



## Wilson Foundations® Program Alignment to the Arkansas English Language Arts Standards for Grades K-3

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Foundations® thoroughly and systematically solidifies students' foundational skills, spelling, and handwriting using a research-based **structured literacy** approach. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach. It is designed to be combined with a literature-based language arts program to address comprehension and writing more thoroughly.

The power of Foundations is **not just the what but the how**. Principles and methods of structured literacy include the following: explicit, systematic, cumulative, hands-on, engaging, multimodal, diagnostic, and responsive instruction. In Foundations, skills overlap and are taught in an integrated fashion, not in isolation, so that a **daily 30-35-minute lesson** teaches and then reinforces many corresponding skills. The daily rotation of learning activities results in varied and repeated practice using a multimodal approach with engaging materials.

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 companion website provides teachers with additional resources and support, including printable material, animations and video demonstrations, and discussion boards.
- Program manipulatives ensure all skills and concepts are taught and reinforced through visual, auditory, tactile, and kinesthetic senses.
- 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 Tier 2 Foundations are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.



## Fundations<sup>®</sup> LEVEL K Program

*Alignment to the Arkansas  
English Language Arts Standards*

# KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS

## Foundational Reading

### Concepts of Print

Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.

**K.FR.1.CP:**

Follow words from left to right, top to bottom, and page-by-page.

**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) 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)

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. 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; **Word Play – Sentence Dictation/Write Sentences** (Unit 5:

		<p>p. 359, p. 361; p. 369, p. 371; p. 373; p. 381);  <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405)  <b>Make it Fun-Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375)  Additional activities are provided in the Home Support Packet (p. 16, 112)</p>
<p><b>K.FR.2.CP:</b></p>	<p>Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning (e.g., the spoken word “dog” is represented in print by d-o-g).</p>	<p>Foundations explicitly <b>demonstrates</b> 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><b>Word Play-Make Words for Decoding (description p. 48):</b>  (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) <b>Introduce New Concepts:</b>(Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Echo/Find Words (description p. 34):</b> (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) <b>Dictation/Words (description p. 26):</b> (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>

		<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 <b>Make it Fun</b> activities support the skill of students blending spoken phonemes to form one-syllable words: <b>Make it Fun:</b> (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 337)</p> <p>Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes: <b>Word Play –Listen for Sounds</b> (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) <b>Make it Fun</b> (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 Foundations Learning Community.</p>
<p><b>K.FR.3.CP:</b></p>	<p>Point to words, using one-to-one correspondence to demonstrate that words are separated by spaces.</p>	<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: <b>Teach Trick Words (description p. 44):</b> (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) <b>Trick Word Practice (description p. 46):</b> (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) <b>Word Play-Word Awareness</b> (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) <b>Word Play – Read Sentences</b> (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; <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p.359, p. 361;</p>

		<p>p. 369, p. 371; p. 373; p. 381); <b>Dictation/Sentences (description p. 28)</b>: (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405) <b>Make it Fun-Change the Sentence</b>: (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 Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p><b>K.FR.4.CP:</b></p>	<p>Name all upper and lowercase letters of the alphabet in print.</p>	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual, motor, and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. In these activities, students identify and name letters:</p> <p><b>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</b> (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) <b>Drill Sounds</b> (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.</p>

		<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) <b>Echo/Find Letters</b> (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) <b>Dictation/Sounds</b> (description p. 24): <b>Dictation (Dry Erase) – Unit Sounds</b> (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) <b>Echo/Letter Formation</b> (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); <b>Skywrite/Letter Formation</b> (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); <b>Student Notebook</b> (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.</p>
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		<p>89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350) <b>Alphabetical Order</b> (description p. 22): (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) <b>Make it Fun</b> (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 Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p><b>Phonemic Awareness</b> Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.</p>		
<p><b>K.FR.5.PA:</b></p>	<p>Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.</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 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.</p> <p><b>Echo/Find Words</b> (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) <b>Dictation/Words</b> (description p. 26): (Unit 3: p.</p>



		<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) <b>Introduce New Concepts:</b> (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332).</p> <p>Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes: <b>Word Play</b> – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) <b>Make it Fun</b> (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 Foundations Learning Community.</p>
<p><b>K.FR.6.PA:</b></p>	<p>Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).</p>	<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 <b>Word Play-Make Words</b> for Decoding and <b>Make it Fun</b> activities.</p> <p><b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Word Play</b> (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), <b>Make it Fun:</b> (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) Emphasize the fluent reading of sentences; using</p>

		<p>phrasing. <b>Word Play – Read Sentences</b> (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) <b>Make it Fun-Change the Sentence</b> (Unit 5: p. 355; p. 365; p. 375) <b>Storytime</b> (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 Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>(Note: words up to three sounds, including digraphs, are included in the Level K curriculum, see Unit 2-5. Words with four sounds will be explicitly taught in the Foundations Level 1 curriculum.)</p>
<p><b>K.FR.7.PA:</b></p>	<p>Segment one-syllable words into individual sounds.</p>	<p>Instruction in Level K ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>Echo/Find Words</b> (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) <b>Dictation/Words</b> (description p. 26): (Unit 3: p.</p>

