

Wilson Foundations® Program Alignment to Arkansas Academic Standards for English Language Arts 2016 with a focus on Reading Standards for Foundational Skills

Foundations provides teachers in K-3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

The power of this **supplemental program** is that it overlaps skills, not treating them in isolation, so that a **daily 30-35-minute lesson** teaches and then reinforces many corresponding skills.

Foundations is a **multisensory, structured literacy** program. It is systematic, cumulative, and explicit with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning.

Foundations is integral to an RTI model, providing scientifically-based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle.

Foundations provides high quality instructional materials. Significant features include:

- Each level of Foundations has a teacher’s manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has lesson plan roadmap with a comprehensive two-page presentation including a quick-glance for the day’s activities as well as teacher and student material needs.
- A free companion website provides teachers with additional resources and support, including printable material, animations and video demonstrations, and discussion boards.
- A Home Support Packet provides teachers with a letter and accompanying material for each unit in each level.
- Differentiated instruction is provided for advanced and struggling students, ELL students, and students with a language-based learning disability. Suggestions appear in learning activities sections and unit introductions in the Teacher’s Manuals, and on the web-based Learning Community.
- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small group targeted Foundations instruction are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.

On the pages that follow you will find an alignment of our Foundations program to the Arkansas Reading Standards for Foundational Skills, as well as standards related to spelling and handwriting for grades K-2.



Foundations® LEVEL K Program

Alignment to Arkansas Academic Standards for English Language Arts 2016 with a focus on Reading Standards for Foundational Skills

Kindergarten Reading Standards for Foundational Skills

Print Concepts		
Indicator	Description	Fundations Alignment
RF.K.1	Demonstrate understanding of the organization and basic features of print.	
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	<p>Storytime activities recommend books and direct teachers to discuss print and book awareness such as Storytime : (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. 99; p. 208; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); Make it Fun (Unit 5: p. 395; p. 405)</p> <p>Additional Storytime activities have students read text from top to bottom and left to right with a return sweep: Storytime: (Unit 1: p. 102; p.162) (Unit 3: p. 275) (Unit 4: p. 331; p. 341)</p> <p>Print awareness is also demonstrated and reinforced during several activities that use Sentence Frames including Teach Trick Words, Trick Word Practice, Word Play-Word Awareness, Word Play-Read Sentences, and Dictation/Sentences. These activities emphasize that sentences are read left to right, words are separated by print. Teach Trick Words (description p. 44): (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): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Word Play-Word Awareness (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Word Play – Read Sentences (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381); Dictation/Sentences (description p. 28): (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p. 16, 112)</p>
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	<p>Fundations explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrate 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.</p> <p>Word Play-Make Words for Decoding (description p. 48): (Unit 2: p. 192; 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; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294); (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340); (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p.</p>

Print Concepts		
Indicator	Description	Fundations Alignment
		<p>400; p. 402) Introduce New Concepts:(Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Echo/Find Words (description p. 34): (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): (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; p. 332)</p> <p>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)</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play –Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and the online teacher companion resource community called the Prevention Learning Community for Fundations (PLC)</p>
RF.K.1.C	Understand that words are separated by spaces in print.	<p>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): (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): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p.339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Word Play-Word Awareness (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p.120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Word Play – Read Sentences (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p.363, p. 369; p. 373; p. 78; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; Word Play – Sentence Dictation/Write Sentences (Unit 5: p.359, p. 361; p. 369, p. 371; p. 373; p. 381); Dictation/Sentences (description p. 28): (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p. 31) and the online teacher companion resource community called the Prevention Learning Community for Fundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological

Print Concepts		
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		<p>image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. In these activities, students identify and name letters:</p> <p>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): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) Drill Sounds (description p. 30): (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; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; 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): (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) Echo/Letter Formation (description p. 36): (Orientation: P. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403); Skywrite/Letter Formation (description p. 40): (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 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; 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. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226);</p> <p>Student Notebook (description p. 42): (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>

Print Concepts		
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		<p>p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350) Alphabetical Order (description p. 22): (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) Make it Fun (description p. 48): (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178)</p> <p>Additional activities are provided in the Home Support Packet (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>

Phonological Awareness		
Indicator	Description	Fundations Alignment
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.K.2.A	Recognize and produce rhyming words orally.	Instruction emphasizing phonological activities such as rhyming is included in Foundations Levels K during the Make It Fun and Storytime activities. Make it Fun (description p. 48) : (Unit 1: p. 108; p. 118; p. 128), (Unit 2: p. 206), Storytime (description p. 48) : (Unit 1: p. 112; p. 122; p. 182). Additional activities are provided in the Home Support Packet (p. 16), and the online resource community called the Prevention Learning Community for Foundations (PLC) which teachers have access to with purchase of the Level K Manual (See Expert Tips/Ideas section).
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1. See Word Play (description p. 48) : (Unit 1: p. 100; p. 111; p. 120) Additional activities are provided on the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
RF.K.2.C	Blend and segment onsets and rimes of one-syllable spoken words.	Foundations efficiently focuses on the phonemic awareness skill of phoneme blending and segmentation which research has identified as key for functional value in decoding/reading. “[A]ll of these various phonological awareness skills — the ability to separate syllables within words, the ability to segment onsets from rimes (b/ig), the ability to rhyme, and the ability to segment or blend phonemes are all correlated with each other. But it is the segmenting and blending of phonemes that has functional value in reading” (Shanahan, 2015). Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. Storytime (description p. 48) : (Unit 1: p. 113; p. 123; p. 183). Activities including alliteration or groups of words with the same initial sound include p. 98, p.128, p 132. Additional activities are provided in the Home Support Packet (p.20, 57) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	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 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. Echo/Find Words (description p. 34) : (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) : (Unit 3: p. 241; p. 243; p. 251;

Phonological Awareness		
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		<p>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; p. 332).</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p>See above. Echo/Find Words (description p. 34): (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): (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; p. 332).</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>
RF.K.2.F	<p>This standard begins in Grade 1.</p> <p>Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</p>	
RF.K.2.G	<p>This standard begins in Grade 1.Delete individual initial and final sounds (phonemes) in simple, spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).</p>	

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials.</p> <p>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun.</p> <p>Letter-Keyword-Sound (description p. 38): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) Drill Sounds (description p. 30): (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; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p.148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; 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):(Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153;p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p.269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p.365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) Echo/Letter Formation (description p. 36): (Orientation: P. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403); Skywrite/Letter Formation (description p. 40): (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 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; 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. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226); Student Notebook (description p. 42): (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.</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
		<p>201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350) Alphabetical Order (description p. 22): (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) Make it Fun (description p. 48): (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178)</p> <p>Additional activities are provided in the Home Support Packet (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
RF.K.3.B	Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types (e.g., open-go, closed-got).	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level 1 is the closed syllable type and the short vowel sounds. Drill Sounds (description p. 30): (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 315; p. 318; p. 320; p. 322; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406), Echo/Find Letters (description p. 32): (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401), Letter-Keyword-Sound (description p. 38): (Unit 1: p. 84; p. 94; p. 105; p. 124) Echo/Letter Formation (description p. 36): (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 195; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 269; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) Student Notebook (description p. 42): (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p.</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
		<p>157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193), Word Play (description p. 48): Unit 3: 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p>Word Play – Listen for Sounds introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p>
RF.K.3.C	Read common <i>high-frequency words</i> by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<p>Automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. 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 in to aid in defining the word when necessary. Teach Trick Words (description p. 44): (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): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Words taught as Trick Words in Level K: the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do ; one; Level K students will be able to <i>read</i> high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry’s first 100 list: in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.</p> <p>Additional activities are provided in the Home Support Packet (81-82, 91, 100-101) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).	<p>With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises such as word chaining. Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Word Play-Make Words for Decoding (description p. 48): (Unit 2: p. 192; 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; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), Make it Fun: (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p 375)</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
RF.K.3.E	Decode CVC words.	<p>In Level K, students learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants f, m, n, l, r and s. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with the Word Play-Make Words for Decoding and Make it Fun activities.</p> <p>Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Word Play (description p. 48): (Unit 2: p. 192; 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; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), Make it Fun: (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) Emphasize the fluent reading of sentences; using phrasing. Word Play – Read Sentences (Unit 4: p. 317, 327, 336), (Unit 5: p. 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403) Make it Fun- Change the Sentence (Unit 5: p. 355; p. 365; p. 375) Storytime (Unit 4: p. 331; p. 341)</p> <p>Additional activities are provided in the Home Support Packet (58-61, 85-88, 93, 94, 96-98, 102-104) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
RF.K.3.F	Decode open and closed one-syllable words.	<p>For closed one syllable words, see RFK.3E above. Open syllable words are not taught for decoding in Foundations. Level K. Foundations teaches word structure cumulatively and thoroughly across the K-3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on Foundations. Word analysis strategies for phonetically regular words is 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 unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key.</p>

Fluency		
Indicator	Description	Fundations Alignment
RF.K.4	Read <i>grade-appropriate</i> texts with purpose and understanding.	<p>Students apply their decoding skills with a sentence that is 100% decodable. Students read a sentence written on Sentence Frames. This activity develops prosody (reading a sentence with phrasing) and reading for meaning. Word Play – Read Sentences (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403) Students read the decodable story Storytime (description p. 48) (Storytime (Unit 4: p. 331; p. 341) <i>Students also read connected text with prosody and expression in sentences in: Word Play (description p. 48)</i>: (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404), Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 395; p. 403), Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p> <p>Important Note for Consideration: Fundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading grade-level text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the Geodes® Level K Classroom Library (in press 2020), which provides 47 titles explicitly corresponding to Fundations’ scope and sequence for grade K. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding skills aligned with Fundations scope and sequence along with Fundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p>
RF.K.4.A	This standard begins in Grade 1. Read grade-level text with purpose and understanding.	
RF.K.4.B	This standard begins in Grade 1. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
RF.K.4.C	This standard begins in Grade 2. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	

Additional Grade K Standards Addressed by Foundations

Foundations 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, Foundations also strongly supports standards below. Students learn through explicit instruction in the following areas

- Uppercase and lowercase letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling.
- Conventions of standard English spelling for common spelling patterns.
- Spelling of irregular words and frequently confused words (e.g., their, there, they're).
- Conventions of standard English capitalization and punctuation.

L.1.1.K	Print all upper- and lowercase letters with proper letter formation.	Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation.
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.	The following dictation activities have students writing sentences with attention to capitalization. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. Introduce New Concepts: (Unit 5: p. 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 – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Make it Fun: (Unit 5: p. 355; p. 365; p. 375) The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. Word Play (description p. 48): (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Teach Trick Words (description p. 44): (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): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)
L.K.2.B	Recognize and name end punctuation.	The following dictation activities have students writing sentences with attention to punctuation. Use of punctuation Sentence Frames provide a multisensory way to explicitly teach punctuation. Introduce New Concepts: (Unit 5: p. 351; p. 379) Dictation/Sentences (description p. 28): (Unit 5: p. 379; p. 383; p. 389; p. 393; p. 403) The following activities reinforce the key elements of sentence structure such as capitalization and punctuation. Use of punctuation Sentence Frames provide a multisensory way to explicitly teach punctuation. Word Play (description p. 48): (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180), (Unit 5: p. 358; p. 360; p.368; p. 370; p. 372; 380), Teach Trick Words (description p. 44): (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. p. 381; p. 391; p. 401), Trick Word Practice: (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. 365; p. 375; p. 385; p. 394; p. 404
L.K.2.D	<p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <ul style="list-style-type: none"> ● Spell consonant-vowel-consonant (CVC) words correctly. <p>Spell words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>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.</p> <p>Echo/Find Words (description p. 34): (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): (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 5: p. 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 – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Make it Fun: (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p 89, 95, 106-110) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual.</p>



Foundations® LEVEL 1 Program

Alignment to Arkansas Academic Standards for English Language Arts 2016 with a focus on Reading Standards for Foundational Skills

Grade 1 Reading Standards for Foundational Skills

Print Concepts		
Indicator	Description	Foundations Alignment
RF.1.1 Demonstrate understanding of the organization and basic features of print.		
RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p>Students systematically learn features of a sentence. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation.</p> <p>During Teach Trick Words-Reading, students must recognize the features of the sentence and many conventions of print including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14. Teach Trick Words - Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14. Dictation/Sentences:(description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 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)</p>
RF.1.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	<p>Foundations explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrate 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.</p> <p>Introduce New Concepts: (Unit 2: p. 106; p. 108; p. 111; p. 119) (Unit 3: p. 132; p. 134; p. 144; p. 147) (Unit 4: p. 158; p. 163; p. 168) (Unit 5: p. 184) (Unit 6: p. 201; p. 203; p. 220) (Unit 7: p. 236; p. 239; p. 246; p. 256) (Unit 8: p. 274; p. 276; p. 284) (Unit 9: p. 302; p. 305; p. 306; p. 308; p. 312; p. 314) (Unit 10: p. 328; p. 331; p. 334; p. 341; p. 342; p. 348; p. 350) (Unit 11: p. 366; p. 367; p. 368) (Unit 12: p. 404; p. 406; p. 414; p. 415; p. 417; p. 424) (Unit 13: p. 442; p. 445; p. 452; p. 455; p. 462; p. 465)</p>

Print Concepts		
Indicator	Description	Fundations Alignment
		<p>Dictation/Words (description p. 30): (description p. 32): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 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)</p> <p>Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 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)</p> <p>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; 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. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; 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; p. 466), (Unit 14: p. 485; p. 492; p. 494)</p> <p>Fundations teachers develop “word conscious” classrooms, constantly emphasizing both word structure and meaning, reinforcing that words have meaning throughout program. In the Word of the Day activity the class works together to develop a sentence for the word of the day. The sentence is written on the board that reflects a student-friendly definition and that demonstrates meaning. The teacher says each individual word as it is written on the board, and then scoops the word into phrases from left to right. Students read the sentence from left to right following the scoops and then discuss meaning. The students write the sentence in their Student Notebooks. This activity is conducted from Unit 2 to Unit 14. (See above for citations). The Word Talk activity weaves the understanding that words carry meaning defining words and using words in the sentence. 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; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 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)</p>
RF.1.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.	<p>During Teach Trick Words-Reading, sentence frames are used to demonstrate spacing between words. This is reviewed throughout the year from Unit 2 to Unit 14. Teach Trick Words - Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print spacing between words from Unit</p>

