 4: p. 172), (Unit 5: p. 200), (Unit 6: p. 228), (Bonus Unit: p. 266), (Unit 7: p. 294), (Unit 8: p. 322), (Unit 9: p. 362), (Unit 10: p. 402), (Unit 11: p. 442), (Unit 12: p. 470), (Unit 13: p. 500), (Unit 14: p. 530) Also see **Charting,** p. 585-592 for word lists and passages aligned with Fundations Level 3 Units. The **Level 3 Fluency Readers** are transitional bridge texts designed to help students apply and practice their growing decoding and fluency skills with connected text, progressively reinforcing phonics patterns taught in Fundations Level 3. With these texts, students practice in multiple ways, including echo and chorally reading passages and teachers model prosody by scooping sentences into phrases. See the **Fluency Readers Getting**
RF.3.4b	Read texts with sufficient fluency to support comprehension. *Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 112 words correct per minute (wcpm) by the end of third grade.*	

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

READING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
RF.3.4c	Read texts with sufficient fluency to support comprehension. *Self-monitor word recognition and understanding, rereading as necessary.*	**Started Guide** for how these texts support automaticity, accuracy, prosody, appropriate rate, vocabulary, and reading with understanding and meaning. The **Student Practice Book** also provides opportunities for students to practice fluency and comprehension in connected text aligned to the Level 3 scope and sequence in activities such as **Phrase Reading/Unlock the Challenge** and **Adventures of Dev and Tess**, as referenced by the TM. Additional resources and Expert Tips on the **Fundations Learning Community** to provide more opportunities for students to practice fluency including Storytime Practice: Read! Read! Read!; Moving Students Through Different Texts; Supporting Students with Self-Correction of Errors.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Writing Foundations Standards

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
WF.3.1a	Write legibly in manuscript and/or cursive. *Write letters legibly to focus attention on composing ideas rather than forming letters.*	Fundations Level K and Level 1 teach correct letter formation and automaticity of consistent letter formations in manuscript for all lower- and upper-case letters. Letters are practiced with sky writing and consistent verbalizations. Fundations provides direct and explicit instruction to teach students about size, shape, spacing, slant, and stroke for the formation of lower and uppercase letters. Cursive handwriting is explicitly taught and integrated into the Fundations Level 3. Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Fundations handwriting activities help students make a multimodal association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. See **Skills and Procedures Taught in Fundations®: Automaticity of Handwriting,** p. PREFACE 19-20. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum. students are held accountable for proper letter formation during dictation to demonstrate mastery with accuracy and fluency in words and sentences. The following Fundations activities explicitly teach cursive handwriting: **Letter Formation (Individual Letters), Letter Formations (Connectives), Sky Write/Letter Formation.** **Letter Formation (Individual Letters) (description p. 58-59):** (Orientation: p. 83); (Unit 1: p. 97; p. 103), (Unit 2: p. 125; p. 131; p. 143), (Unit 3: p. 159), (Unit 4: p. 176; p. 187), (Unit 5: p. 207; p. 217), (Unit 6: p. 233), (Unit 7: p. 301; p. 309), (Unit 8: p. 327; p. 339; p. 347), (Unit 9: p. 370; p. 379; p. 386), (Unit 10: p. 411; p. 421), (Unit 11: p. 451), (Unit 12: p. 477; p. 487) **Letter Formation (Connectives) (description p. 60-61):** (Unit 1: p. 98; p. 105), (Unit 2: p. 127; p. 137; p. 145), (Unit 3: p. 163), (Unit 4: p. 190-191), (Unit 5: p. 209; p. 219), (Unit 6:
WF.3.1b	Write legibly in manuscript and/or cursive. *Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs.*	