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<b>K.FR.8.PA:</b>	Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).	<p>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly. However, Foundations does provide instruction that supports this standard. In Level K, students learn that the alphabetic principle is important to help them identify individual phonemes and to minimize any addition or distortion of a sound.</p> <p><b>Letter-Keyword-Sound</b> (description p. 39): (Unit 1: p. 74)</p>
<b>Phonics Decoding (Word Reading)</b>		
Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.		
<b>K.FR.9.PD:</b>	Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).	<p>In Level K, students learn to read and spell <b>CVC words</b> 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</p>

		<p>with the Word Play-Make Words for Decoding and Make it Fun activities.</p> <p><b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263)</p> <p><b>Word Play</b> (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) <b>Make it Fun:</b> (Unit 2: p. 206)</p> <p>Emphasize the fluent reading of sentences; using phrasing. 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 Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p><b>K.FR.10.PD:</b></p>	<p>Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).</p>	<p>In Level K, students learn to read and spell words with <b>digraphs</b>, up to three sounds. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with the <b>Word Play-Make Words for Decoding and Make it Fun</b> activities.</p> <p><b>Introduce New Concepts:</b> (Unit 4: p. 302), (Unit 5: p. 349)</p> <p><b>Word Play</b> (description p. 48): (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), <b>Make it Fun:</b> (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) Emphasize the fluent reading of sentences; using phrasing. <b>Word Play – Read Sentences</b> (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) <b>Make it Fun-Change the Sentence</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p><b>Storytime</b> (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</p>

		teacher companion resource community called the Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
<b>K.FR.11.PD:</b>	Decode one-syllable words with single consonants and final long vowels (e.g., we, go).	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.
<b>K.FR.12.PD:</b>	Read high-frequency words.	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 <b>Teach Trick Words</b> and <b>Trick Word Practice</b> 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. <b>Teach Trick Words (description p. 44):</b> (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) <b>Trick Word Practice (description p. 46):</b> (Unit

		<p>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: <b>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;</b> Level K students will be able to <b>read</b> high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry’s first 100 list: <b>in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.</b></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 Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<b>K.FR.13.PD:</b>	Decode words with suffix -s (e.g., sits, maps, runs).	This standard is not addressed until Foundations Level 1.
<b>Phonics Encoding (Word Writing)</b>		
Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.		
<b>K.FR.14.PE:</b>	Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).	<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><b>Echo/Find Words</b> (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) <b>Dictation/Words</b> (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) <b>Introduce New Concepts:</b> (Unit 5: p. p. 351; p. 379) <b>Dictation/Sentences</b> (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359,</p>

		<p>p. 361; p. 369, p. 371; p. 373; p. 381) <b>Make it Fun:</b> (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 Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual.</p>
<b>K.FR.15.PE:</b>	Encode one-syllable words with single consonants and final long vowel sounds (e.g., a, me, go).	This standard is not addressed until Foundations Level 1.
<b>K.FR.16.PE:</b>	Encode words phonetically, drawing on knowledge of sound-letter relationships.	<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><b>Echo/Find Words</b> (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) <b>Dictation/Words</b> (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) <b>Introduce New Concepts:</b> (Unit 5: p. 351; p. 379) <b>Dictation/Sentences</b> (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) <b>Make it Fun:</b> (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 Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual.</p>
<b>K.FR.17.PE:</b>	Encode words with final suffix -s (e.g., cats, runs).	This standard is not addressed until Foundations Level 1.

<b>Handwriting</b> Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.		
<b>K.FR.18.H:</b>	Demonstrate proper pencil grip.	<p>In Level K, Foundations students learn proper pencil grip and writing position. Students learn a procedure that prepares them for proper pencil grip with pencils, Dry Erase Writing Tablets, and dry erase markers. The Foundations® Learning Community includes the 1-2-3 Right / Let’s Write poster.</p> <p>(Skills Taught in Foundations: p. 7)  <b>Dictation/Sounds:</b> (description p. 24) <b>Dictation/Words:</b> (description p. 26) <b>Student Notebook:</b> (description p. 42-43): (Unit 2: p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227) <b>Make It Fun:</b> (description p. 48): (Unit 2: p. 227) <b>Echo/Letter Formation</b> (description p. 36-37): (Orientation: p. 50-51; p. 54-55; p. 58); (Unit 1: p. 67; 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); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 269; 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; 393; 403) <b>Echo/Letter Formation Sequence:</b> (Unit 1: p. 71) (Introduction: p. 186)</p>
<b>K.FR.19.H:</b>	Form upper and lowercase letters and numerals correctly, using a common path of movement.	Letter formation is tightly integrated with learning the letter name and letter sound. Students master letter formation with verbal cues, repetition, sky writing, tracing, and writing practice. Letter formation is initially introduced using gross motor memory during the Sky Write/Letter Formation activity. Teachers use a gradual release approach to support student’s incremental skill mastery. Students first use gross motor memory to trace the letter, then to copy it, and finally to write the letter from memory. Letters are grouped into “like patterns” and grid lines (Wilson grid) for writing are given specific names and used as reference points. Students are guided through a letter’s formation using consistent verbalization. Numerals are not addressed in Foundations.