Print Concepts		
Indicator	Description	Fundations Alignment
		2 through Unit 14. Dictation/Sentences:(description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 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)
RF.1.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.	<p>Students simultaneously learn to recognize and name letters, the formation, and the letter-sound correspondences. Alphabetical order activity helps students develop alphabetic knowledge, automatic letter naming, and alphabetical order. Alphabetical Order (description p. 26): (Unit 1: p. 79; p. 89; p. 99), (Unit 2: p. 107)</p> <p>Drill Sounds activity is a quick, warm-up sound drill activity that develops the mastery of letter recognition and identification of all 26 letters; association of letter name-keyword-and sound for the 26 letters of the alphabet. Drill Sounds (description p. 38): (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; 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. 237; 238; 240; 242; 244; 246; 247; 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264), (Unit 8: p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 352; p. 354; p. 356), (Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464, p. 466, p. 468, p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486, p. 488; p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>Automatic, fluent handwriting instruction is an integral part of Fundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Grades 1 and 2 teachers have all materials and instructions to reteach and review these as needed. Echo/Letter Formation (description p. 46): (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) Sky Write/Letter Formation (description p. 50): (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)</p>

Phonological Awareness		
Indicator	Description	Fundations Alignment
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
RF.1.2.A	Distinguish long from short vowels in spoken one-syllable words.	<p>In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. Words with both long and short vowel sounds are included in word resources for Units 11-14 for decoding and encoding activities. (Resources: p 397-398; p. 435-436; p. 473-474; 501-502.) Introduce New Concepts (Unit 11 Introduction: p. 366, p. 368; p. 387) Make it Fun (description p. 60) (Unit 11: p. 371; p. 381; p. 391) Word of the Day (description p. 56) (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), Word Talk (description p. 58), (Unit 11: p. 374; p. 380; p. 390; p. 394), Word Play (description p. 60) (Unit 11: p. 386; p. 392), The vowel-consonant-e concept is reinforced in spelling activities including: Echo Find Words, Dictation/Words: Echo/Find Words (description p. 42) (Unit 11: p. 369; p. 371; p. 379; p. 387), Dictation/Words (description p. 26): (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p> <p>By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables, and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (Unit 9: p. 313).</p>
RF.1.2.B	Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, Unit 8 (see Unit 8 Introduction: p. 270). The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends) segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Dictation/Words (description p. 26): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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>

Phonological Awareness		
Indicator	Description	Fundations Alignment
		p. 393) Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Introduce New Concepts: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)
RF.1.2.C	Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.	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 the word, and then tap out the individual phonemes. This is conducted <i>orally</i> before students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks). Echo/Find Words (description p. 34): (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): (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; p. 332). Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).
RF.1.2.D	Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).	See above. Echo/Find Words (description p. 34): (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): (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; p. 332). Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).
RF.1.2.E	Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).	The skill of syllable segmentation is closely integrated into the teaching of how to read and spell multisyllabic words. The focus shifts from phonemic segmentation to syllabic segmentation in Unit 12. In Echo/Find Words (multisyllabic words) and Dictation Words (multisyllabic words) students <i>hear</i> a spoken multisyllabic word, and then must segment the word into syllables using a very explicit and multisensory procedure. Students say and touch a syllable frame on the Letter Board for the first syllable, and then say and touch the syllable frame for the second syllable before writing. Echo/Find

Phonological Awareness		
Indicator	Description	Fundations Alignment
		<p>Words (description p. 44): (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Dictation/Words (description p. 30): (description p. 32): (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 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)</p> <p>A variant of this indicator is practiced when teachers dictate a word with a suffix. Teachers say the whole word and students repeat (echo) the word. Then, students are asked to say just the base word without the suffix before spelling. (Introduce New Concepts Unit 6 p. 203) Echo/Find Words (description p. 42): (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 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)</p> <p>Dictation/Words (description p. 26): (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; 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)</p>
<p>RF.1.2.F and RF.1.3.G</p>	<p>Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</p> <p>Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).</p>	<p>The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. 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 (phoneme manipulation). Dictation/Words (description p. 26): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Introduce New Concepts: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words		
RF.1.3.A	Know the letter-sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)	<p>The concept of digraphs was taught in Level K Fundations and is again explicitly taught in Unit 3 (See Unit 3 p. 130-153). Digraphs are then included in the Drill Sounds activity and Echo/Find Letters activity through the year. Drill Sounds (description p. 38): ((Unit 3: p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p.148; 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. 237; 238; 240; 242; 244; 246; 247; 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264), (Unit 8: p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 352; p. 354; p. 356), (Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464, p. 466, p. 468, p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486, p. 488; p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>Echo/Find Letters (description p. 40): (Unit 3: p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 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)</p> <p>Once retaught in Unit 3, digraphs are included in word resources for all decoding activities. (See Unit Resources p. 179, p 195, p. 231; p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.)</p>
RF.1.3.B	Know the letter-sound correspondences. <ul style="list-style-type: none"> ● silent e (e.g., a-e, e-e, i-e, o-e, u-e) ● vowel teams ● vowel digraph (e.g., ee, oo, ai, ay, ea) 	<p>In Fundations letter/sound correspondences are taught in relation to the syllable type being studied. The v-c-e syllable type is taught in Unit 11. Introduce New Concepts (p 366). The letter sound correspondence is then practiced in daily in the Drill Sounds activity (Description p. 38) Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464, p. 466, p. 468, p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486, p. 488; p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>Sound mastery is taught in two directions: letter-to-sound and sound-to-letter. The Echo/Find Letters activity helps to solidify sound-to-symbol correspondence. Students will add the long-vowel sound in vce syllable beginning in Unit 11 and onward. Echo/Find Letters (description p. 40): (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Dictation/Sounds (description p. 28): (Unit 11: p. 369; p. 377; p. 379, p. 381; p. 383, p.389; p. 391; p. 393),</p> <p>Vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 9. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Drill Sounds/Warm Up (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316;</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
		p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498)
RF.1.3.C	Recognize and read <i>grade-appropriate</i> irregularly spelled words.	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized. These sight words (called Trick Words in Foundations) are taught separately from phonetically regular words. In Level 1 of Foundations, students learn 107 Trick Words for both quick and automatic recognition and for spelling. Teach Trick Words - Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Teach Trick Words - Spelling (description p. 54) (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137, p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 215; p. 223), (Unit 7: p. 241; p. 249; p. 259; p.263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Trick Word Drill Drill Sounds (description p. 38): (Unit 3: p. 134; p. 138; p. 140; 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. 228), (Unit 7: P. 237; 238; 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308; p. 310; p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468, p. 470), (Unit 14: p. 480; p. 484; p. 486, p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>The Fluency Kit 1 (included in Teacher’s Kit). includes the opportunity to read Trick Words in isolation, phrases with Trick Words, as well as sentences in connected text Also, available is the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1 including Trick Words.</p>
RF.1.3.D	Read words with inflectional endings.	<p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (See Unit 6 p. 196-231) and are included in word resources for all units following for all decoding activities. (See Unit Resources p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) Suffix -ed and -ing added to unchanging base words is explicitly taught in Unit 10 (See Unit 10 p. 324-360) and are included in word resources for all units following for all decoding activities See Unit Resources p 397-398; p. 435-436; p. 473-474; 501-502.). Suffix -es is explicitly taught in Unit 13 (See Unit 123 p. 438-474) and See Unit Resources p 501-502.) The activities that include decoding words include: Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities.</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
		Also, the Fundations Fluency Kit 1 , and Fundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library , which provides 64 titles explicitly corresponding to Fundations’ scope and sequence for grade 1.
RF.1.3.E	<p>Decode regularly spelled one-syllable words that follow syllable types</p> <ul style="list-style-type: none"> ● closed syllable ● open syllable ● vowel-consonant-e ● vowel teams ● consonant-le ● r-controlled vowel 	<p>In Fundations, word analysis strategies for phonetically regular words is 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 /æ/ but does not know when “a” says /a/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Fundations activities that include decoding words with these syllable types include: Introduce New Concepts (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) 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; 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. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; 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; p. 466), (Unit 14: p. 485; p. 492; p. 494) 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; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) Make it Fun (description p. 60) (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), Word Play (description p. 60) (Unit 2. p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (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; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488) Fundations Fluency Kit 1, (included in Teacher’s Kit),</p> <p>Also, the r-controlled vowels and vowel teams are introduced in the Quick Drill/Warm-Up activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open, but will move on to an in-depth word study of open syllables in Level 2 R-controlled vowels and vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 8. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
		and spelling together, in-depth word study for those syllables happens in Level 2. Drill Sounds/Warm Up (Unit 8: p. 276; p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498) Similarly, students in Level 1 are introduced to open syllables in the context of closed syllables, but will move on to an in-depth word study of open syllables in Level 2..
RF.1.3.F	<p>Decode two-syllable words following basic patterns by breaking the words into syllables</p> <ul style="list-style-type: none"> ● compound words (e.g., cup/cake, cow/boy) ● consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle) ● VC/CV (e.g., nap/kin, hap/py, stam/pede) V/CV (e.g., bo/nus) 	<p>Fundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, In Fundations Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types.</p> <p>Introduce New Concepts (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) Word of the Day (description p. 56) (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) Word Talk (description p. 58) (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) Make it Fun (description p. 60) (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), Word Play (description p. 60) (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) Storytime (description p. 60): (Unit 12: p. 413; p. 423; Also, the Fundations Fluency Kit 1, and Fundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Fundations’ scope and sequence for grade 1.p. 433), (Unit 13: p. 460), (Unit 14: 488)</p> <p>Fundations teaches word structure cumulatively and thoroughly across the K-3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on. Fundations first teaches a new syllable type in isolation, and then combines it with only other syllable types that have already studied. In grade 1, Fundations establishes multisyllabic word work with closed-closed and closed-vce syllable types only. Furthermore, the teaching of the syllable types are more thorough and intentional because Fundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options.</p>

Fluency		
Indicator	Description	Fundations Alignment
RF.1.4 Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.		
RF.1.4.A	Read grade-level texts with purpose and understanding.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423), (Unit 13: p. 460), (Unit 14: p. p. 488)</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. Word of the Day (description p. 56) (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), Unit 13: p. 444; p. 454; p. 456; p. 464; 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) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>Fundations provides Fluency Kits include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1 – 7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8 – 14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teacher track progress on the Recording Form including reading text orally with expression. The Progress Monitoring Tool also includes oral reading fluency measure.</p> <p>Fundations Stories Set 1 (included in Teacher’s Kit) and the Books to Remember Set 1 and Geodes® Classroom Library 1 (distributed by Wilson Language Training) provide additional decoding and fluency practice.</p> <p>Important Note for Consideration: Fundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers,</p>
RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
RF 1.4.C	This standard begins in Grade 2. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	

Fluency		
Indicator	Description	Fundations Alignment
		Wilson collaborated with Great Minds to create the Geodes® Level 1 Classroom Library , which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.

Additional Grade 1 Standards Addressed by Foundations

Foundations 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).

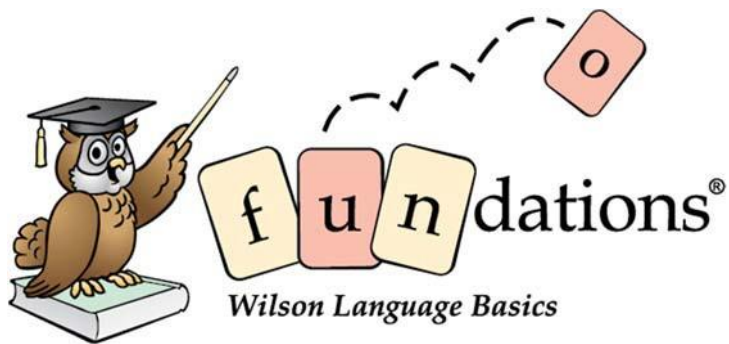
In addition to the foundational skills, Foundations also strongly supports standards below. Students learn through explicit instruction in the following areas

- Uppercase and lowercase letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling.
- Conventions of standard English spelling for common spelling patterns.
- Spelling of irregular words and frequently confused words (e.g., their, there, they're).
- Conventions of standard English capitalization and punctuation.

<p>L.1.1.K</p>	<p>Print all upper- and lowercase letters with proper letter formation.</p>	<p>Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Grades 1 and 2 teachers have all materials and instructions to reteach and review these as needed. Throughout the Level 1 curriculum, legibility is highly valued.</p> <p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Sky Write/Letter Formation (description p. 50): (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96) Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. Echo/Letter Formation (description p. 46): (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115). Students are held accountable for legible handwriting in all dictation activities Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 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)</p>
<p>L.1.2.A L.1.2.B</p>	<p>Capitalize the first word in sentences, the pronoun I, dates, and names of people.</p>	<p>Students systematically learn capitalization, punctuation and spelling. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that</p>

	<p>Use end punctuation for sentences.</p>	<p>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.</p> <p>The Dictation (Composition Book) Activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization. Dictation/Sentences: (description p. 36): (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; 163; 167; 169; 171; 175), (Unit 5: p. 185; 187; 189; 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 reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization, and use of tall or square frame reinforces declarative, exclamatory or interrogative punctuation. Teach Trick Words - Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p>
<p>L.1.2.D</p>	<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.</p>	<p>Fundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 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)</p> <p>Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p> <p>Teach Trick Words - Spelling (description p. 54) (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137, p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 215; p. 223), (Unit 7: p. 241; p. 249; p. 259; p263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 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)</p>

Fundations 30 minute standard lesson focuses on decoding and total word structure, spelling, and handwriting and is not intended to be a core ELA program. However, teachers create a rich oral language environment to reinforce that words have meaning throughout Fundations lessons. They develop “word conscious” classrooms, constantly emphasizing both structure and meaning particularly in Word of the Day and Word Talk activities. Students learn to orally provide sentences for selected words they have decoded as well as how to expand them with more details. A word of the day, corresponding with the word structure being studied, is selected from resources (such as Beimiller, 2010) so that students learn word structure using example words of higher utility. Students add these words using expanded sentences to a vocabulary section of their Student Notebook. For text, students practice visualization and retelling strategies in the StoryTime Activity. *Therefore, there are many standards there are many standards that Fundations will support related to vocabulary and comprehension.*



Foundations® LEVEL 2 Program

Alignment to Arkansas Academic Standards for English Language Arts 2016 with a focus on Reading Standards for Foundational Skills

Grade 2 Reading Standards for Foundational Skills

Print Concepts		
Indicator	Description	Fundations® Alignment
RF.2.1		This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of the organization and basic features of print.
RF.2.1.A	Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Fundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
RF.2.1.B	<p>This standard is taught in Kindergarten and should be reinforced as needed.</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares students for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. 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 that spoken words are represented in written language by specific sequences of letters and that print carries meaning.</p> <p>Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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):(Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit</p>