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		p. 241), (Unit 7: p. 303; p. 313), (Unit 8: p. 331; p. 341), (Unit 9: p. 373; p. 381; p. 391), (Unit 10: p. 413; p. 425), (Unit 11: p. 461), (Unit 12: p. 479; p. 489) **Sky Write/Letter Formation (description 62-63) :** (Orientation: p. 82-83), (Unit 1: p. 91, p. 101), (Unit 2: p. 119; p. 129; p. 139), (Unit 3: p. 157), (Unit 4: p. 175; p.185), (Unit 5: p. 203; p. 213), (Unit 6: p. 231; p. 253), (Bonus Unit: p. 274; p. 276-277), (Unit 7: p. 297; p. 307), (Unit 8: p. 325, p. 335, p. 345), (Unit 9: p. 365, p. 375, p. 385), (Unit 10: p. 405; p. 415), (Unit 11: p. 445), (Unit 12: p. 473, p. 483) During **Dictation/Sentences** students independently write sentences in cursive or manuscript. After writing, students follow a proofreading procedure. See **Proofreading Procedure,** p. 42. **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163); (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) The **Student Practice Book** provides opportunities to practice writing words and sentences legibly, as referenced by the TM and introduction student letter. The **Home Support Pack** provides targeted practice pages for cursive: letters, connectives, words, phrases and sentences, as referenced in the TM. The **Fundations Level 3 Learning Community** provides additional handwriting resources including: Using My Fundations Journal®: Letter Formation and Beyond; Fundations Guided Proofreading Procedures Cue; Wilson Cursive Writing Home Support.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
WF.3.2a	Encode words, aligned with scope and sequence of adopted HQIM, such as: • *Multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant -e, vowel teams (including diphthongs), vowel-r, consonant -le, and schwa* • *High-frequency words using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity*	In Fundations, spelling strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. Starting in Level 3, students learn to encode all six syllable types: *closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words.* Unit 5 students learn to identify *schwa* by indicating which vowel has the unexpected sound. White Syllable Frames are used to provide a multimodal approach to teaching syllable division for spelling (see Unit 3, **Introduce New Concepts** p. 162-163 as an example). Syllable division rules are taught for spelling when multisyllabic words are addressed for each of the syllable types. *Multisyllabic words* and words with *schwa* are included in word resources for all units following all encoding activities, as the syllable type is introduced. See **Resources:** p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students practice encoding words using knowledge of syllable division rules during all activities that include encoding once multisyllabic words are addressed in Unit 3. **Introduce New Concepts (description p.70):** (Unit 3: p. 162-163) (Unit 4: p. 175; p. 178-179; p. 184-185), (Unit 5: p. 204-205; p. 212), (Unit 6: p.234-235; p.242; p. 252), (Bonus Unit: p. 270-271; p. 272-273; p. 282-283) (Unit 7: p. 296-297; p.298-299; p.308), (Unit 8: p.326; p.328-329; p.346) (Unit 9: p.366-367; p.374-375; p.376; p.386; p. 388-389), (Unit 10: p. 408-409; p. 414-415; p. 416; p. 426-427), (Unit 12: p. 472-473; p.484-485; p.486-487), (Unit 13: p.504; p.515), (Unit 14: p.534-535; p.544-545) **Make It Fun (description p.70):** (Unit 4: p. 181, p.189), (Unit 5: p. 208-209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 372-373; p. 383; p. 392), (Unit 10: p. 412; p. 422-423; p. p. 431), (Unit 12: p. 481; p. 487;, (Unit 13: p. 516-517), (Unit 14: p. 549). In Fundations, word analysis strategies for *phonetically regular words* (*including high frequency words*) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to encode closed, vowel-consonant-e, open, r-

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		controlled, double vowel (including digraphs and diphthongs) and final stable syllables in single and multisyllabic words. Phonetically *irregular high frequency* words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called Trick Words in Fundations) are taught as words to be automatically recognized in Fundations Levels K, 1 and 2. By the end of Level 2, Fundations students are prepared to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). See **Skills and Procedures Taught in Fundations®:** High Frequency "Trick Words," p. PREFACE 16. In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the **Trick Words** activity (description p. 64-65). See **Level 1 Review Trick Words** (p. 593) and **Level 2 Review Trick Words** (p. 594) high frequency word lists. Many of these words are considered phonetically regular by Level 3 because the patterns have been taught, but there are others that remain irregular. **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) ——————————————————————————————— Students practice encoding *multisyllabic words* and *high frequency* words during the activities **Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words** once the concept has been taught. **Dictation/Words and Sentences (description p. 34-39, 42-43):** (Unit 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.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Echo/Find Words (description p. 48-53):** (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268-269; p. 278-279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 458), (Unit 12: p. 474-475), (Unit 13: p. 505) The **Student Practice Book** provides targeted practice in encoding words using knowledge of syllable division patterns and high frequency words, as referenced in the TM. **Fun Hub Practice** provides students with encoding words using knowledge of syllable division patterns and high frequency words through the activity called **Build Words with Echo**, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for encoding words using knowledge of syllable division patterns and affixes, as referenced in the TM.
WF.3.2b	Encode words with patterns, aligned with scope and sequence of adopted HQIM, such as: • *Two- to three-consonant blends, including those containing digraphs* • *Consonant digraphs, trigraphs, and silent letter combinations*	In Level 3, students learn all syllable types for decoding and spelling and other advanced phonics and word study skills including *trigraphs* (Unit 1, Unit 12) and *silent letters* (Unit 13). In Fundations K-2 students learned and practiced decoding and encoding words with *Consonant blends* and *digraphs*. These patterns are reviewed in the Level 3 Orientation and additional *digraphs* taught in Unit 13. **Introduce New Concepts:** (Orientation: p. 74-75; p. 76-77); (Unit 1: p. 92-93), (Unit 12: p. 484-485; p. 486-487), (Unit 13: p. 504; p. 507; p. 512-513; p. 515) **Make it Fun:** (Unit 13: p. 511; p. 516-517) Fundations explicitly teaches spelling of the base word and *prefixes*. Students learn to encode words with prefixes including **con, dis, un, en, em, ex, in, im, il, ir, mis,**