		<p><b>Echo/Letter Formation</b> (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);</p> <p><b>Sky Write/Letter Formation</b> (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><b>Student Notebook</b> (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. 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)</p> <p><b>Make it Fun</b> (description p. 48): (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 128; p. 138; p. 148; p. 158; p. 178) (Unit 2: p. 227)</p> <p>Students also practice letter formation when doing the <b>Dictation/Sounds</b> activity. Students write the letter(s) that correspond to the dictated sound on the <b>Dry Erase Board</b> with the Wilson grid. <b>Dictation/Sounds</b> (description p. 24): <b>Dictation (Dry Erase) – Unit Sounds</b> (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)</p>
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		<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>
<p><b>Fluency</b> Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.</p>		
<p><b>K.FR.20.F:</b></p>	<p>Name all upper and lowercase letters in non-sequential order with accuracy and automaticity.</p>	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. In these activities, students identify and name letters: <b>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</b> (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) <b>Drill Sounds</b> (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.</p>

		<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) <b>Echo/Find Letters</b> (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) <b>Dictation/Sounds</b> (description p. 24): <b>Dictation (Dry Erase) – Unit Sounds</b> (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) <b>Echo/Letter Formation</b> (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); <b>Skywrite/Letter Formation</b> (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); <b>Student Notebook</b> (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.</p>
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		<p>89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350) <b>Alphabetical Order</b> (description p. 22): (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) <b>Make it Fun</b> (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 Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p><b>K.FR.21.F:</b></p>	<p>Produce the most common sound for each letter of the alphabet with accuracy and automaticity.</p>	<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. 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><b>Letter-Keyword-Sound</b> (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) <b>Drill Sounds</b> (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.</p>

		<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) <b>Echo/Find Letters</b> (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) <b>Dictation/Sounds</b> (description p. 24): <b>Dictation (Dry Erase) – Unit Sounds</b> (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) <b>Echo/Letter Formation</b> (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); <b>Skywrite/Letter Formation</b> (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.</p>
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		<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); <b>Student Notebook</b> (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. 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) <b>Alphabetical Order</b> (description p. 22): (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) <b>Make it Fun</b> (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 Foundations Learning Community. Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<b>K.FR.22.F:</b>	Orally read texts consisting of previously taught grapheme-phoneme correspondences, self-correcting as necessary.	<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.</p> <p><b>Word Play – Read Sentences</b> (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) Students read the decodable stories in: <b>Storytime</b> (description p. 48) (Unit 4: p. 331; p. 341) Students also read connected text with prosody and expression in sentences in: <b>Word Play</b> (description p. 48): (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), <b>Trick Word Practice</b> (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), <b>Dictation/Sentences</b> (description p. 28): (Unit 5: p. 383; p. 389; p. 395; p. 403), <b>Sentence</b></p>

		<p><b>Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p> <p>Important Note for Consideration: Foundations 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, the Geodes® Level K Classroom Library (in press 2020), provides 47 titles explicitly corresponding to Foundations’ 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 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.</p>
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# Fundations<sup>®</sup> LEVEL 1 Program

*Alignment to the Arkansas  
English Language Arts Standards*



# Grade 1 ENGLISH LANGUAGE ARTS STANDARDS

## Foundational Reading

Phonemic Awareness		
Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.		
<b>1.FR.1.PA:</b>	Blend three to five sounds in one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).	<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).</p> <p><b>Introduce New Concepts</b> (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) <b>Word of the Day (description p. 56)</b> (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) <b>Word Talk (description p. 58)</b> (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) <b>Make it Fun (description p. 60)</b> (Unit 3: p. 137; p. 146),</p>

		<p>(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), <b>Word Play (description p. 60)</b> (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) <b>Storytime (description p. 60):</b> (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: p. p. 488)</p>
<p><b>1.FR.2.PA:</b></p>	<p>Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).</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 activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted orally before students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks). <b>Echo/Find Words</b> (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) <b>Dictation/Words</b> (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.</p>