Print Concepts		
Indicator	Description	Fundations® Alignment
		<p>5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p> <p>The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes in spoken words, which helps students recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning, are including in the Introduce New Concepts, Make it Fun, Word of the Day, and Word Talk activities.</p> <p>Introduce New Concepts (Unit 1: p.74, p.77, p.78, p.82, p.83, p.84, p.88) (Unit 2: p. 102, p.105, p.106, p.112, p.118) (Unit 3: p. 130, p.132, p.134, p.136) (Unit 4: p. 146, p.151, p.156, p.158, p.161, p.162) (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210,p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321,p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p.420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) (Unit 17: p. 494, p.497, p.504) Make It Fun (description p. 60): (Unit 3: p.135) (Unit 5: p. 193) (Unit 7: p. 249;) (Unit 8: p. 275) (Unit 10: p. 332), (Unit 12: p. 379), (Unit 14: p. 424) (Unit 17: p. 508) 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. 135; p. 138) (Unit 4: p.150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246;p. 248; p. 257; p. 258), (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), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) Word Talk (description p. 58-59): (Unit1: p. 92) (Unit 2: 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; 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. 503; p. 512)</p>

Print Concepts		
Indicator	Description	Fundations® Alignment
RF.2.1.C	<p>This standard is taught in Kindergarten and should be reinforced as needed.</p> <p>Understand that words are separated by spaces in print.</p>	<p>The understanding that words are separated by spaces in print is intentionally woven into Dictation activities when students write sentences and are held accountable for their print awareness skills. Teacher modeling of this standard is explicit, and teachers use manipulatives such as sentence frames and projected stories. Teachers and students physically demonstrate the skill; it is not just explained by the teacher. Dictation/Sentences (description p. 38-39): (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163) (Unit 8: p.217; p. 276), (Unit 9: p. 296; p. 300), (Unit 10: p. 319; p. 327; p. 328), (Unit 11: p. 347;p. 351; p. 357) (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403), (Unit 14: p. 425; p. 427; p. 432), (Unit 15: p. 453; p.457; p. 459;) (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507)</p>
RF.2.1.D	<p>This standard is taught in Kindergarten and should be reinforced as needed.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 (Orientation: p. 67) ensures mastery of letter-sound correspondences, which is reinforced daily in Grade 2 during all Drill Sounds/Warm-Up activities.</p> <p>Drill Sounds/Warm-Up (description p. 40-41): (Orientation: p. 64; p. 66), (Unit 1: p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p.88; p.90; p.92) (Unit 2: p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120) (Unit 3: p. 130; p. 132; p. 134; p. 136; p. 138), (Unit 4: p. 146; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166), (Unit 5: p. 176; p. 180; p. 182; p. 184; p. 186; p. 188; p. 190; p. 192; p. 194; pp. 196), (Unit 6: p. 206; p. 208; p. 210; p. 212; p. 214 p. 216; p. 218; p. 220; p. 222; p. 224), (Unit 7: p. 234; 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), (Unit 8: p. 272; p. 274; p. 276; p. 278; p. 280), (Unit 9: p. 290; p. 292; p. 294; p. 296; p. 298; p. 300; p. 302; p. 304; p. 306; p. 308), (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484), (Unit 17: p. 494; p. 496; p. 498; p. 500; p. 502; p. 504; p. 506; p. 508; p. 510; p. 512)</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
RF.2.2	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.2.2.A	Distinguish vowels (long, short, variant) in spoken one-syllable words.	<p>In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (Resources: p. 140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516) By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. Unit 1 Introduction (p. 70), Unit 3 Introduction (p. 126), Unit 4 Introduction (p. 142), Unit 5 Introduction (multisyllabic words) (p. 172), Unit 6 Introduction (p. 202), Unit 7 Introduction (p. 230), Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find Words, Word of the Day, Word Talk, and Make It Fun.</p> <p>Dictation/Words (description p. 30-35): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Dictation/Sentences (description p. 38-39): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183;p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit8: 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. 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) Introduce New Concepts: (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) Echo/Find Words (description p. 44-49): (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) Word of the Day (description p. 56-57): (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5:</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
		p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258),(Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p.459), Word Talk (description p. 58-59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; 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. 503; p. 512) Make It Fun (description p. 60): (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463)
RF.2.2.B	Delete phonemes in the initial, medial, and final positions of spoken words including blends.	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares student for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) 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 (either a one-syllable word or a single syllable from a multisyllabic word) is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. 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. The skill of manipulating phonemes in spoken words (including blends) is emphasized in the following activities when teachers dictate several words, which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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):(Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
RF.2.2.C	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares student for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) 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 (either a one-syllable word or a single syllable from a multisyllabic word) is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. 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.</p> <p>Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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):(Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p> <p>The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. The skill of manipulating phonemes in spoken words (including blends) is</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
		<p>emphasized when 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 isolate phonemes, in a single syllable word or in a single-syllable from a multisyllabic word, are including in the Introduce New Concepts, Make it Fun, Word of the Day, and Word Talk activities.</p> <p>Introduce New Concepts: (Unit 1: p.74, p.77, p.78, p.82, p.83, p.84, p.88) (Unit 2: p. 102, p.105, p.106, p.112, p.118) (Unit 3: p. 130, p.132, p.134, p.136) (Unit 4: p. 146, p.151, p.156, p.158, p.161, p.162) (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210,p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321,p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p.420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) (Unit 17: p. 494, p.497, p.504) Make It Fun (description p. 60): (Unit 3: p.135) (Unit 5: p. 193) (Unit 7: p. 249;) (Unit 8: p. 275) (Unit 10: p. 332), (Unit 12: p. 379), (Unit 14: p. 424) (Unit 17: p. 508) 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. 135; p. 138) (Unit 4: p.150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (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), (Unit 11:p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) Word Talk (description p. 58-59): (Unit 1: p. 92) (Unit 2: 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; 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. 503; p. 512)</p>
RF.2.2.D	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares student for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) 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 (either a one-syllable word or a single syllable from a multisyllabic word) is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. 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.</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
		<p>Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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):(Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p> <p>The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes, in a single-syllable word or in a single syllable from a multisyllabic word, are including in the Introduce New Concepts, Make it Fun, Word of the Day, and Word Talk activities.</p> <p>Introduce New Concepts: (Unit 1: p.74, p.77, p.78, p.82, p.83, p.84, p.88) (Unit 2: p. 102, p.105, p.106, p.112, p.118) (Unit 3: p. 130, p.132, p.134, p.136) (Unit 4: p. 146, p.151, p.156, p.158, p.161, p.162) (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210,p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321,p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p.420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p.</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
		<p>476, p.479) (Unit 17: p. 494, p.497, p.504) Make It Fun (description p. 60): (Unit 3: p.135) (Unit 5: p. 193) (Unit 7: p. 249;) (Unit 8: p. 275) (Unit 10: p. 332), (Unit 12: p. 379), (Unit 14: p. 424) (Unit 17: p. 508) 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. 135; p. 138) (Unit 4: p.150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (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), (Unit 11:p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) Word Talk (description p. 58-59): (Unit 1: p. 92) (Unit 2: 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; 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. 503; p. 512)</p>
RF.2.2.E	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).</p>	<p>In Fundations, syllable segmentation is thoroughly integrated throughout activities, the purpose being to develop students’ multisyllabic decoding and encoding skills. Syllable awareness is taught explicitly throughout the Grade 2 curriculum when students use manipulatives to aid in the division of multisyllabic words into individual syllables, which can then be manipulated as needed to reinforce this standard. Word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Multisyllabic words are introduced in Unit 5, and then included in word resources for all units following for all decoding activities. (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).</p> <p>In Fundations, encoding skills are approached in tandem with decoding skills. For multisyllabic words, the focus in Unit 5 shifts from phonemic segmentation to syllabic segmentation. Encoding instruction is conducted using manipulatives, including syllable frames, syllable boxes on dry erase writing boards, and through procedures that require students to draw lines for the syllables in a word before building that word with tiles. This standard is reinforced in Grade 2 during the Echo/Find Words activity; the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities. The procedures used for spelling at this time helps students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p> <p>A variant of this indicator is practiced throughout Fundations when teachers dictate a word with a suffix. Teachers say the whole word and students repeat it. Then, students say just the base word without the suffix before spelling.</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
		<p>Dictation/Words (description p. 30-35): (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Dictation/Sentences (description p. 38-39): (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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)</p>
<p>RF.2.2.F and RF.2.2.G</p>	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</p> <p>Delete individual initial and final sounds (phonemes) in simple, spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares student for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) 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 (either a one-syllable word or a single syllable from a multisyllabic word) is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. <i>This is conducted orally before students then identify letter tiles or write the word applying the alphabetic principle.</i></p> <p>Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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):(Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p.</p>

Phonological Awareness		
Indicator	Description	Foundations® Alignment
		361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)

Phonics and Word Recognition		
Indicator	Description	Fundations® Alignment
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3.A	Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).	<p>Students learn to identify words with inconsistent but common letter-sound correspondences when they learn both closed and vowel-consonant-e syllable exceptions. Unit 3 Introduction (p. 126), Unit 6 Introduction (p. 202). Once introduced, these exceptions are included in word resources for all units following, and students must distinguish between regular and inconsistent letter-sound correspondences in both single and multisyllabic words in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find, Words, Word of the Day, Word Talk, and Make It Fun.</p> <p>Dictation/Words (description p. 30-35): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Dictation/Sentences (description p. 38-39): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Introduce New Concepts: (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) Echo/Find Words (description p. 44-49): (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) Word of the Day (description p. 56-57): (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p. 459), Word Talk (description p. 58-59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; 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. 503; p. 512) Make It Fun (description p. 60): (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463)</p>

Phonics and Word Recognition		
Indicator	Description	Fundations® Alignment
RF.2.3.B	<p>Know the letter/sound correspondences, including distinguishing long and short vowel sounds</p> <ul style="list-style-type: none"> • diphthongs (e.g., oi, oy, ou, ow) • r-controlled vowels (e.g., er, ir, ur, ar, or) • additional common vowel teams (e.g., ei, ie, igh) <p>regularly spelled one-syllable words</p>	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as q followed by u, digraphs, blends, digraph blends, spelling of /k/, bonus letter (ff, ll, ss), glued sounds (including closed syllable exceptions), long and short vowel sounds, suffixes, prefixes, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, vowel-consonant-e exception, y as a vowel, and spelling options /ər/, /ā/, /ē/, /oi/, /ō/, /ou/, /ū/, /ü/, /û/, and /ò/. Foundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception).</p> <p>Once introduced, words with vowel teams (digraphs and diphthongs), and r-controlled words are included in word resources for all units following, and are used in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk, and Make It Fun. Also, see Unit 8 Introduction (p. 268), Unit 9 Introduction (p. 286), 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).</p> <p>Dictation/Sounds (description p. 28): Dictation (Dry Erase/Composition Books/Check-Up): (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. 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) Dictation/Words (description p. 30-35): Dictation (Dry Erase/Composition Books/Check-Up): (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. 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) Dictation/Sentences (description p. 38-39): Dictation (Dry Erase/Composition Books/Check-Up) (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. 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),</p>

Phonics and Word Recognition		
Indicator	Description	Fundations® Alignment
		<p>(Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) Drill Sounds/Warm-Up (description p. 40-41): (Unit 8: p. 272; p. 274; p. 276; p. 278; p. 280), (Unit 9: p. 290; p. 292; p. 294; p. 296; p. 298; p. 300; p. 302; p. 304; p. 306; p. 308), (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484) Echo/Find Letters (description p. 42-43): (Orientation: p. 65) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) Echo/Find Words (description p. 44-49): (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) Introduce New Concepts: (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321, p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p. 420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) Word of the Day (description p. 56-57): (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), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480) Word Talk (description p. 58-59): (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484) Make It Fun (description p. 60): (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463)</p>
RF.2.3.C	Recognize and read <i>grade-appropriate</i> irregularly spelled words.	<p>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 Foundations) are taught as words to be quickly recognized. High frequency irregular sight words are taught for quick recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for quick recognition when reading and spelling to allow students to access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri, 2014). In Level 2 Foundations 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).</p> <p>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. 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. 137) (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192)</p>

Phonics and Word Recognition		
Indicator	Description	Fundations® Alignment
		(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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215 p. 221; p. 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. 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)
RF.2.3.D	Decode words with common prefixes and suffixes.	Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see Unit 4 Introduction : p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (Resources : p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384- 386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Fundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes® provide additional decoding practice. (The Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training, provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Fundations Level 2 scope and sequence.)
RF.2.3.E	Decode words that follow the six syllable types <ul style="list-style-type: none"> ● closed syllable ● open syllable ● vowel-consonant-e ● vowel teams ● r-controlled vowel ● consonant-le 	In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Multisyllabic words are introduced in Unit 5, and then included in word resources for all units following for all decoding activities. (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). Fundations activities that include decoding words with these syllable types include: Introduce New Concepts, Word of the Day,

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Indicator	Description	Fundations® Alignment
		<p>Word Talk, Make It Fun, and Storytime activities. Also, the Fundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes® provide additional decoding practice. (The Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training, provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Foundations Level 2 scope and sequence.)</p> <p>Introduce New Concepts: (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210, p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321, p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p. 420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) (Unit 17: p. 494, p.497, p.504) Word of the Day (description p. 56-57): (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (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), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (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; 506; p. 510) Word Talk (description p. 58-59 (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; 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. 503; p. 512) Make It Fun (description p. 60): (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259) (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463) (Unit 17: p. 499; p. 508) Storytime (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (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. 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)</p>
RF.2.3.F	Decode regularly spelled two-syllable words with long vowels.	<p>In Foundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Fundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes® provide additional decoding practice. (The</p>

Phonics and Word Recognition		
Indicator	Description	Fundations® Alignment
		<p>Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training, provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Foundations Level 2 scope and sequence.) Syllable rules, including but not limited to two-syllable words with long vowel sounds, are directly addressed in:</p> <p>Unit 5, 6, 7 Introductions: (p. 172, p. 202, p. 230), Introduce New Concepts: (Unit 5: p. 176-177) (Unit 6: p. 217) (Unit 7: p. 240) (Unit 8: p. 273), Word of the Day (description p. 56-57): (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: 306), (Unit 10: p. 330; p. 334), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402;), (Unit 14: p. 430; p. 434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; 506; p. 510) Word Talk (description p. 58-59) (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; 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. 503; p. 512) Make It Fun (description p. 60): (Unit 5: p. 187) (Unit 6: p. 221) (Unit 15: p. 463) Storytime (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (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. 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)</p>

Fluency		
Indicator	Description	Fundations® Alignment
RF.2.4	Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	
RF.2.4.A	Read grade-level text with purpose and understanding.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>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. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; 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), (Unit 17: p. 500; p. 505; p. 507; p. 509),</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. Word of the Day (description p. 56): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (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), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (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. 504; p. 506; p. 510),</p> <p>Fluency Kit 2 Materials, Books to Remember Set 2, and the Progress Monitoring Tool (included in Teacher's Kit or available on the associated online Learning Community and the Level 2 Geodes® Classroom Library (distributed by Wilson Language Training) provide additional decoding practice.</p> <p>Important Note for Consideration: Fundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the Geodes® Classroom Libraries, which provide 64 titles explicitly corresponding to Fundations' scope and sequence for grade 2. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding</p>
RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
RF.2.4.C	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	

Fluency		
Indicator	Description	Foundations® Alignment
		skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.