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
	• *Common prefixes (e.g., undo)* • *Common inflectional suffixes (e.g., walking)* • *Common derivational suffixes (e.g., teacher)* • *Consonant doubling for suffix addition* • *Drop the silent e for suffix addition* • *Change y to i for suffix addition*	**non, sub, trans, de, e, pre, pro,** and **re**, beginning in the **Bonus Unit** (see **Bonus Unit Introduction:** p. 264). Words with taught prefixes are included in word resources for use in all encoding activities following the Bonus Unit**.** See **Resources**: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students practice encoding words with prefixes during activities that include encoding once prefixes have been taught in the Bonus Unit. **Introduce New Concepts (description p. 70):** (Bonus Unit: p. 270-271; p. 272-273; p. 282-283) **Make It Fun (description p.70):** (Bonus Unit: p. 274; p. 276; p. 283) Fundations explicitly teaches spelling of the base word and *suffixes*. Students learn to encode words with suffixes, including **-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward,** and **-or** beginning in Unit 2 (see Unit 2 p. 114-151). Words with taught suffixes, including words with changing base words and spelling rules, are included in word resources for all units following Unit 2 for all encoding activities. See **Resources**: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Students practice encoding words with suffixes during activities that include encoding once suffixes are addressed in Unit 2. *Spelling rules for adding suffixes* to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Fundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292 -319, Unit 9 p. 360-399, Unit 10 p. 400-439, Unit 12 p. 468-496). **Introduce New Concepts (description p.70)** (Unit 2: p. 120-121; p. 130-131; p. 132-133; p. 138-139; p. 140-141), (Unit 4: p. 175; p. 178-179; p. 184), (Unit 7: p. 296-297; p. 298-299; p. 306-307; p. 308), (Unit 8: p. 328-329), (Unit 9: p. 376; p. 386; p. 388-389), (Unit 10: p. 426-427), (Unit 12: p. 486-487), (Unit 14: p. 544-545) **Make It Fun (description p.70):** (Unit 2: p. 126; p. 144) (Unit 4: p. 181; p. 189) (Unit 7: p. 311) (Unit 8: p. 343) (Unit 9: p. 392) (Unit 10: p. 431)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		Students practice encoding *blends, digraphs, trigraphs, silent letters*, *prefixes and suffixes* during the activities **Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words** once the concept has been taught. **Dictation/Words and Sentences (description p. 34-39, 42-43):** (Orientation: p. 81; p. 85), (Unit 1: p. 95; p. 97; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Echo/Find Words (description p. 48-53):** (Orientation: p. 79), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268-269; p. 278-279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 458), (Unit 12: p. 474-475), (Unit 13: p. 505) The **Student Practice Book** provides targeted practice in encoding words using knowledge of spelling patterns and affixes, as referenced in the TM. **Fun Hub Practice** provides students with encoding words using knowledge of spelling patterns and affixes through the activity called **Build Words with Echo**, as referenced in the TM. The **Home Support Pack** provides targeted practice pages for encoding words using knowledge of spelling patterns and affixes, as referenced in the TM.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
WF.3.3a	Write complete sentences that demonstrate knowledge of conventions. *Include the parts of a complete sentence (subject and predicate).*	Fundations builds the foundational skills necessary to write complete sentences using punctuation conventions. Students should also have ongoing opportunities to learn and apply these skills in core ELA writing instruction. See **Punctuation and Capitalization**, PREFACE 20. In Level 3, students construct simple, compound and complex sentences using vocabulary words and follow a proofreading procedure to check spelling, capitalization, and punctuation. See **Proofreading Procedure,** p. 42. Students practice writing complete sentences during activities that include: **Dictation/Sentences** and **Word of the Day.** In **Word of the Day**, students add a sentence to the Vocabulary section of their **Student Notebooks** to demonstrate the meaning of the word. **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163); (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Word of the Day (description p. 66-67)**: (Unit 1: p. 94; p. 96; p. 102; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312-313),(Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348-349; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390-391), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460-461), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508-509; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546-547; p. 548)
WF.3.3b	Write complete sentences that demonstrate knowledge of conventions. *Identify and correct sentence fragments and run-on sentences.*	
WF.3.3c	Write complete sentences that demonstrate knowledge of conventions. *Use articles a, an, and the correctly*	