		365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Introduce New Concepts:</b> (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332). Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes: <b>Word Play – Listen for Sounds</b> (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) <b>Make it Fun</b> (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).
<b>1.FR.3.PA:</b>	Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly. However, Foundations does provide instruction that supports this standard. In Level 1, students learn that the alphabetic principle is important to help them identify individual phonemes and to minimize any addition or distortion of a sound.  <b>Letter-Keyword-Sound</b> (description p. 39): (Unit 1: p. 74)

### Phonics Decoding (Word Reading)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

<p><b>1.FR.4.PD:</b></p>	<p>Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).</p>	<p>In 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 /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.</p> <p>The concepts of initial and final consonant blends (consonant clusters) and digraph blends are explicitly taught in Unit 8 (See Unit 8. p. 270-296) and are included in word resources for all units following for all decoding activities (See Unit Resources p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) Activities that include decoding: <b>Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime</b> activities.</p> <p>Foundations activities that include decoding words with these syllable types include: <b>Introduce New Concepts</b> (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) <b>Word of the Day</b> (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),</p>
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		<p>(Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) <b>Word Talk</b> (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) <b>Make it Fun</b> (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), <b>Word Play</b> (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) <b>Storytime</b> (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) Foundations Fluency Kit 1, (included in Teacher’s Kit), Also, the r-controlled vowels and vowel teams are introduced in the <b>Quick Drill/Warm-Up</b> 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 <b>Drill Sounds/Warm Up</b> activity beginning in Unit 8. Learning those</p>
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		<p>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. <b>Drill Sounds/Warm Up</b> (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.</p>
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<p><b>1.FR.5.PD:</b></p>	<p>Decode one-syllable words with consonant digraphs (e.g., sh, th, ch, wh, ng, ck) and trigraphs (e.g., tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).</p>	<p>The concept of digraphs is explicitly taught in Unit 3 (See Unit 3 p. 130-153) and digraphs are included in word resources for all units following 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.) The concept of digraph blends is explicitly taught in Unit 8 (See Unit 8. p. 270-296) and are included in word resources for all units following for all decoding activities (See Unit Resources p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) Trigraphs are taught in the Foundations Level 3 curriculum. Activities that include decoding: <b>Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime</b> activities.</p> <p><b>Word of the Day</b> (description p. 56) (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. 285), (Unit 9: p. 304), (Unit 10: p. 329), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) <b>Word Talk</b> (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. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394) <b>Make it Fun</b> (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), <b>Word Play</b> (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) <b>Storytime</b> (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), Also, the Foundations Fluency Kit 1, and Foundations Stories Set 1 (included in Teacher’s Kit), and the Geodes™ Level 1 Library (see above for description) provide additional decoding practice.</p>
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<p><b>1.FR.6.PD:</b></p>	<p>Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).</p>	<p>Vowel teams (vowel digraphs) 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. Vowel Teams poster Drill p. 308; <b>Drill Sounds/Warm Up</b> (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)</p>
<p><b>1.FR.7.PD:</b></p>	<p>Decode one-syllable words with diphthongs (e.g., oi, oy, ou, ow).</p>	<p>Vowel teams (diphthongs) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 9. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present 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. Vowel Teams poster Drill p. 316; <b>Drill Sounds/Warm Up</b> (Unit 9: 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)</p>
<p><b>1.FR.8.PD:</b></p>	<p>Decode one-syllable words containing multiple sounds of s (e.g., sock, is).</p>	<p>In Foundations Unit 6, students learn that sometimes the s sounds like a /z/ when added to words as a suffix. Also, several high frequency words include the letter s. Students will move on to an in-depth word study in Level 2 of one-syllable words that contain multiple sounds of s. (See Unit Resources p. 126-127; 152-153; 178-179; 194-195; 266-267; 322-323; 434-436; 472-474), <b>Teach Trick Words</b> (Unit 2: p. 120), (Unit 3: p. 133), (Unit 4: p. 171; p. 175), (Unit 5: 191), (Unit 7: 258; 263), (Unit 9: 307; 317), (Unit 12: p.</p>

		<p>427), (Unit 13: p. 459), <b>Introduce New Concepts</b> (Unit 6: p. 201), <b>Drill Sounds/Warm-Up (Reminder)</b> (Unit 6: p. 202; p. 204; p. 206; 208; 210; 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), <b>Make It Fun</b> (Unit 6: p. 202), <b>Echo/Find Letters</b> (Unit 6: p. 203; p. 207; p. 211; p. 221; p. 227), <b>Echo/Find Words</b> (Unit 6: p. 203; p. 207; p. 211; p. 221; p. 227), <b>Dictation</b> (Unit 6: p. 203; p. 207; p. 211; p. 215; p. 221; p. 227), <b>Word of the Day</b> (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224)</p>
<p><b>1.FR.9.PD:</b></p>	<p>Decode two-syllable base words with grade level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).</p>	<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 Foundations 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. All six syllable types are taught by the end of grade 2.</p> <p><b>Introduce New Concepts</b> (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) <b>Word of the Day</b> (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) <b>Word Talk</b> (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) <b>Make it Fun</b> (description p. 60) (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), <b>Word Play</b> (description p. 60) (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) <b>Storytime</b> (description p. 60): (Unit 12: p. 413; p. 423; Also, the Foundations Fluency Kit 1, and Foundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1.p. 433), (Unit 13: p. 460), (Unit 14: 488)</p>