Additional Grade 2 Standards Address by Foundations

Foundations 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).

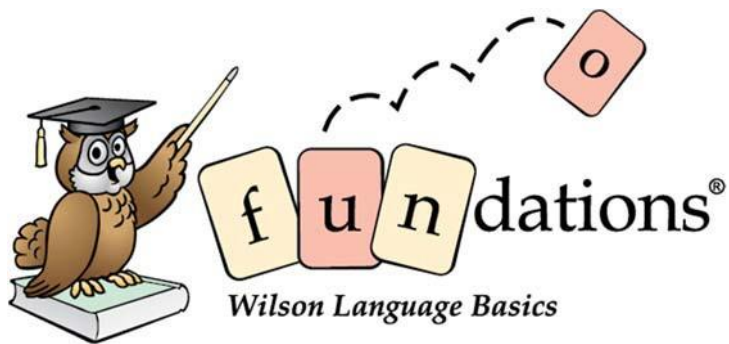
In addition to the foundational skills, Foundations also strongly supports standards below. Students learn through explicit instruction in the following areas

- Uppercase and lowercase letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling.
- Conventions of standard English spelling for common spelling patterns.
- Spelling of irregular words and frequently confused words (e.g., their, there, they're).
- Conventions of standard English capitalization and punctuation.

<p>L.2.2.A</p>	<p>Capitalize holidays, product names, and geographic names.</p>	<p>Although Foundations is not a comprehensive core/basal 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 a capital letter at the beginning of the sentence and have capitalized any proper nouns.</p> <p>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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215;p. 221; p. 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. 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)</p>
<p>L.2.2.D</p>	<p>Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).</p> <ul style="list-style-type: none"> • Consult reference materials, including beginning dictionaries as needed to check and correct spellings. • Reference spelling patterns chart to clarify types of spelling patterns. 	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity; the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, the Unit Tests, and the Introduce New Concepts and Make It Fun activities. In all activities except for the Unit Tests, students are explicitly encouraged to use their Student Notebook for reference, as well as the Foundations posters, and dictionaries.</p> <p>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up): Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Dictation/Sentences (description p. 38-39): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p.</p>

		<p>109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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): (Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499) Unit Tests: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (Unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (Unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513)</p>
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Fundations 30 minute standard lesson focuses on decoding and total word structure, spelling, and handwriting and is not intended to be a core ELA program. However, teachers create a rich oral language environment to reinforce that words have meaning throughout Fundations lessons. They develop “word conscious” classrooms, constantly emphasizing both structure and meaning particularly in Word of the Day and Word Talk activities. Students learn to orally provide sentences for selected words they have decoded as well as how to expand them with more details. A word of the day, corresponding with the word structure being studied, is selected from resources (such as Beimiller, 2010) so that students learn word structure using example words of higher utility. Students add these words using expanded sentences to a vocabulary section of their Student Notebook. For text, students practice visualization and retelling strategies in the StoryTime Activity. *Therefore, there are many standards there are many standards that Fundations will support related to vocabulary and comprehension.*



Foundations® LEVEL 3 Program

Alignment to Arkansas Academic Standards for English Language Arts 2016 with a focus on Reading Standards for Foundational Skills

WILSON Foundations®

Correlated to Arkansas Student Learning Standards for English Language Arts

The Second Edition of Foundations was published in the summer of 2012. It includes all of the successful components of the first edition, which was itself strongly aligned to college- and career-readiness standards. The Second Edition includes significant updates that thoroughly address the Arkansas Student Learning Standards for English Language Arts. It provides specific, measurable learning objectives which are aligned to those standards.

Foundations Second Edition's Materials Design Supports Arkansas Student Learning Standards for English Language Arts

Wilson Foundations provides teachers in K-3 classrooms with a systematic foundational skills, spelling, punctuation, and handwriting program for all students. Additionally, it significantly reinforces other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

The power of this supplemental program is that it overlaps skills, not treating them in isolation, so that a daily 30-35-minute lesson teaches and then reinforces many corresponding skills.

Foundations is a multisensory, structured, systematic, cumulative, and explicit program with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning.

Foundations is integral to an RTI model, providing scientifically based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle.

Foundations Second Edition Aligns with the Foundational Standards, ELA Language Standards, and ELA Shifts found in the Arkansas Student Learning Standards for English Language Arts

Foundations and Foundational Standards

Foundations thoroughly teaches the Foundational Skills, and strongly supports the reading, writing, and language standards, providing mastery instruction for many of the goals in each of those areas as well.

- Foundations explicitly teaches the fundamentals of reading, including systematic phonics (such as phonological awareness, phonics, and word recognition) and the study of word structure.

- Foundations explicitly teaches the rules of the English language, including the six syllable types, digraphs, blends, vowel teams, prefixes, roots, and suffixes.
- Foundations teaches students to recognize words that do not follow predictable patterns.
- Opportunities for decoding mastery include many engaging activities. Emphasis is on the application of skills so that students read with sufficient fluency to support comprehension. Differentiation for the amount of practice is achieved through unit tests, and bi-weekly progress monitoring for students in Tier 2 small groups.

Foundations and ELA language standards

- Foundations provides direct and systematic teaching of upper- and lowercase letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling.
- Foundations thoroughly teaches the conventions of standard English spelling for common spelling patterns.
- Foundations teaches the spelling of words that are irregular, as well as frequently confused words (such as their, there, they're).
- Foundations provides direct and systematic teaching of the conventions of standard English capitalization and punctuation.
- In Foundations, students learn and apply reference skills, including extensive work with dictionary skills.
- In Foundations, students study multiple meaning words and affixes.
- During Foundations lessons, students produce and expand complete sentences of varied kinds in response to prompts.

Foundations and ELA Shifts

- (Academic Vocabulary) In Foundations, vocabulary instruction is directly done with specific activities, and it is also woven throughout the entire lesson. Teachers are taught to create a “word conscious” classroom with constant discussion of both word structure and meaning. Students develop vocabulary from reading and listening to informational and narrative text, classroom discussions, and explicit instruction. They learn a “Word of the Day” (Tier 2 words from resources such as Biemiller’s List and The Academic Wordlist) selected to correspond with the word structure being studied. These include multiple meaning words. Students enter the word and sentence into a vocabulary dictionary, which is a section in their Student Notebooks, and the words are reviewed frequently.
- (“Close” Reading and Text-Based Answers) Foundations provides the study of short texts to enable students with a wide range of reading levels to develop skills that can then be transferred to independent text work. Comprehension S.O.S.™ in Wilson® programs stands for Comprehension: Stop-Orient-Support/Scaffold. Comprehension S.O.S. is a teacher-led interactive discussion about written text. This direct instruction includes the development of students’ ability to construct a cohesive mental picture from words, predict subsequent events, and recall and explain what was in the written text. During the Storytime activity, Comprehension S.O.S. is used to deeply connect students to the text and to facilitate rigorous discussion that directly links to the actual words in the passage. Students learn to link content together to create a cohesive understanding of longer and longer passages. They are also asked to identify specific words in passages that answer questions or lead them to inferences.

- (Balancing Informational and Literary Texts) In Foundations, students learn the difference between narrative fiction and informational, non-fiction text, and study examples of each. Discussion of narrative text includes setting and characters, major events, and how the characters felt. Discussion of informational text includes background knowledge of the topic, identifying facts learned in the passage, and identifying areas for further exploration.

Note: Although Foundations teaches students these skills, it must be combined with additional formalized comprehension instruction and wide-reading experiences.

Foundations Second Edition Meets the Quality Standards for Instructional Materials of the Arkansas Student Learning Standards for English Language Arts

Significant Features:

- Each level of Foundations has a teacher’s manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has fully developed lesson plans with a comprehensive two-page presentation including a quick-glance for the day’s activities as well as teacher and student material needs.
- A free companion learning community provides teachers with additional resources and support, including printable material, animations and video demonstrations, and discussion boards.
- A Home Support Packet provides teachers with a letter and accompanying material for each unit in each level.
- Differentiated instruction is provided for advanced and struggling students, ELL students, and students with a language-based learning disability. Suggestions appear in learning activities sections and unit introductions in the Teacher’s Manuals, and on the online Prevention/Early Intervention Learning Community.
- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small group Tier 2 Foundations instruction are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.

**Foundations® Alignment to
Arkansas Academic Standards for English Language Arts
Grade 3**

Note: Foundations®, as a foundational skills supplemental program designed to be implemented with a core ELA program, thoroughly teaches the Foundational Skills of Reading Standards, and supports the Language Standards.

Reading Foundational Skills

Std. #	Standard Language	Primary Citations
	Print Concepts	
RF.3.1	This standard is taught in Grades K- 1 and should be reinforced as needed. <i>Demonstrate understanding of the organization and basic features of print.</i>	
RF.3.1.A	This standard is taught in Grade 2 and should be reinforced as needed. Recognize the distinguishing features of a paragraph including that multiple sentence may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	Foundations presents all skills in a systematic and sequential manner in four levels: Level K, Level 1, Level 2, and Level 3. Due to the sequential aspect of the program, students ideally complete each level. It is important to note that Foundations Level 2 is a prerequisite for Foundations Level 3 due to the advanced nature of the Level 3 curriculum. Please see Appendix I: the Foundations® Alignment to Arkansas Academic Standards for English Language Arts Grade 2. Please note that Foundations skills are assessed during frequent informal and formal assessment opportunities, and students in need of additional support receive targeted intervention.
RF.3.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	Foundations presents all skills in a systematic and sequential manner in four levels: Level K, Level 1, Level 2, and Level 3. Due to the sequential aspect of the program, students ideally complete each level. It is important to note that Foundations Level 2 is a prerequisite for Foundations Level 3 due to the advanced nature of the Level 3 curriculum. Please see Appendix I: the Foundations® Alignment to Arkansas Academic Standards for English Language Arts Grade K. Please note that Foundations skills are assessed during frequent informal and formal assessment opportunities, and students in need of additional support receive targeted intervention.
RF.3.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.	
RF.3.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.	

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Phonological Awareness		
RF.3.2	This standard is taught in Grade 1 and should be reinforced as needed. <i>Demonstrate understanding of spoken words, syllables, and sounds.</i>	
RF.3.2.A	<p>This standard is taught in Grade 2 and should be reinforced as needed.</p> <p>Distinguish vowels (long, short, variant) in spoken one-syl. words</p>	<p>Foundations presents all skills in a systematic and sequential manner in four levels: Level K, Level 1, Level 2, and Level 3. Due to the sequential aspect of the program, students ideally complete each level. It is important to note that Foundations Level 2 is a prerequisite for Foundations Level 3 due to the advanced nature of the Level 3 curriculum. Please see Appendix I: the Foundations® Alignment to Arkansas Academic Standards for English Language Arts Grade 2.</p> <p>Please note that Foundations skills are assessed during frequent informal and formal assessment opportunities, and students in need of additional support receive targeted intervention.</p>
RF.3.2.B	<p>This standard is taught in Grade 2 and should be reinforced as needed.</p> <p>Delete phonemes in the initial, medial, and final positions of spoken words including blends.</p>	
RF.3.2.C	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.</p>	<p>Foundations presents all skills in a systematic and sequential manner in four levels: Level K, Level 1, Level 2, and Level 3. Due to the sequential aspect of the program, students ideally complete each level. It is important to note that Foundations Level 2 is a prerequisite for Foundations Level 3 due to the advanced nature of the Level 3 curriculum. Please see Appendix I: the Foundations® Alignment to Arkansas Academic Standards for English Language Arts Grade 1.</p> <p>Please note that Foundations skills are assessed during frequent informal and formal assessment opportunities, and students in need of additional support receive targeted intervention.</p>
RF.3.2.D	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).</p>	
RF.3.2.E	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Delete a syllable from a word (e.g. say “remember,” say it without “re”)</p>	
RF.3.2.F	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p>	

**Foundations® Alignment to
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	Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.	
RF.3.2.G	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Delete individual initial and final phonemes in simple, spoken words (e.g. say “nice” without the /n/, “lamp” without the /p/).</p>	
	Phonics and Word Recognition	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.	<p>Foundations explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, beginning in the Bonus Unit (see Bonus Unit Introduction: p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit (Resources: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: Introduce New Concepts and Make It Fun activities.</p> <p>Introduce New Concepts (description p. 70) (Bonus Unit: p. 269; p. 273; p. 280; p. 282; p. 284-285) Make It Fun (description p.70): (Bonus Unit: p. 274; p. 276; p. 283)</p>
RF.3.3.B	Decode words with common Latin suffixes.	<p>Foundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or beginning in Unit 2 (see Unit 2 p. 114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Foundations 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.</p> <p>Introduce New Concepts (description p.70) (Unit 2: p. 118-119; p. 120-121; p. 122-123; p. 125; p. 126; p. 129; p.131; p. 133; p. 139; p. 141) (Unit 4: p. 175; p. 178-179; p. 184-185; p. 188-189) (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)</p>

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		<p>(Unit 10: p. 426-427) (Unit 12: p. 487), (Unit 14: p.542-543) Word of the Day (description p. 66): (Unit 2: p. 122; p. 124; p. 132; p. 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), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p.546; p. 548) Word Talk (description p. 68): (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) Make It Fun (description p.70): (Unit 2: p. 127; 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).</p>
RF.3.3.C	Decode multisyllable words.	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (Resources: p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations 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): (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 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. 217) (Unit 6: p. 230-231; p.232; p.237; p.240-241; p.250- 251; p.255) (Bonus Unit: p. 269; p. 270; p. 273; p. 280; 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; p.384-385; p.388-389) (Unit 10: p. 404-405; p. 407; p. 417; p. 424-425; p. 426-427; p. 429) (Unit 12: p. 472; 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): (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), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548) Word Talk (description p. 68): (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; 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. 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. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 517), (Unit 14: p. 541; p. 549) Word Play (description p.70): (Unit 5: p. 208), (Bonus Unit: p. 278)</p>