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

WRITING FOUNDATIONS		
Std. #	**Standard Language**	**Primary Citations**
		The **Student Practice Book** also provides opportunities for students to construct written responses with complete sentences, as referenced by the TM.
WF.3.3d	Write complete sentences that demonstrate knowledge of conventions. *Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.*	Fundations builds the foundational skills necessary to write complete sentences using punctuation conventions. Students should also have ongoing opportunities to learn and apply these skills in core ELA writing instruction. See **Punctuation and Capitalization**, PREFACE 20. Fundations Level 1 Trick Words include abbreviations. In Level 3, those learned Trick Words are practiced for encoding during **Dictation/Trick Words** and **Dictation/ Sentences**, 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) high frequency word list. During **Dictation/Sentences** students write sentences that include abbreviation Trick Words. After writing, students follow a proofreading procedure to read and check the spelling of all words, including Trick Words. See **Proofreading Procedure,** p. 42. **Dictation (description 42-43):** (Unit 3: p. 163), (Unit 4: p. 187), (Bonus Unit: p. 281), (Unit 8: p. 347), (Unit 9: p. 371), (Unit 12: p. 479)

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

Additional Ohio Standards Supported by Fundations

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

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

Speaking and Listening Standards

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

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.3.1c	Participate in discussions about third grade topics and texts in pairs, small groups, or whole-class settings. *Follow agreed-upon rules for discussion, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion.*	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See: **Using Questioning** PREFACE 8; **Principles of Instruction** PREFACE 10-12 (Scaffolding Step 3: You Do It Together); **Comprehension Strategies** PREFACE 18-19; **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.3.1d	Participate in discussions about third grade topics and texts in pairs, small groups, or whole-class settings. *Make comments that link to the remarks of others.*	

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

SPEAKING AND LISTENING		
Std. #	**Standard Language**	**Primary Citations**
SL.3.3	Ask and/or answer questions about what a speaker says to request and provide elaboration and detail.	*All* lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. Students must follow conventional rules for discussions, ask questions to check their understanding, show their understanding of what has been taught, and ask and answer questions from the presenter. See: **Using Questioning** PREFACE 8; **Principles of Instruction** PREFACE 10-12 (Scaffolding Step 3: You Do It Together); **Comprehension Strategies** PREFACE 18-19; **Fundations Level 3 Learning Activities and Skills** PREFACE 21; **Differentiated Instruction** PREFACE 25-26; **Learning Activity Overview Section** p. 31-70; and **Storytime** on Fundations Learning Community, Level 3.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

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.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
L.3.1b	Know and apply formal American English grammar, usage, and mechanics when writing or speaking. *Form and use regular (duck → ducks) and irregular plural nouns (woman → women).*	Fundations student learn to form plurals with **-s** and **-es**, as well as to form irregular plural nouns. **Unit 2 Introduction:** (p. 114-115) **Introduce New Concepts:** (Unit 2 p. 118-119), (Unit 4: p. 178), (Unit 7: p. 306-307) **Word of the Day (description p. 66-67):** (Unit 7: p. 310)
L.3.1g	Know and apply formal American English grammar, usage, and mechanics when writing or speaking. *Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.*	Forming and using comparatives and superlatives is taught within the study of word structure for reading and spelling: **Introduce New Concepts (description p. 70):** (Unit 2: p. 122-123, p. 124-125, p. 126, p. 130-131), (Unit 4: p. 178-179, p. 184), (Unit 7: p. 308), (Unit 10: p. 426-427), (Unit 14: p. 542-543) **Word of the Day (description p. 66-67)**: (Unit 4: p. 176, p. 180, p. 186, p. 190), (Unit 7: p. 300, p. 302, p. 310, p. 312-313), (Unit 9: p. 368, p. 370, p. 378, p. 380, p. 390-391), (Unit 10: p. 407, p. 410, p. 418, p. 420, p. 428, p. 430), (Unit 14: p. 536, p. 538, p. 546-547, p. 548) **Word Talk (description p. 68-69)**: (Unit 4: p. 182, p. 192), (Unit 5: p. 210, p.220), (Unit 6: p. 238, p. 248, p. 258), (Unit 7: p. 304, p. 314), (Unit 8: p. 342, p. 352), (Unit 9: p. 373, p. 382), (Unit 10: p. 422, p. 432), (Unit 11: p. 452, p. 462), (Unit 12: p. 480, p. 490), (Unit 13: p. 510, p. 520), (Unit 14: p. 540, p. 550)
L.3.2e	Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing.	In Fundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant- e, open, vowel team (digraphs and