<p><b>1.FR.10.PD:</b></p>	<p>Read high-frequency words.</p>	<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. <b>Teach Trick Words - Reading</b> (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) <b>Teach Trick Words - Spelling</b> (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) <b>Trick Word Drill Sounds</b> (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. 226; 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>
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		<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>
<p><b>1.FR.11.PD:</b></p>	<p>Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).</p>	<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 13 p. 438-474) and (See Unit Resources p 501-502.) The activities that include decoding words include: <b>Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime</b> activities. <b>Introduce New Concepts</b> (Unit 6: p. 201; p. 220) (Unit 7: p. 256), (Unit 9: p. 312), (Unit 10: p. 341; p. 348), (Unit 11: p. 387) (Unit 13: p. 442; p. 452-453; p. 462) <b>Make it Fun</b> (description p. 60) (Unit 6: p. 202; p. 212; p. 225; p. 261), (Unit 10: p. 333; p. 343), (Unit 10: p. 355), (Unit 11: p. 391), (Unit 12: p. 409), (Unit 13: p. 447; p. 457; p. 467) <b>Storytime</b> (description p. 60), (Unit 6: p. 209; p. 218), (Unit 7: p. 245; p.254), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346), (Unit 11: p. 375; p. 384), (Unit 13: p. 451; p. 460), (Unit 14: p. 489) <b>Word of the Day</b> (description p. 56) (Unit 6: p. 204; p. 210; p. 213; p. 222: p. 224) (Unit 7: p. 257; p. 260), (Unit 8: p. 290). (Unit 9: p. 315; p. 318), (Unit 10: p. 343; p. 349; p. 352), (Unit 11: p. 388; p. 393), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) <b>Word Play</b> (description p. 60) (Unit 6: p. 216), (Unit 8: p.</p>

		<p>286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344; p. 386), (Unit 11: p. 392), (Unit 13: p. 448), (Unit 14: p. 483, p. 484-485; p. 491) <b>Word Talk</b> (description p. 58) (Unit 6: p. 206; 208; p. 217; p. 226), (Unit 7: p. 242; p. 244; p. 252; p. 262; p. 264), (Unit: 8 p. 280, p. 291), (Unit 11: p. 374; p. 380; p. 390; p. 394) (Unit: 12 p. 410; p. 412; p. 420; p. 422; p. 430), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) Also, the Foundations Fluency Kit 1, and Foundations Stories Set 1 (included in Teacher’s Kit). Also available is the Geodes® Level 1 Classroom Library, which provides 64 titles explicitly corresponding to Foundations’ scope and sequence for grade 1.</p>
<p><b>Phonics Encoding (Word Writing)</b> Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.</p>		
<p><b>1.FR.12.PE:</b></p>	<p>Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).</p>	<p>The concepts of initial and final consonant blends and digraph blends are explicitly taught in Unit 8 (See Unit 8. p. 270-296) and are included in word resources for all units following for all encoding (spelling) activities (See Unit Resources p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502) <b>Echo/Find Words</b> (description p. 42; 44): (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) <b>Dictation (Dry Erase)</b> and <b>Dictation (Composition Book): Dictation/Words</b> (description p. 31-<b>Dictation/Sentences:</b> (description p. 36): (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) <b>Make it Fun</b> (description p. 60), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>

<p><b>1.FR.13.PE:</b></p>	<p>Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).</p>	<p>The concept of digraphs is explicitly taught in Unit 3 (See Unit 3 p. 130-153) and digraphs are included in word resources for all units following 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.) The concept of digraph blends is explicitly taught in Unit 8 (See Unit 8. p. 270-296) and are included in word resources for all units following for all encoding (spelling) activities (See Unit Resources p.323; p 359-360; p. 435-436; p. 473-474; 501-502) <b>Echo/Find Words</b> (description p. 42; 44): (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) <b>Dictation (Dry Erase)</b> and <b>Dictation (Composition Book): Dictation/Words</b> (description p. 31), <b>Dictation/Sentences:</b> (description p. 36): (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) <b>Make it Fun</b> (description p. 60) (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>
<p><b>1.FR.14.PE:</b></p>	<p>Encode one-syllable words with double-letter endings (e.g., fill, pass, buzz).</p>	<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 I students learn to encode closed single-syllable words. In addition to sound-spelling patterns based on the syllable</p>