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RF.3.3.D	Read grade-appropriate irregularly spelled words.	Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be quickly recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared them to read the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the Trick Words activity.
RF.3.3.E	<p>This standard is taught in Grade 2 and should be reinforced as needed.</p> <p>Decode words that follow the six syllable types</p> <ul style="list-style-type: none"> ● closed syllable ● open syllable ● vowel-consonant-e ● vowel teams ● r-controlled vowel ● consonant-le 	<p>Foundations presents all skills in a systematic and sequential manner in four levels: Level K, Level 1, Level 2, and Level 3. Due to the sequential aspect of the program, students ideally complete each level. It is important to note that Foundations Level 2 is a prerequisite for Foundations Level 3 due to the advanced nature of the Level 3 curriculum. Please see Appendix I: the Foundations® Alignment to Arkansas Academic Standards for English Language Arts Grade 2.</p> <p>Please note that Foundations skills are assessed during frequent informal and formal assessment opportunities, and students in need of additional support receive targeted intervention.</p>
RF.2.3.F	<p>This standard is taught in Grade 2 and should be reinforced as needed.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p>	
Fluency		
RF.3.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.		
RF.3.4.A	Read grade-level text with purpose and understanding.	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: In Level K, 1 and 2, students focused on the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text.</p>
RF.3.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations 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

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		<p>controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: p. 5-6.)</p>
RF.3.4.C	<p>Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Note: In Level K, 1 and 2, students focused on the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text.</p> <p>Note: Students enter words and a defining sentence into a vocabulary dictionary and homophones (“Sound Alikes”) dictionary, which are sections in their Student Notebooks. Guess Which One (description p. 56): (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. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Word of the Day (description p. 66): (Unit 1: p. 94; p. 96; p. 101; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 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), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)</p>

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Language

Std. #	Standard Language	Primary Citations
	Conventions of Standard English	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 3 when writing or speaking.	
L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, prepositions and adverbs in general, and their functions in particular sentences.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
L.3.1.B	Form and use regular and irregular plural nouns. -Use abstract nouns (e.g. childhood).	
L.3.1.C	Form and use the simple verb tenses (e.g., I walk; I walked; I will walk). -Form and use the past tense of frequently occurring irregular verbs.	
L.3.1.D	Ensure subject-verb and pronoun-antecedent agreement.	
L.3.1.E	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.	
L.3.1.F	Use coordinating conjunctions appropriately.	
L.3.1.G	Explain the function of prepositions.	
L.3.1.H	Demonstrate command of simple sentences and produce compound sentences.	
L.3.1.I	<i>This standard begins in Grade 4.</i>	

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Std. #	Standard Language	Primary Citations
	<i>Use modal auxiliaries to convey various conditions.</i>	
L.3.1.J	<p>This standard is taught in Kindergarten and should be reinforced as needed.</p> <p>Understand and use question words, interrogatives (e.g., who, what, when, where, why, how).</p>	<p>Foundations presents all skills in a systematic and sequential manner in four levels: Level K, Level 1, Level 2, and Level 3. Due to the sequential aspect of the program, students ideally complete each level. It is important to note that Foundations Level 2 is a prerequisite for Foundations Level 3 due to the advanced nature of the Level 3 curriculum. Please see Appendix I: the Foundations® Alignment to Arkansas Academic Standards for English Language Arts Grade K.</p> <p>Please note that Foundations skills are assessed during frequent informal and formal assessment opportunities, and students in need of additional support receive targeted intervention.</p>
L.3.1.K	Form all upper- and lowercase letters to write words legibly in cursive.	<p>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. Foundations handwriting activities help 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. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum. The following Foundations activities explicitly teach cursive handwriting: Letter Formation (Individual Letters), Letter Formations (Connectives), Sky Write/Letter Formation.</p> <p>Letter Formation (Individual Letters) (description p. 58): (Orientation: p. 83); (Unit 1: p. 97; p. 103), (Unit 2: p. 125; p. 131; 143), (Unit3: p. 159), (Unit 4: p. 177; p. 187), (Unit 5: p. 207; 217), (Unit 6: p. 233), (Unit 7: p. 301; 309), (Unit 8: p. 327; p. 339; p. 347), (Unit 9: p. 371; p. 379; p. 387), (Unit 10: p. 411; p. 421), (Unit 11: p. 451), (Unit 12: p. 477; p. 487) Letter Formation (Connectives) (description p.60): (Unit 1: p. 99; p. 105), (Unit 2: p. 127; p. 137; p. 145), (Unit 3: p. 163), (Unit 4: p. 191), (Unit 5: p. 209; p. 219), (Unit 6: 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 82) : (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. 275; p. 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)</p>
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.	
L.3.2.A	Capitalize appropriate words in titles.	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning in 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 a capital letter at the beginning of the sentence and have capitalized any proper nouns. See Dictation/Sentences and all Unit Tests.</p> <p>Dictation/Sentences (description p. 42): (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. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 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>

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Std. #	Standard Language	Primary Citations
		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; 547; p. 549)
L.3.2.B	Form and use possessives with and without apostrophes, as appropriate (e.g., girl’s, boy’s, her, his, their, its, students’).	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
L.3.2.C	Use commas according to the conventions of standard English. <ul style="list-style-type: none"> ● Use a comma before a coordinating conjunction in a compound sentence. ● Use commas in addresses. ● Use commas and quotation marks in dialogue. 	
L.3.2D	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). <ul style="list-style-type: none"> ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant- e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations 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 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. Foundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3. Dictation/Words (description p. 34; p. 36; p. 38): (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. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 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.

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Std. #	Standard Language	Primary Citations
		<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; 547; p. 549) Dictation/Sentences (description p. 42): (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. 183; p. 187; p. 189;p. 191), (Unit 5: p. 205; p. 207; 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; 547; p. 549) Echo/Find Words (description p. 48; p. 50; p. 52): (Orientation p. 79),), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) Guess Which One (description p. 56): (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. 187), (Unit 5: p. 205; p. 213), (Unit 6: p.233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 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. 105) (Unit 3: p. 157; p. 158-159 p. 162) (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. 271; p. 273; p. 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.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. 127; p. 144) (Unit 4: p. 181, p.189), (Unit 5: p. 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. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 11: p. 453; p. 463), (Unit 12: p. 481; p. 487; p. 491), (Unit 13: p. 517), (Unit 14: p. 549).</p> <p>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 Foundations) are taught as words to be quickly recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, and there is an option for supplemental support with the Trick Words activity (description p. 64-65).</p> <p>Dictations/Sound Alike & Trick Words (description p. 40): (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. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 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. 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; 547; p. 549) Dictation/Sentences (description p. 42): (Unit 1: p. 95; p. 97; p.</p>

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Std. #	Standard Language	Primary Citations
		99; p. 107), (Unit 2: p125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207;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; 547; p. 549)
	Knowledge of Language	
L.3.3	Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.	
L.3.3.A	Choose words and phrases for effect.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
L.3.3.B	Recognize and observe differences between the conventions of spoken and written standard English.	
	Vocabulary Acquisition and Use	
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of effective strategies.	
L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Foundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or , closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re , and closed-syllable roots dict, duct, fact, fract, ject, junct, lect, min, scribe, sist, spec, struct, and tract are the focus. See Bonus Unit (Bonus Unit p. 264-291), Unit 2 (Unit 2 p. 114-151), Unit 4 (Unit 4 p. 170-197) Unit 9 (Unit 9 p. 360-398) Unit 14 (Unit 14 p. 528-555). During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes. Word of the Day (description p. 66): (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142) (Unit 4: p. 176; p. 180; p. 186; p. 190) (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390) (Unit 14: p. 536; p. 538; p. 546; p. 548) Word Talk (description p. 68): (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).
L.3.4.C	Use a known root word as a clue to the meaning of an	Foundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y,

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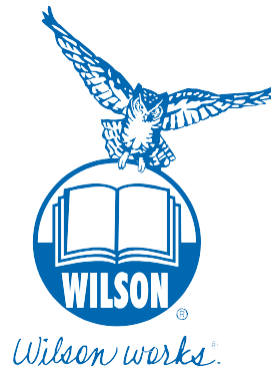
Std. #	Standard Language	Primary Citations
	unknown word with the same root (e.g., company, companion).	<p>-ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or, closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, and closed-syllable roots dict, duct, fact, fract, ject, junct, lect, min, scribe, sist, spec, struct, and tract are the focus. See Bonus Unit (Bonus Unit p. 264-291), Unit 2 (Unit 2 p. 114-151), Unit 4 (Unit 4 p. 170-197) Unit 9 (Unit 9 p. 360-398) Unit 14 (Unit 14 p. 528-555). During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 66): (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142) (Unit 4: p. 176; p. 180; p. 186; p. 190) (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390) (Unit 14: p. 536; p. 538; p. 546; p. 548) Word Talk (description p. 68): (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).</p>
L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<p>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</p> <p>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 BeMiller’s list (BeMiller, 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.</p> <p>Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. (See 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 Foundations classroom posters, Cursive Writing Desk Strips, etc. (Foundations Introduction – Skills Taught in Foundations: p. 4, p. 5, p. 8) (Foundations Introduction – Student Success: p. 11)</p> <p>Guess Which One (description p. 56): (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. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) Word of the Day (description p. 66): (Unit 1: p. 94; p. 96; p. 101; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 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), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p.</p>

**Foundations® Alignment to
Arkansas Academic Standards for English Language Arts
Grade 3**

Std. #	Standard Language	Primary Citations
		448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings, as appropriate for the grade level.	
L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
L.3.5.B	Identify real-life connections between words and their use.	
L.3.5.C	Distinguish shades of meaning among related words describing states of mind or degrees of certainty(e.g. knew, believed, suspected, heard...).	
L.3.5.D	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>Foundations presents all skills in a systematic and sequential manner in four levels: Level K, Level 1, Level 2, and Level 3. Due to the sequential aspect of the program, students ideally complete each level. It is important to note that Foundations Level 2 is a prerequisite for Foundations Level 3 due to the advanced nature of the Level 3 curriculum. Please see Appendix I: the Foundations® Alignment to Arkansas Academic Standards for English Language Arts Grade 1.</p> <p>Please note that Foundations skills are assessed during frequent informal and formal assessment opportunities, and students in need of additional support receive targeted intervention.</p>
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.



Appendix I:
Alignment to Arkansas Student Learning
Standards for English Language Arts
Correlation for Levels K-2

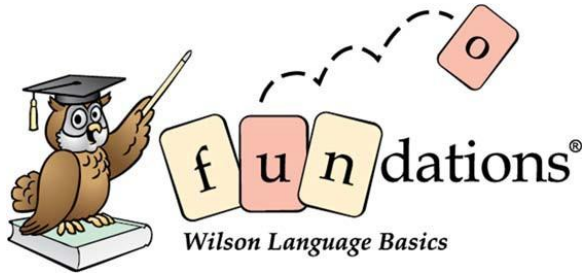


SECONDEDITION

Wilson Language Training Corporation

www.wilsonlanguage.com

www.foundations.com



Wilson Foundations® Program Alignment to Arkansas Academic Standards for English Language Arts 2016 with a focus on Reading Standards for Foundational Skills

Foundations provides teachers in K-3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

The power of this **supplemental program** is that it overlaps skills, not treating them in isolation, so that a **daily 30-35-minute lesson** teaches and then reinforces many corresponding skills.

Foundations is a **multisensory, structured literacy** program. It is systematic, cumulative, and explicit with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning.

Foundations is integral to an RTI model, providing scientifically-based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle.

Foundations provides high quality instructional materials. Significant features include:

- Each level of Foundations has a teacher’s manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has lesson plan roadmap with a comprehensive two-page presentation including a quick-glance for the day’s activities as well as teacher and student material needs.
- A free companion website provides teachers with additional resources and support, including printable material, animations and video demonstrations, and discussion boards.
- A Home Support Packet provides teachers with a letter and accompanying material for each unit in each level.
- Differentiated instruction is provided for advanced and struggling students, ELL students, and students with a language-based learning disability. Suggestions appear in learning activities sections and unit introductions in the Teacher’s Manuals, and on the web-based Learning Community.
- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small group targeted Foundations instruction are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.

On the pages that follow you will find an alignment of our Foundations program to the Arkansas Reading Standards for Foundational Skills, as well as standards related to spelling and handwriting for grades K-2.



Foundations® LEVEL K Program

Alignment to Arkansas Academic Standards for English Language Arts 2016 with a focus on Reading Standards for Foundational Skills

Kindergarten Reading Standards for Foundational Skills

Print Concepts		
Indicator	Description	Fundations Alignment
RF.K.1	Demonstrate understanding of the organization and basic features of print.	
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	<p>Storytime activities recommend books and direct teachers to discuss print and book awareness such as Storytime : (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. 99; p. 208; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); Make it Fun (Unit 5: p. 395; p. 405)</p> <p>Additional Storytime activities have students read text from top to bottom and left to right with a return sweep: Storytime: (Unit 1: p. 102; p.162) (Unit 3: p. 275) (Unit 4: p. 331; p. 341)</p> <p>Print awareness is also demonstrated and reinforced during several activities that use Sentence Frames including Teach Trick Words, Trick Word Practice, Word Play-Word Awareness, Word Play-Read Sentences, and Dictation/Sentences. These activities emphasize that sentences are read left to right, words are separated by print. Teach Trick Words (description p. 44): (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): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Word Play-Word Awareness (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Word Play – Read Sentences (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381); Dictation/Sentences (description p. 28): (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p. 16, 112)</p>
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	<p>Fundations explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrate 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.</p> <p>Word Play-Make Words for Decoding (description p. 48): (Unit 2: p. 192; 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; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294); (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340); (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p.</p>

Print Concepts		
Indicator	Description	Fundations Alignment
		<p>400; p. 402) Introduce New Concepts:(Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Echo/Find Words (description p. 34): (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): (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; p. 332)</p> <p>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)</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play –Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and the online teacher companion resource community called the Prevention Learning Community for Fundations (PLC)</p>
RF.K.1.C	Understand that words are separated by spaces in print.	<p>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): (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): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p.339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Word Play-Word Awareness (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p.120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Word Play – Read Sentences (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p.363, p. 369; p. 373; p. 78; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; Word Play – Sentence Dictation/Write Sentences (Unit 5: p.359, p. 361; p. 369, p. 371; p. 373; p. 381); Dictation/Sentences (description p. 28): (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p. 31) and the online teacher companion resource community called the Prevention Learning Community for Fundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological

Print Concepts		
Indicator	Description	Fundations Alignment
		<p>image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. In these activities, students identify and name letters:</p> <p>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): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) Drill Sounds (description p. 30): (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; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; 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): (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) Echo/Letter Formation (description p. 36): (Orientation: P. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403); Skywrite/Letter Formation (description p. 40): (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 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; 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. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226);</p> <p>Student Notebook (description p. 42): (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>