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
	Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed.	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. Also, Fundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3. **Dictation/Words (description p. 34-35; p. 36-37; p. 38-39)**: (Orientation: p. 81; p. 83), (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351),(Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p.427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) **Dictation/Sentences (description p. 42-43)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163); (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p.

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

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

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		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. Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their **Student Notebooks**, for reference. **Introduce New Concepts**: (Unit 5: p. 214-215; p. 217) **Make It Fun** (Unit 5: p. 218) (Unit 10: p. 412; p. 423) (Unit 13: p. 517) (Unit 14: p. 549). Directions in the Manual direct teachers to encourage reference use during all Dictation activities and whenever spelling is taught in the Introduce New Concepts activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials such as Fundations classroom posters, Cursive Writing Desk Strips, etc. See **Engaging Students in Rigorous Work**: PREFACE 8 and **Skills and Procedures Taught in Fundations**: PREFACE 17-18, 20. **Guess Which One (description p. 56-57)**: (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 186-187), (Unit 5: p. 205; p. 212-213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 326-327; p. 336-337; p. 387), (Unit 9: p. 367; p. 377; p. 387),

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		(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) The **Student Practice Book** provides targeted practice in using spelling patterns and generalizations when spelling words, as referenced in the TM. **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.
L.3.4a	Use word analysis skills to break down and build grade-appropriate words to understand their meaning. *Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.*	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),

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
		(Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Dictations/Sound Alike & Trick Words (description p. 40-41)**: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 182-183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549) The **Student Practice Book** provides targeted practice in using context to determine the meaning of unfamiliar words at the sentence and passage level, as referenced in the TM. Students enter words and a defining sentence into a vocabulary dictionary and homophones ("Sound Alikes") dictionary, which are sections in the **Student Notebook**. **Fun Hub Practice** provides students with targeted practice in determining the meaning of words in the context of a sentence and a short passage through the activity called **World of Words**, as referenced in the TM. The **Home Support Pack** provides targeted practice pages in using context to determine the meaning of unfamiliar words at the sentence level, as referenced in the TM.
L.3.4b	Use word analysis skills to break down and build grade-appropriate words to understand their meaning.	Fundations introduces the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.

LANGUAGE		
Std. #	**Standard Language**	**Primary Citations**
	Determine the meaning of a new word when a known affix is added to a known word (e.g., agree/disagreeable).	later build upon. Level 3 explicitly teaches about the base word, suffixes and prefixes, focusing on how these change the meaning of the base word. Suffixes **-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward** and **-or** are the focus **Unit 2** (p. 114-151), **Unit 4** (p. 170-197) **Unit 9** (p. 360-398) **Unit 14** (p. 528-555). Students learn prefixes, including **con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro,** and **re**, beginning in the Bonus Unit (see **Bonus Unit Introduction**: p. 264). During **Word of the Day**, **Make it Fun**, and **Word Talk** activities in these units, teachers discuss meaning of words with affixes and roots. **Word of the Day (description p. 66-67)**: (Unit 2: p. 122; p. 124; p. 132; p. 134-135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 9: p. 368; p. 370; p. 378-379; p. 380; p. 390-391), (Unit 14: p. 536; p. 538; p. 546-547; p. 548) **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.3.4c	Use word analysis skills to break down and build grade-appropriate words to understand their meaning. *Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.*	
L.3.4d	Use word analysis skills to break down and build grade-appropriate words to understand their meaning. *Identify common Latin and Greek affixes and roots and use them to determine the meaning of unfamiliar words (e.g., bicycle, tricycle).*	

©WILSON LANGUAGE TRAINING. ALL RIGHTS RESERVED.