		<p>type, students are taught other orthographic patterns such as bonus letter (ff, ll, ss, zz). The concept of bonus letters (double-letter endings) is explicitly taught in Unit 4 (See Unit 4. p. 154-179) and are included in word resources for all units following for all encoding (spelling) activities (See Unit Resources p. 194-195; p. 230-231; p. 266-268; p. 295-296; p. 322-323; p. 359-360; p. 435-436; p. 473-474; 501-502)</p> <p><b>Introduce New Concepts:</b> (Unit 4: p. 168) <b>Echo/Find Words</b> (description p. 42; 44): 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) <b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words</b> (description p. 31): <b>Dictation/Sentences:</b> (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) <b>Make it Fun</b> (description p. 60) (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 14: p. 493)</p>
<p><b>1.FR.15.PE:</b></p>	<p>Encode one-syllable words containing single consonants with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).</p>	<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 I students learn to encode closed and vowel-consonant-e syllables in single-syllable words. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as ways to spell /k/</p>

		<p>and the spelling of ck at the end of words. The concept of multiple spellings for /k/ is explicitly taught in Unit 3 (See Unit 3. p. 128-153) and are included in word resources for all units following for all encoding (spelling) activities (See Unit Resources p. 178-179; p. 194-195; p. 230-231; p. 266-268; p. 295-296; p. 322-323; p. 359-360; p. 435-436; p. 473-474; 501-502). The concept of multiple spellings for /z/ is introduced in Unit 11 through activities such as <b>Drill Sounds/Warm-Up, Introduce New Concepts, and Word Talk</b>. A more in-depth word study of the concept of multiple spellings for /z/ occurs in Level 2.</p> <p><b>Introduce New Concepts:</b> (Unit 3: p. 135; 145) <b>Echo/Find Words</b> (description p. 42; 44): (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><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words</b> (description p. 31): <b>Dictation/Sentences:</b> (description p. 36): (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) <b>Make it Fun</b> (description p. 60): (Unit 3: p. 137), (Unit 8: p. 287), (Unit 14: p. 493)</p>
<b>1.FR.16.PE:</b>	Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).	Final /v/ with -ve is taught in the Foundations Level 3 curriculum.



<p><b>1.FR.17.PE:</b></p>	<p>Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).</p>	<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 1 students learn to encode <b>vowel-consonant-e syllables</b> in single-syllable words. The concept of vowel-consonant-e is explicitly taught in Unit 11 (See Unit 11. p. 362-398) and are included in word resources for all units following for all encoding (spelling) activities (See Unit Resources p. 435-436; p. 473-474; 501-502). <b>Introduce New Concepts:</b> (Unit 11: p. 135; p. 366-367) <b>Echo/Find Words</b> (description p. 42; 44): (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) <b>Dictation (Dry Erase)</b> and <b>Dictation (Composition Book): Dictation/Words</b> (description p. 31) <b>Dictation/Sentences:</b> (description p. 36): (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) <b>Make it Fun</b> (description p. 60): (Unit 14: p. 487; p. 493; p. 495)</p>
<p><b>1.FR.18.PE:</b></p>	<p>Encode one-syllable words with predictable vowel-r patterns (e.g., shark, fork, her).</p>	<p>Predictable vowel-r patterns 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 this vowel pattern presents 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. Vowel Teams poster Drill p. 302; <b>Introduce New Concept</b> (Unit 8: p. 276-277; p. 285) <b>Drill Sounds/Warm Up</b> (Unit 9: 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)</p>
<p><b>1.FR.19.PE:</b></p>	<p>Encode one-syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).</p>	<p>Vowel Teams 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,</p>

		<p>and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Vowel Teams poster Drill p. 308; <b>Drill Sounds/Warm Up</b> (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)</p> <p>In Level 1 of Foundations, students learn 107 Trick Words for both quick and automatic recognition and for spelling. Some of these words are decodable but are taught as Trick Words in Level 1. When students learn the vowel sound /ī/ for y in Level 2, they will be taught to tap out these words. <b>Teach Trick Words</b> (Unit 7: p. 240-241).</p>
<p><b>1.FR.20.PE:</b></p>	<p>Encode words phonetically, drawing on knowledge of sound-letter relationships.</p>	<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 1 students learn to encode closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. 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, bonus letter (ff, ll, ss), glued sounds, ways to spell /k/, spelling of ck at the end of words, long and short vowel sounds, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, and spelling words with a suffix with unchanging base words. Level 1 excludes spelling of sound options and advanced spelling rules in order to establish a solid foundation more complex rules of the language are provided in Foundations Levels 2 and 3. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity; as well with the Dictation (Dry Erase) and Dictation (Composition Book) Activities. For single-syllable words, students must segment sounds and identify the letter(s) that go with each</p>