Print Concepts		
Indicator	Description	Fundations Alignment
		<p>p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350) Alphabetical Order (description p. 22): (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) Make it Fun (description p. 48): (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178)</p> <p>Additional activities are provided in the Home Support Packet (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>

Phonological Awareness		
Indicator	Description	Fundations Alignment
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.K.2.A	Recognize and produce rhyming words orally.	Instruction emphasizing phonological activities such as rhyming is included in Foundations Levels K during the Make It Fun and Storytime activities. Make it Fun (description p. 48) : (Unit 1: p. 108; p. 118; p. 128), (Unit 2: p. 206), Storytime (description p. 48) : (Unit 1: p. 112; p. 122; p. 182). Additional activities are provided in the Home Support Packet (p. 16), and the online resource community called the Prevention Learning Community for Foundations (PLC) which teachers have access to with purchase of the Level K Manual (See Expert Tips/Ideas section).
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1. See Word Play (description p. 48) : (Unit 1: p. 100; p. 111; p. 120) Additional activities are provided on the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
RF.K.2.C	Blend and segment onsets and rimes of one-syllable spoken words.	Foundations efficiently focuses on the phonemic awareness skill of phoneme blending and segmentation which research has identified as key for functional value in decoding/reading. “[A]ll of these various phonological awareness skills — the ability to separate syllables within words, the ability to segment onsets from rimes (b/ig), the ability to rhyme, and the ability to segment or blend phonemes are all correlated with each other. But it is the segmenting and blending of phonemes that has functional value in reading” (Shanahan, 2015). Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. Storytime (description p. 48) : (Unit 1: p. 113; p. 123; p. 183). Activities including alliteration or groups of words with the same initial sound include p. 98, p.128, p.132. Additional activities are provided in the Home Support Packet (p.20, 57) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	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 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. Echo/Find Words (description p. 34) : (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) : (Unit 3: p. 241; p. 243; p. 251;

Phonological Awareness		
Indicator	Description	Fundations Alignment
		<p>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; p. 332).</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p>See above. Echo/Find Words (description p. 34): (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): (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; p. 332).</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC).</p>
RF.K.2.F	<p>This standard begins in Grade 1.</p> <p>Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</p>	
RF.K.2.G	<p>This standard begins in Grade 1.Delete individual initial and final sounds (phonemes) in simple, spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).</p>	

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials.</p> <p>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun.</p> <p>Letter-Keyword-Sound (description p. 38): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) Drill Sounds (description p. 30): (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; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p.148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; 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):(Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153;p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p.269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p.365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) Echo/Letter Formation (description p. 36): (Orientation: P. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403); Skywrite/Letter Formation (description p. 40): (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 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; 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. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226); Student Notebook (description p. 42): (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.</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
		<p>201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350) Alphabetical Order (description p. 22): (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) Make it Fun (description p. 48): (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178)</p> <p>Additional activities are provided in the Home Support Packet (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
RF.K.3.B	Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types (e.g., open-go, closed-got).	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations Level 1 is the closed syllable type and the short vowel sounds. Drill Sounds (description p. 30): (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 315; p. 318; p. 320; p. 322; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406), Echo/Find Letters (description p. 32): (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401), Letter-Keyword-Sound (description p. 38): (Unit 1: p. 84; p. 94; p. 105; p. 124) Echo/Letter Formation (description p. 36): (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 195; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 269; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) Student Notebook (description p. 42): (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p.</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
		<p>157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193), Word Play (description p. 48): Unit 3: 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p>Word Play – Listen for Sounds introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p>
RF.K.3.C	Read common <i>high-frequency words</i> by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<p>Automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. 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 in to aid in defining the word when necessary. Teach Trick Words (description p. 44): (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): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Words taught as Trick Words in Level K: the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do ; one; Level K students will be able to <i>read</i> high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry’s first 100 list: in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.</p> <p>Additional activities are provided in the Home Support Packet (81-82, 91, 100-101) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).	<p>With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises such as word chaining. Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Word Play-Make Words for Decoding (description p. 48): (Unit 2: p. 192; 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; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), Make it Fun: (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375)</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
RF.K.3.E	Decode CVC words.	<p>In Level K, students learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants f, m, n, l, r and s. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with the Word Play-Make Words for Decoding and Make it Fun activities.</p> <p>Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Word Play (description p. 48): (Unit 2: p. 192; 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; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), Make it Fun: (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) Emphasize the fluent reading of sentences; using phrasing. Word Play – Read Sentences (Unit 4: p. 317, 327, 336), (Unit 5: p. 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403) Make it Fun- Change the Sentence (Unit 5: p. 355; p. 365; p. 375) Storytime (Unit 4: p. 331; p. 341)</p> <p>Additional activities are provided in the Home Support Packet (58-61, 85-88, 93, 94, 96-98, 102-104) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
RF.K.3.F	Decode open and closed one-syllable words.	<p>For closed one syllable words, see RFK.3E above. Open syllable words are not taught for decoding in Foundations. Level K. Foundations teaches word structure cumulatively and thoroughly across the K-3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on Foundations. Word analysis strategies for phonetically regular words is 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 unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key.</p>

Fluency		
Indicator	Description	Fundations Alignment
RF.K.4	Read <i>grade-appropriate</i> texts with purpose and understanding.	<p>Students apply their decoding skills with a sentence that is 100% decodable. Students read a sentence written on Sentence Frames. This activity develops prosody (reading a sentence with phrasing) and reading for meaning. Word Play – Read Sentences (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403) Students read the decodable story Storytime (description p. 48) (Storytime (Unit 4: p. 331; p. 341) <i>Students also read connected text with prosody and expression in sentences in: Word Play (description p. 48)</i>: (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404), Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 395; p. 403), Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p> <p>Important Note for Consideration: Fundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading grade-level text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the Geodes® Level K Classroom Library (in press 2020), which provides 47 titles explicitly corresponding to Fundations’ scope and sequence for grade K. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding skills aligned with Fundations scope and sequence along with Fundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p>
RF.K.4.A	This standard begins in Grade 1. Read grade-level text with purpose and understanding.	
RF.K.4.B	This standard begins in Grade 1. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
RF.K.4.C	This standard begins in Grade 2. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	

Additional Grade K Standards Addressed by Foundations

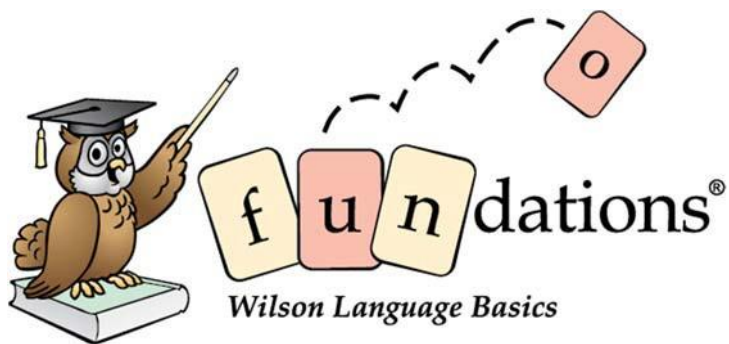
Foundations teaches **both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach** which explicitly teaches total word structure, not just phonics. **Encoding (spelling) skills** are taught in tandem with decoding skills. This is because 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, Foundations also strongly supports standards below. Students learn through explicit instruction in the following areas

- Uppercase and lowercase letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling.
- Conventions of standard English spelling for common spelling patterns.
- Spelling of irregular words and frequently confused words (e.g., their, there, they're).
- Conventions of standard English capitalization and punctuation.

L.1.1.K	Print all upper- and lowercase letters with proper letter formation.	Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation.
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.	The following dictation activities have students writing sentences with attention to capitalization. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. Introduce New Concepts: (Unit 5: p. 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 – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Make it Fun: (Unit 5: p. 355; p. 365; p. 375) The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. Word Play (description p. 48): (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Teach Trick Words (description p. 44): (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): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)
L.K.2.B	Recognize and name end punctuation.	The following dictation activities have students writing sentences with attention to punctuation. Use of punctuation Sentence Frames provide a multisensory way to explicitly teach punctuation. Introduce New Concepts: (Unit 5: p. 351; p. 379) Dictation/Sentences (description p. 28): (Unit 5: p. 379; p. 383; p. 389; p. 393; p. 403) The following activities reinforce the key elements of sentence structure such as capitalization and punctuation. Use of punctuation Sentence Frames provide a multisensory way to explicitly teach punctuation. Word Play (description p. 48): (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180), (Unit 5: p. 358; p. 360; p.368; p. 370; p. 372; 380), Teach Trick Words (description p. 44): (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. p. 381; p. 391; p. 401), Trick Word Practice: (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. 365; p. 375; p. 385; p. 394; p. 404
L.K.2.D	<p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <ul style="list-style-type: none"> ● Spell consonant-vowel-consonant (CVC) words correctly. <p>Spell words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>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.</p> <p>Echo/Find Words (description p. 34): (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): (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 5: p. 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 – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) Make it Fun: (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p 89, 95, 106-110) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual.</p>



Foundations® LEVEL 1 Program

Alignment to Arkansas Academic Standards for English Language Arts 2016 with a focus on Reading Standards for Foundational Skills

Grade 1 Reading Standards for Foundational Skills

Print Concepts		
Indicator	Description	Foundations Alignment
RF.1.1 Demonstrate understanding of the organization and basic features of print.		
RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p>Students systematically learn features of a sentence. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation.</p> <p>During Teach Trick Words-Reading, students must recognize the features of the sentence and many conventions of print including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14. Teach Trick Words - Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14. Dictation/Sentences:(description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 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)</p>
RF.1.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	<p>Foundations explicitly demonstrates that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrate 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.</p> <p>Introduce New Concepts: (Unit 2: p. 106; p. 108; p. 111; p. 119) (Unit 3: p. 132; p. 134; p. 144; p. 147) (Unit 4: p. 158; p. 163; p. 168) (Unit 5: p. 184) (Unit 6: p. 201; p. 203; p. 220) (Unit 7: p. 236; p. 239; p. 246; p. 256) (Unit 8: p. 274; p. 276; p. 284) (Unit 9: p. 302; p. 305; p. 306; p. 308; p. 312; p. 314) (Unit 10: p. 328; p. 331; p. 334; p. 341; p. 342; p. 348; p. 350) (Unit 11: p. 366; p. 367; p. 368) (Unit 12: p. 404; p. 406; p. 414; p. 415; p. 417; p. 424) (Unit 13: p. 442; p. 445; p. 452; p. 455; p. 462; p. 465)</p>

Print Concepts		
Indicator	Description	Fundations Alignment
		<p>Dictation/Words (description p. 30): (description p. 32): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 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)</p> <p>Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 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)</p> <p>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; 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. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; 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; p. 466), (Unit 14: p. 485; p. 492; p. 494</p> <p>Fundations teachers develop “word conscious” classrooms, constantly emphasizing both word structure and meaning, reinforcing that words have meaning throughout program. In the Word of the Day activity the class works together to develop a sentence for the word of the day. The sentence is written on the board that reflects a student-friendly definition and that demonstrates meaning. The teacher says each individual word as it is written on the board, and then scoops the word into phrases from left to right. Students read the sentence from left to right following the scoops and then discuss meaning. The students write the sentence in their Student Notebooks. This activity is conducted from Unit 2 to Unit 14. (See above for citations). The Word Talk activity weaves the understanding that words carry meaning defining words and using words in the sentence. 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; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 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)</p>
RF.1.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.	<p>During Teach Trick Words-Reading, sentence frames are used to demonstrate spacing between words. This is reviewed throughout the year from Unit 2 to Unit 14. Teach Trick Words - Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>During Sentence Dictation activities, students demonstrate many conventions of print spacing between words from Unit</p>

Print Concepts		
Indicator	Description	Fundations Alignment
		2 through Unit 14. Dictation/Sentences:(description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 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)
RF.1.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.	<p>Students simultaneously learn to recognize and name letters, the formation, and the letter-sound correspondences. Alphabetical order activity helps students develop alphabetic knowledge, automatic letter naming, and alphabetical order. Alphabetical Order (description p. 26): (Unit 1: p. 79; p. 89; p. 99), (Unit 2: p. 107)</p> <p>Drill Sounds activity is a quick, warm-up sound drill activity that develops the mastery of letter recognition and identification of all 26 letters; association of letter name-keyword-and sound for the 26 letters of the alphabet. Drill Sounds (description p. 38): (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; 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. 237; 238; 240; 242; 244; 246; 247; 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264), (Unit 8: p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 352; p. 354; p. 356), (Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464, p. 466, p. 468, p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486, p. 488; p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>Automatic, fluent handwriting instruction is an integral part of Fundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Grades 1 and 2 teachers have all materials and instructions to reteach and review these as needed. Echo/Letter Formation (description p. 46): (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) Sky Write/Letter Formation (description p. 50): (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)</p>

Phonological Awareness		
Indicator	Description	Fundations Alignment
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
RF.1.2.A	Distinguish long from short vowels in spoken one-syllable words.	<p>In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. Words with both long and short vowel sounds are included in word resources for Units 11-14 for decoding and encoding activities. (Resources: p 397-398; p. 435-436; p. 473-474; 501-502.) Introduce New Concepts (Unit 11 Introduction: p. 366, p. 368; p. 387) Make it Fun (description p. 60) (Unit 11: p. 371; p. 381; p. 391) Word of the Day (description p. 56) (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), Word Talk (description p. 58), (Unit 11: p. 374; p. 380; p. 390; p. 394), Word Play (description p. 60) (Unit 11: p. 386; p. 392), The vowel-consonant-e concept is reinforced in spelling activities including: Echo Find Words, Dictation/Words: Echo/Find Words (description p. 42) (Unit 11: p. 369; p. 371; p. 379; p. 387), Dictation/Words (description p. 26): (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p> <p>By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables, and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (Unit 9: p. 313).</p>
RF.1.2.B	Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, Unit 8 (see Unit 8 Introduction: p. 270). The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends) segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Dictation/Words (description p. 26): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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>

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Indicator	Description	Fundations Alignment
		p. 393) Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Introduce New Concepts: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)
RF.1.2.C	Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.	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 the word, and then tap out the individual phonemes. This is conducted <i>orally</i> before students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks). Echo/Find Words (description p. 34): (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): (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; p. 332). Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).
RF.1.2.D	Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).	See above. Echo/Find Words (description p. 34): (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): (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; p. 332). Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes: Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).
RF.1.2.E	Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).	The skill of syllable segmentation is closely integrated into the teaching of how to read and spell multisyllabic words. The focus shifts from phonemic segmentation to syllabic segmentation in Unit 12. In Echo/Find Words (multisyllabic words) and Dictation Words (multisyllabic words) students <i>hear</i> a spoken multisyllabic word, and then must segment the word into syllables using a very explicit and multisensory procedure. Students say and touch a syllable frame on the Letter Board for the first syllable, and then say and touch the syllable frame for the second syllable before writing. Echo/Find

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Indicator	Description	Fundations Alignment
		<p>Words (description p. 44): (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Dictation/Words (description p. 30): (description p. 32): (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 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)</p> <p>A variant of this indicator is practiced when teachers dictate a word with a suffix. Teachers say the whole word and students repeat (echo) the word. Then, students are asked to say just the base word without the suffix before spelling. (Introduce New Concepts Unit 6 p. 203) Echo/Find Words (description p. 42): (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 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)</p> <p>Dictation/Words (description p. 26): (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; 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)</p>
<p>RF.1.2.F and RF.1.3.G</p>	<p>Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</p> <p>Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).</p>	<p>The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. 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 (phoneme manipulation). Dictation/Words (description p. 26): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Introduce New Concepts: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words		
RF.1.3.A	Know the letter-sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)	<p>The concept of digraphs was taught in Level K Fundations and is again explicitly taught in Unit 3 (See Unit 3 p. 130-153). Digraphs are then included in the Drill Sounds activity and Echo/Find Letters activity through the year. Drill Sounds (description p. 38): ((Unit 3: p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p.148; 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. 237; 238; 240; 242; 244; 246; 247; 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264), (Unit 8: p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 352; p. 354; p. 356), (Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464, p. 466, p. 468, p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486, p. 488; p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>Echo/Find Letters (description p. 40): (Unit 3: p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 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)</p> <p>Once retaught in Unit 3, digraphs are included in word resources for all decoding activities. (See Unit Resources p. 179, p 195, p. 231; p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.)</p>
RF.1.3.B	<p>Know the letter-sound correspondences.</p> <ul style="list-style-type: none"> ● silent e (e.g., a-e, e-e, i-e, o-e, u-e) ● vowel teams ● vowel digraph (e.g., ee, oo, ai, ay, ea) 	<p>In Fundations letter/sound correspondences are taught in relation to the syllable type being studied. The v-c-e syllable type is taught in Unit 11. Introduce New Concepts (p 366). The letter sound correspondence is then practiced in daily in the Drill Sounds activity (Description p. 38) Unit 11: p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464, p. 466, p. 468, p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486, p. 488; p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>Sound mastery is taught in two directions: letter-to-sound and sound-to-letter. The Echo/Find Letters activity helps to solidify sound-to-symbol correspondence. Students will add the long-vowel sound in vce syllable beginning in Unit 11 and onward. Echo/Find Letters (description p. 40): (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) Dictation/Sounds (description p. 28): (Unit 11: p. 369; p. 377; p. 379, p. 381; p. 383, p.389; p. 391; p. 393),</p> <p>Vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 9. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Drill Sounds/Warm Up (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316;</p>

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		p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498)
RF.1.3.C	Recognize and read <i>grade-appropriate</i> irregularly spelled words.	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized. These sight words (called Trick Words in Foundations) are taught separately from phonetically regular words. In Level 1 of Foundations, students learn 107 Trick Words for both quick and automatic recognition and for spelling. Teach Trick Words - Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Teach Trick Words - Spelling (description p. 54) (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137, p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 215; p. 223), (Unit 7: p. 241; p. 249; p. 259; p.263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Trick Word Drill Drill Sounds (description p. 38): (Unit 3: p. 134; p. 138; p. 140; 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. 228), (Unit 7: P. 237; 238; 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308; p. 310; p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468, p. 470), (Unit 14: p. 480; p. 484; p. 486, p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>The Fluency Kit 1 (included in Teacher’s Kit). includes the opportunity to read Trick Words in isolation, phrases with Trick Words, as well as sentences in connected text Also, available is the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1 including Trick Words.</p>
RF.1.3.D	Read words with inflectional endings.	<p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (See Unit 6 p. 196-231) and are included in word resources for all units following for all decoding activities. (See Unit Resources p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) Suffix -ed and -ing added to unchanging base words is explicitly taught in Unit 10 (See Unit 10 p. 324-360) and are included in word resources for all units following for all decoding activities See Unit Resources p 397-398; p. 435-436; p. 473-474; 501-502.). Suffix -es is explicitly taught in Unit 13 (See Unit 123 p. 438-474) and See Unit Resources p 501-502.) The activities that include decoding words include: Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities.</p>

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Indicator	Description	Fundations Alignment
		Also, the Fundations Fluency Kit 1 , and Fundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library , which provides 64 titles explicitly corresponding to Fundations’ scope and sequence for grade 1.
RF.1.3.E	<p>Decode regularly spelled one-syllable words that follow syllable types</p> <ul style="list-style-type: none"> ● closed syllable ● open syllable ● vowel-consonant-e ● vowel teams ● consonant-le ● r-controlled vowel 	<p>In Fundations, word analysis strategies for phonetically regular words is 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 /æ/ but does not know when “a” says /a/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Fundations activities that include decoding words with these syllable types include: Introduce New Concepts (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) 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; 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. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; 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; p. 466), (Unit 14: p. 485; p. 492; p. 494) 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; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) Make it Fun (description p. 60) (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), Word Play (description p. 60) (Unit 2. p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (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; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488) Fundations Fluency Kit 1, (included in Teacher’s Kit),</p> <p>Also, the r-controlled vowels and vowel teams are introduced in the Quick Drill/Warm-Up activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open, but will move on to an in-depth word study of open syllables in Level 2 R-controlled vowels and vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 8. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading</p>

Phonics and Word Recognition		
Indicator	Description	Fundations Alignment
		and spelling together, in-depth word study for those syllables happens in Level 2. Drill Sounds/Warm Up (Unit 8: p. 276; p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498) Similarly, students in Level 1 are introduced to open syllables in the context of closed syllables, but will move on to an in-depth word study of open syllables in Level 2..
RF.1.3.F	<p>Decode two-syllable words following basic patterns by breaking the words into syllables</p> <ul style="list-style-type: none"> ● compound words (e.g., cup/cake, cow/boy) ● consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle) ● VC/CV (e.g., nap/kin, hap/py, stam/pede) V/CV (e.g., bo/nus) 	<p>Fundations presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, In Fundations Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types.</p> <p>Introduce New Concepts (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) Word of the Day (description p. 56) (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) Word Talk (description p. 58) (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) Make it Fun (description p. 60) (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), Word Play (description p. 60) (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) Storytime (description p. 60): (Unit 12: p. 413; p. 423; Also, the Fundations Fluency Kit 1, and Fundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Fundations’ scope and sequence for grade 1.p. 433), (Unit 13: p. 460), (Unit 14: 488)</p> <p>Fundations teaches word structure cumulatively and thoroughly across the K-3. All six syllable types are taught by the end of grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on. Fundations first teaches a new syllable type in isolation, and then combines it with only other syllable types that have already studied. In grade 1, Fundations establishes multisyllabic word work with closed-closed and closed-vce syllable types only. Furthermore, the teaching of the syllable types are more thorough and intentional because Fundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz, 2003; Reed, 2012). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options.</p>

Fluency		
Indicator	Description	Fundations Alignment
RF.1.4 Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.		
RF.1.4.A	Read grade-level texts with purpose and understanding.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423), (Unit 13: p. 460), (Unit 14: p. p. 488)</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. Word of the Day (description p. 56) (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), Unit 13: p. 444; p. 454; p. 456; p. 464; 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) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>Fundations provides Fluency Kits include exercises for sounds, word lists, and phrases to develop automaticity, and provide controlled text material for fluency practice. For Units 1 – 7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8 – 14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component in which teacher track progress on the Recording Form including reading text orally with expression. The Progress Monitoring Tool also includes oral reading fluency measure.</p> <p>Fundations Stories Set 1 (included in Teacher’s Kit) and the Books to Remember Set 1 and Geodes® Classroom Library 1 (distributed by Wilson Language Training) provide additional decoding and fluency practice.</p> <p>Important Note for Consideration: Fundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers,</p>
RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
RF 1.4.C	This standard begins in Grade 2. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	

Fluency		
Indicator	Description	Fundations Alignment
		Wilson collaborated with Great Minds to create the Geodes® Level 1 Classroom Library , which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.

Additional Grade 1 Standards Addressed by Foundations

Foundations 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, Foundations also strongly supports standards below. Students learn through explicit instruction in the following areas

- Uppercase and lowercase letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling.
- Conventions of standard English spelling for common spelling patterns.
- Spelling of irregular words and frequently confused words (e.g., their, there, they're).
- Conventions of standard English capitalization and punctuation.

<p>L.1.1.K</p>	<p>Print all upper- and lowercase letters with proper letter formation.</p>	<p>Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. Grades 1 and 2 teachers have all materials and instructions to reteach and review these as needed. Throughout the Level 1 curriculum, legibility is highly valued.</p> <p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Sky Write/Letter Formation (description p. 50): (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96) Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. Echo/Letter Formation (description p. 46): (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115). Students are held accountable for legible handwriting in all dictation activities Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 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)</p>
<p>L.1.2.A L.1.2.B</p>	<p>Capitalize the first word in sentences, the pronoun I, dates, and names of people.</p>	<p>Students systematically learn capitalization, punctuation and spelling. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that</p>

	<p>Use end punctuation for sentences.</p>	<p>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.</p> <p>The Dictation (Composition Book) Activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization. Dictation/Sentences: (description p. 36): (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; 163; 167; 169; 171; 175), (Unit 5: p. 185; 187; 189; 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 reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization, and use of tall or square frame reinforces declarative, exclamatory or interrogative punctuation. Teach Trick Words - Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p>
<p>L.1.2.D</p>	<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.</p>	<p>Fundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 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; 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; 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)</p> <p>Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p> <p>Teach Trick Words - Spelling (description p. 54) (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137, p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 215; p. 223), (Unit 7: p. 241; p. 249; p. 259; p263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 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)</p>

Fundations 30 minute standard lesson focuses on decoding and total word structure, spelling, and handwriting and is not intended to be a core ELA program. However, teachers create a rich oral language environment to reinforce that words have meaning throughout Fundations lessons. They develop “word conscious” classrooms, constantly emphasizing both structure and meaning particularly in Word of the Day and Word Talk activities. Students learn to orally provide sentences for selected words they have decoded as well as how to expand them with more details. A word of the day, corresponding with the word structure being studied, is selected from resources (such as Beimiller, 2010) so that students learn word structure using example words of higher utility. Students add these words using expanded sentences to a vocabulary section of their Student Notebook. For text, students practice visualization and retelling strategies in the StoryTime Activity. *Therefore, there are many standards that Fundations will support related to vocabulary and comprehension.*



Foundations® LEVEL 2 Program

Alignment to Arkansas Academic Standards for English Language Arts 2016 with a focus on Reading Standards for Foundational Skills

Grade 2 Reading Standards for Foundational Skills

Print Concepts		
Indicator	Description	Foundations® Alignment
RF.2.1		This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of the organization and basic features of print.
RF.2.1.A	Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
RF.2.1.B	<p>This standard is taught in Kindergarten and should be reinforced as needed.</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares students for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. 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 that spoken words are represented in written language by specific sequences of letters and that print carries meaning.</p> <p>Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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):(Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit</p>

Print Concepts		
Indicator	Description	Fundations® Alignment
		<p>5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p> <p>The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes in spoken words, which helps students recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning, are including in the Introduce New Concepts, Make it Fun, Word of the Day, and Word Talk activities.</p> <p>Introduce New Concepts (Unit 1: p.74, p.77, p.78, p.82, p.83, p.84, p.88) (Unit 2: p. 102, p.105, p.106, p.112, p.118) (Unit 3: p. 130, p.132, p.134, p.136) (Unit 4: p. 146, p.151, p.156, p.158, p.161, p.162) (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210,p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321,p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p.420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) (Unit 17: p. 494, p.497, p.504) Make It Fun (description p. 60): (Unit 3: p.135) (Unit 5: p. 193) (Unit 7: p. 249;) (Unit 8: p. 275) (Unit 10: p. 332), (Unit 12: p. 379), (Unit 14: p. 424) (Unit 17: p. 508) 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. 135; p. 138) (Unit 4: p.150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246;p. 248; p. 257; p. 258), (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), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) Word Talk (description p. 58-59): (Unit1: p. 92) (Unit 2: 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; 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. 503; p. 512)</p>