		<p>segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time. This simplifies the task of spelling longer words.</p> <p>Introduce <b>New Concepts</b>: (Unit 3: p. 135; p. 145), (Unit 4: p. 168), (Unit 5: p. 185); (Unit 6: p. 203); (Unit 7: p. 239)</p> <p><b>Echo/Find Words</b> (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><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words</b> (description p. 31) <b>Dictation/Sentences</b>: (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><b>Make it Fun</b> (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><b>1.FR.21.PE:</b></p>	<p>Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).</p>	<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 I students are taught orthographic patterns such as spelling</p>

		<p>words with a suffix with unchanging base words. When suffixes are introduced, the students should be able to fluently read words from previous Units. If a word is unknown, the student should tap out and read the base word first but should only tap when necessary. The suffix should not be tapped. <b>Introduce New Concepts:</b> (Unit 6: p. 201; p. 203); (Unit 10: p. 341; p. 348-349); (Unit 11: p. 387); (Unit 13: p. 442-443; p. 445; p. 452-453; p. 455; p. 462; p. 465) <b>Echo/Find Words</b> (description p. 42; 44): (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) <b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words</b> (description p. 31) <b>Dictation/Sentences:</b> (description p. 36): (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) <b>Make it Fun</b> (description p. 60): (Unit 6: p. 212), (Unit 8: p. 287), (Unit 12: p. 409), (Unit 13: p. 447; p. 457; p. 467), (Unit 14: p. 487; p. 493; p. 495)</p>
<p><b>Handwriting</b> Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.</p>		
<p><b>1.FR.22.H:</b></p>	<p>Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters).</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,</p>

		<p>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. Students use fine motor skills when they are forming upper and lowercase manuscript letters. Numerals are not addressed in Foundations. <b>Sky Write/Letter Formation</b> (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. <b>Echo/Letter Formation</b> (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 <b>Dictation (Dry Erase)</b> and <b>Dictation (Composition Book): Dictation/Words</b> (description p. 31- <b>Dictation/Sentences</b>: (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>
<b>1.FR.23.H:</b>	Produce manuscript writing with accuracy and automaticity.	Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. In Level K, students

		<p>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. Students use fine motor skills when they are forming upper and lowercase manuscript letters. <b>Sky Write/Letter Formation</b> (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.</p> <p><b>Echo/Letter Formation</b> (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 <b>Dictation (Dry Erase)</b> and <b>Dictation (Composition Book)</b>: <b>Dictation/Words</b> (description p. 31- <b>Dictation/Sentences</b>: (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>
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<p><b>Fluency</b> Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.</p>		
<p><b>1.RF.24.F:</b></p>	<p>Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.</p>	<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. Foundations 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.</p> <p><b>Storytime</b> (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.</p> <p><b>Word of the Day</b> (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.</p>

		<p>466), (Unit 14: p. 485; p. 492; p. 494) Additionally, phrasing is modeled and practiced during the <b>Teach Trick Words – Reading</b> activity, with sentences written on sentence frames. <b>Teach Trick Words - Reading</b> (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 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, the Geodes® Level 1 Classroom Library, provides 64 titles explicitly corresponding to Fundations’ scope and sequence for grade 1. These books (which are distributed by Wilson Language Training) provide</p>
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		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.
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## Fundations® LEVEL 2 Program

*Alignment to the Arkansas  
English Language Arts Standards*

# Grade 2 ENGLISH LANGUAGE ARTS STANDARDS

## Foundational Reading

<b>Phonics Decoding (Word Reading)</b> Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.		
<b>2.FR.1.PD:</b>	Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).	In Foundations, 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 double vowel (including vowel digraphs and diphthongs) syllables in single syllable words. The concept of one-syllable words with vowel teams are explicitly taught in Units 10-16 (See Unit 10. p. 314-340 as an example) and are included in word resources for all units following for all decoding activities. (Resources: p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516). Foundations activities that include decoding words with these syllable types include <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities. Also, the Foundations Fluency Kit 2 and Geodes <sup>®</sup> provide additional decoding practice. <b>Introduce New Concepts:</b> (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) <b>Word of the Day</b> (description p. 56-57): (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) <b>Word Talk</b> (description p. 58-59 (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) <b>Make It Fun</b> (description p. 60): (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) <b>Storytime</b> (description p. 60): (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)
<b>2.FR.2.PD:</b>	Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, sent, cinch; goat, gland, germ, gem).	This standard is not addressed until Foundations Level 3.
<b>2.FR.3.PD:</b>	Decode words with silent letters (e.g., knit, gnat, wrap, comb).	While silent letters are not taught as such until the Foundations Level 3 curriculum, students are exposed to them in Foundations Level 2 through high frequency sight word examples.  <b>Teach Trick Words</b> (description p. 54): (Unit 5: p. 178)
<b>2.FR.4.PD:</b>	Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).	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 vowel 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, <b>Introduce New Concepts</b> 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: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities. Also, the Foundations Fluency Kit 2 and Geodes® provide additional decoding practice. (The Geodes® Level 2 Classroom Library (64 titles), provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Foundations Level 2 scope and sequence.) Syllable rules,