Print Concepts		
Indicator	Description	Fundations® Alignment
RF.2.1.C	<p>This standard is taught in Kindergarten and should be reinforced as needed.</p> <p>Understand that words are separated by spaces in print.</p>	<p>The understanding that words are separated by spaces in print is intentionally woven into Dictation activities when students write sentences and are held accountable for their print awareness skills. Teacher modeling of this standard is explicit, and teachers use manipulatives such as sentence frames and projected stories. Teachers and students physically demonstrate the skill; it is not just explained by the teacher. Dictation/Sentences (description p. 38-39): (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163) (Unit 8: p.217; p. 276), (Unit 9: p. 296; p. 300), (Unit 10: p. 319; p. 327; p. 328), (Unit 11: p. 347;p. 351; p. 357) (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403), (Unit 14: p. 425; p. 427; p. 432), (Unit 15: p. 453; p.457; p. 459;) (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507)</p>
RF.2.1.D	<p>This standard is taught in Kindergarten and should be reinforced as needed.</p> <p>Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 (Orientation: p. 67) ensures mastery of letter-sound correspondences, which is reinforced daily in Grade 2 during all Drill Sounds/Warm-Up activities.</p> <p>Drill Sounds/Warm-Up (description p. 40-41): (Orientation: p. 64; p. 66), (Unit 1: p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p.88; p.90; p.92) (Unit 2: p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120) (Unit 3: p. 130; p. 132; p. 134; p. 136; p. 138), (Unit 4: p. 146; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166), (Unit 5: p. 176; p. 180; p. 182; p. 184; p. 186; p. 188; p. 190; p. 192; p. 194; pp. 196), (Unit 6: p. 206; p. 208; p. 210; p. 212; p. 214 p. 216; p. 218; p. 220; p. 222; p. 224), (Unit 7: p. 234; 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), (Unit 8: p. 272; p. 274; p. 276; p. 278; p. 280), (Unit 9: p. 290; p. 292; p. 294; p. 296; p. 298; p. 300; p. 302; p. 304; p. 306; p. 308), (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484), (Unit 17: p. 494; p. 496; p. 498; p. 500; p. 502; p. 504; p. 506; p. 508; p. 510; p. 512)</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
RF.2.2	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.2.2.A	Distinguish vowels (long, short, variant) in spoken one-syllable words.	<p>In Fundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (Resources: p. 140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516) By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. Unit 1 Introduction (p. 70), Unit 3 Introduction (p. 126), Unit 4 Introduction (p. 142), Unit 5 Introduction (multisyllabic words) (p. 172), Unit 6 Introduction (p. 202), Unit 7 Introduction (p. 230), Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find Words, Word of the Day, Word Talk, and Make It Fun.</p> <p>Dictation/Words (description p. 30-35): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Dictation/Sentences (description p. 38-39): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183;p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit8: 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. 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) Introduce New Concepts: (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) Echo/Find Words (description p. 44-49): (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) Word of the Day (description p. 56-57): (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5:</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
		p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258),(Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p.459), Word Talk (description p. 58-59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; 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. 503; p. 512) Make It Fun (description p. 60): (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463)
RF.2.2.B	Delete phonemes in the initial, medial, and final positions of spoken words including blends.	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares student for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) 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 (either a one-syllable word or a single syllable from a multisyllabic word) is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. 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. The skill of manipulating phonemes in spoken words (including blends) is emphasized in the following activities when teachers dictate several words, which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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):(Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
RF.2.2.C	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares student for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) 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 (either a one-syllable word or a single syllable from a multisyllabic word) is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. 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.</p> <p>Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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):(Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p> <p>The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. The skill of manipulating phonemes in spoken words (including blends) is</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
		<p>emphasized when 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 isolate phonemes, in a single syllable word or in a single-syllable from a multisyllabic word, are including in the Introduce New Concepts, Make it Fun, Word of the Day, and Word Talk activities.</p> <p>Introduce New Concepts: (Unit 1: p.74, p.77, p.78, p.82, p.83, p.84, p.88) (Unit 2: p. 102, p.105, p.106, p.112, p.118) (Unit 3: p. 130, p.132, p.134, p.136) (Unit 4: p. 146, p.151, p.156, p.158, p.161, p.162) (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210,p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321,p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p.420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) (Unit 17: p. 494, p.497, p.504) Make It Fun (description p. 60): (Unit 3: p.135) (Unit 5: p. 193) (Unit 7: p. 249;) (Unit 8: p. 275) (Unit 10: p. 332), (Unit 12: p. 379), (Unit 14: p. 424) (Unit 17: p. 508) 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. 135; p. 138) (Unit 4: p.150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (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), (Unit 11:p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) Word Talk (description p. 58-59): (Unit 1: p. 92) (Unit 2: 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; 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. 503; p. 512)</p>
RF.2.2.D	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares student for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) 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 (either a one-syllable word or a single syllable from a multisyllabic word) is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. 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.</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
		<p>Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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):(Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p> <p>The Fundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Fundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Fundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes, in a single-syllable word or in a single syllable from a multisyllabic word, are including in the Introduce New Concepts, Make it Fun, Word of the Day, and Word Talk activities.</p> <p>Introduce New Concepts: (Unit 1: p.74, p.77, p.78, p.82, p.83, p.84, p.88) (Unit 2: p. 102, p.105, p.106, p.112, p.118) (Unit 3: p. 130, p.132, p.134, p.136) (Unit 4: p. 146, p.151, p.156, p.158, p.161, p.162) (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210,p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321,p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p.420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p.</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
		<p>476, p.479) (Unit 17: p. 494, p.497, p.504) Make It Fun (description p. 60): (Unit 3: p.135) (Unit 5: p. 193) (Unit 7: p. 249;) (Unit 8: p. 275) (Unit 10: p. 332), (Unit 12: p. 379), (Unit 14: p. 424) (Unit 17: p. 508) 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. 135; p. 138) (Unit 4: p.150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (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), (Unit 11:p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) Word Talk (description p. 58-59): (Unit 1: p. 92) (Unit 2: 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; 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. 503; p. 512)</p>
RF.2.2.E	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).</p>	<p>In Fundations, syllable segmentation is thoroughly integrated throughout activities, the purpose being to develop students’ multisyllabic decoding and encoding skills. Syllable awareness is taught explicitly throughout the Grade 2 curriculum when students use manipulatives to aid in the division of multisyllabic words into individual syllables, which can then be manipulated as needed to reinforce this standard. Word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Multisyllabic words are introduced in Unit 5, and then included in word resources for all units following for all decoding activities. (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).</p> <p>In Fundations, encoding skills are approached in tandem with decoding skills. For multisyllabic words, the focus in Unit 5 shifts from phonemic segmentation to syllabic segmentation. Encoding instruction is conducted using manipulatives, including syllable frames, syllable boxes on dry erase writing boards, and through procedures that require students to draw lines for the syllables in a word before building that word with tiles. This standard is reinforced in Grade 2 during the Echo/Find Words activity; the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities. The procedures used for spelling at this time helps students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p> <p>A variant of this indicator is practiced throughout Fundations when teachers dictate a word with a suffix. Teachers say the whole word and students repeat it. Then, students say just the base word without the suffix before spelling.</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
		<p>Dictation/Words (description p. 30-35): (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Dictation/Sentences (description p. 38-39): (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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)</p>
<p>RF.2.2.F and RF.2.2.G</p>	<p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</p> <p>Delete individual initial and final sounds (phonemes) in simple, spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares student for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) 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 (either a one-syllable word or a single syllable from a multisyllabic word) is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. <i>This is conducted orally before students then identify letter tiles or write the word applying the alphabetic principle.</i></p> <p>Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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):(Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p.</p>

Phonological Awareness		
Indicator	Description	Fundations® Alignment
		361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)

Phonics and Word Recognition		
Indicator	Description	Fundations® Alignment
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.2.3.A	Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).	<p>Students learn to identify words with inconsistent but common letter-sound correspondences when they learn both closed and vowel-consonant-e syllable exceptions. Unit 3 Introduction (p. 126), Unit 6 Introduction (p. 202). Once introduced, these exceptions are included in word resources for all units following, and students must distinguish between regular and inconsistent letter-sound correspondences in both single and multisyllabic words in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find, Words, Word of the Day, Word Talk, and Make It Fun.</p> <p>Dictation/Words (description p. 30-35): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Dictation/Sentences (description p. 38-39): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Introduce New Concepts: (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) Echo/Find Words (description p. 44-49): (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) Word of the Day (description p. 56-57): (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p. 459), Word Talk (description p. 58-59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; 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. 503; p. 512) Make It Fun (description p. 60): (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463)</p>

Phonics and Word Recognition		
Indicator	Description	Fundations® Alignment
RF.2.3.B	<p>Know the letter/sound correspondences, including distinguishing long and short vowel sounds</p> <ul style="list-style-type: none"> • diphthongs (e.g., oi, oy, ou, ow) • r-controlled vowels (e.g., er, ir, ur, ar, or) • additional common vowel teams (e.g., ei, ie, igh) <p>regularly spelled one-syllable words</p>	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as q followed by u, digraphs, blends, digraph blends, spelling of /k/, bonus letter (ff, ll, ss), glued sounds (including closed syllable exceptions), long and short vowel sounds, suffixes, prefixes, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, vowel-consonant-e exception, y as a vowel, and spelling options /ər/, /ā/, /ē/, /oi/, /ō/, /ou/, /ū/, /ü/, /û/, and /ò/. Foundations is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception).</p> <p>Once introduced, words with vowel teams (digraphs and diphthongs), and r-controlled words are included in word resources for all units following, and are used in the following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk, and Make It Fun. Also, see Unit 8 Introduction (p. 268), Unit 9 Introduction (p. 286), 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).</p> <p>Dictation/Sounds (description p. 28): Dictation (Dry Erase/Composition Books/Check-Up): (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. 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) Dictation/Words (description p. 30-35): Dictation (Dry Erase/Composition Books/Check-Up): (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. 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) Dictation/Sentences (description p. 38-39): Dictation (Dry Erase/Composition Books/Check-Up) (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. 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),</p>

Phonics and Word Recognition		
Indicator	Description	Fundations® Alignment
		<p>(Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) Drill Sounds/Warm-Up (description p. 40-41): (Unit 8: p. 272; p. 274; p. 276; p. 278; p. 280), (Unit 9: p. 290; p. 292; p. 294; p. 296; p. 298; p. 300; p. 302; p. 304; p. 306; p. 308), (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484) Echo/Find Letters (description p. 42-43): (Orientation: p. 65) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) Echo/Find Words (description p. 44-49): (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) Introduce New Concepts: (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321, p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p. 420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) Word of the Day (description p. 56-57): (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), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480) Word Talk (description p. 58-59): (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484) Make It Fun (description p. 60): (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463)</p>
RF.2.3.C	Recognize and read <i>grade-appropriate</i> irregularly spelled words.	<p>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 Foundations) are taught as words to be quickly recognized. High frequency irregular sight words are taught for quick recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for quick recognition for reading and spelling to allow students access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri, 2014). In Level 2 Foundations 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).</p> <p>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. 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. 137) (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192)</p>

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Indicator	Description	Fundations® Alignment
		(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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215 p. 221; p. 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. 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)
RF.2.3.D	Decode words with common prefixes and suffixes.	Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see Unit 4 Introduction : p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (Resources : p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384- 386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Fundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes® provide additional decoding practice. (The Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training, provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Fundations Level 2 scope and sequence.)
RF.2.3.E	Decode words that follow the six syllable types <ul style="list-style-type: none"> ● closed syllable ● open syllable ● vowel-consonant-e ● vowel teams ● r-controlled vowel ● consonant-le 	In Fundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Multisyllabic words are introduced in Unit 5, and then included in word resources for all units following for all decoding activities. (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). Fundations activities that include decoding words with these syllable types include: Introduce New Concepts, Word of the Day,

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Indicator	Description	Fundations® Alignment
		<p>Word Talk, Make It Fun, and Storytime activities. Also, the Fundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes® provide additional decoding practice. (The Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training, provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Foundations Level 2 scope and sequence.)</p> <p>Introduce New Concepts: (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210, p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321, p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p. 420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) (Unit 17: p. 494, p.497, p.504) Word of the Day (description p. 56-57): (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (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), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (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; 506; p. 510) Word Talk (description p. 58-59 (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; 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. 503; p. 512) Make It Fun (description p. 60): (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259) (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463) (Unit 17: p. 499; p. 508) Storytime (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (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. 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)</p>
RF.2.3.F	Decode regularly spelled two-syllable words with long vowels.	<p>In Foundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Fundations Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes® provide additional decoding practice. (The</p>

Phonics and Word Recognition		
Indicator	Description	Fundations® Alignment
		<p>Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training, provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Foundations Level 2 scope and sequence.) Syllable rules, including but not limited to two-syllable words with long vowel sounds, are directly addressed in:</p> <p>Unit 5, 6, 7 Introductions: (p. 172, p. 202, p. 230), Introduce New Concepts: (Unit 5: p. 176-177) (Unit 6: p. 217) (Unit 7: p. 240) (Unit 8: p. 273), Word of the Day (description p. 56-57): (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: 306), (Unit 10: p. 330; p. 334), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402;), (Unit 14: p. 430; p. 434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; 506; p. 510) Word Talk (description p. 58-59) (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; 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. 503; p. 512) Make It Fun (description p. 60): (Unit 5: p. 187) (Unit 6: p. 221) (Unit 15: p. 463) Storytime (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (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. 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)</p>

Fluency		
Indicator	Description	Fundations® Alignment
RF.2.4	Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	
RF.2.4.A	Read grade-level text with purpose and understanding.	<p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>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. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; 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), (Unit 17: p. 500; p. 505; p. 507; p. 509),</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity. Word of the Day (description p. 56): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (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), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (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. 504; p. 506; p. 510),</p> <p>Fluency Kit 2 Materials, Books to Remember Set 2, and the Progress Monitoring Tool (included in Teacher's Kit or available on the associated online Learning Community and the Level 2 Geodes® Classroom Library (distributed by Wilson Language Training) provide additional decoding practice.</p> <p>Important Note for Consideration: Fundations is a supplemental program and was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the Geodes® Classroom Libraries, which provide 64 titles explicitly corresponding to Fundations' scope and sequence for grade 2. These books (which are distributed by Wilson Language Training) provide students with the opportunity to practice the application of taught decoding</p>
RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
RF.2.4.C	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	

Fluency		
Indicator	Description	Foundations® Alignment
		skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.

Additional Grade 2 Standards Address by Foundations

Foundations 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, Foundations also strongly supports standards below. Students learn through explicit instruction in the following areas

- Uppercase and lowercase letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling.
- Conventions of standard English spelling for common spelling patterns.
- Spelling of irregular words and frequently confused words (e.g., their, there, they're).
- Conventions of standard English capitalization and punctuation.

<p>L.2.2.A</p>	<p>Capitalize holidays, product names, and geographic names.</p>	<p>Although Foundations is not a comprehensive core/basal 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 a capital letter at the beginning of the sentence and have capitalized any proper nouns.</p> <p>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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215;p. 221; p. 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. 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)</p>
<p>L.2.2.D</p>	<p>Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).</p> <ul style="list-style-type: none"> • Consult reference materials, including beginning dictionaries as needed to check and correct spellings. • Reference spelling patterns chart to clarify types of spelling patterns. 	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity; the Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up) activities, the Unit Tests, and the Introduce New Concepts and Make It Fun activities. In all activities except for the Unit Tests, students are explicitly encouraged to use their Student Notebook for reference, as well as the Foundations posters, and dictionaries.</p> <p>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up): Dictation/Words (description p. 30-35): (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. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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) Dictation/Sentences (description p. 38-39): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p.</p>

		<p>109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 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. 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): (Orientation: p. 65) (Unit 1: p. 83; 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) Introduce New Concepts: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499) Unit Tests: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513)</p>
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Fundations 30 minute standard lesson focuses on decoding and total word structure, spelling, and handwriting and is not intended to be a core ELA program. However, teachers create a rich oral language environment to reinforce that words have meaning throughout Fundations lessons. They develop “word conscious” classrooms, constantly emphasizing both structure and meaning particularly in Word of the Day and Word Talk activities. Students learn to orally provide sentences for selected words they have decoded as well as how to expand them with more details. A word of the day, corresponding with the word structure being studied, is selected from resources (such as Beimiller, 2010) so that students learn word structure using example words of higher utility. Students add these words using expanded sentences to a vocabulary section of their Student Notebook. For text, students practice visualization and retelling strategies in the StoryTime Activity. *Therefore, there are many standards that Fundations will support related to vocabulary and comprehension.*