		<p>including but not limited to two-syllable words with long vowel sounds, are directly addressed in:</p> <p>Unit 5, 6, 7 <b>Introductions:</b> (p. 172, p. 202, p. 230), <b>Introduce New Concepts:</b> (Unit 5: p. 176-177) (Unit 6: p. 217) (Unit 7: p. 240) (Unit 8: p. 273), <b>Word of the Day</b> (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) <b>Word Talk</b> (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) <b>Make It Fun</b> (description p. 60): (Unit 5: p. 187) (Unit 6: p. 221) (Unit 15: p. 463) <b>Storytime</b> (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>
<p><b>2.FR.5.PD:</b></p>	<p>Decode with common prefixes and suffixes (e.g., un-, re-, -ly, -able).</p>	<p>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</p>

		<p>prefix or suffix has been explicitly taught in the following decoding activities: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities.</p> <p><b>Introduce New Concepts</b> (Unit 4: p. 146-148; p. 158-159), (Unit 5: p. 188-189), (Unit 6: p. 210; p. 212; p. 219), (Unit 7: p. 255), (Unit 12: p. 377), (Unit 13: p. 392; p. 405), <b>Make It Fun</b> (description: p. 60): (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 249; p. 259), (Unit 11: p. 361), (Unit 12: 379) <b>Storytime</b> (description: p. 60): (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 191; p. 195), (Unit 6: p. 223), (Unit 7: p. 239), (Unit 7: p. 251), (Unit 8: p. 276), (Unit 9: p. 295; 296; 303), (Unit 10: p. 319, p. 327 ; p. 333; p. 336), (Unit 11: p. 351; p. 359), (Unit 12: p. 375), (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. 509) <b>Word of the Day</b> (description: p. 56-57): (Unit 4: p. 150; p. 152; p. 159; p. 160) (Unit 5: p. 180; p. 190; p. 193), (Unit 6 p. 215), (Unit 7: p. 257; p. 258), (Unit 9: p. 302), (Unit 10: p. 324; p. 334), (Unit 11: p. 359; p. 360; p. 380), (Unit 13: p. 402; p. 406), (Unit 15: p. 462), (Unit 16: p. 478), (Unit 17: p. 496; p. 510) <b>Word Talk</b> (description: p. 58-59): (Unit 4: p. 157; p. 166; p. 186), (Unit 5: p. 196), (Unit 6: p. 224), (Unit 7: p. 250; 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298, p. 308), (Unit 10: p. 326), (Unit 11: p. 354; p. 362; p. 364; 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) Also, the Foundations Fluency Kit 2 and Geodes® provide additional decoding practice. (The Geodes® Level 2 Classroom Library (64 titles) provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Foundations Level 2 scope and sequence.)</p>
<p><b>Phonics Encoding (Word Writing)</b> Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.</p>		
<p><b>2.FR.6.PE:</b></p>	<p>Encode one-syllable words with consonant trigraphs and short vowel patterns (e.g., catch, judge).</p>	<p>This standard is not addressed until Foundations Level 3.</p>

<p><b>2.FR.7.PE:</b></p>	<p>Encode two-syllable words with short vowels (e.g., candid, combat).</p>	<p>Spelling strategies are taught explicitly and systematically. In Unit 5, the focus changes from sounds to syllables and students learn to look at words in larger orthographic parts (syllables, rather than individual sounds). Students learn how to spell two-syllable words with all six syllable types. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 5, <b>Introduce New Concepts</b> p. 181 as an example). Two-syllable words are included in word resources for all units following Unit 5 for use in all encoding 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><b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up): Dictation/Words</b> (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)</p> <p><b>Dictation/Sentences:</b> (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) <b>Echo/Find Words</b> (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)</p>
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		(Unit 17: p. 509) <b>Introduce New Concepts:</b> (Unit 5: p. 176-178) (Unit 6: p. 216-217) (Unit 8: p. 272-273) <b>Make It Fun</b> (description p. 60): (Unit 5: p. 187) (Unit 6: p. 221) (Unit 15: p. 463)
<b>2.FR.8.PE:</b>	Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).	<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 are taught about the bonus letter pattern (ff, ll, ss, zz). The concept of bonus letters is explicitly taught in Unit 2 (See Unit 2 p. 98-124) and are included in word resources for all units following for all encoding (spelling) activities (See Unit 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. 412-44; p. 440-442).</p> <p><b>Introduce New Concepts:</b> (Unit 2: p. 102-103) <b>Echo/Find Words</b> (description p. 44-49): (Orientation: p. 65) (Unit 1: p. 83) (Unit 2: p. 105; p. 113) (Unit 3: p. 131; p. 133) (Unit 4: p. 151), (Unit 6: p. 209) (Unit 7: p. 237; p. 241; p. 247; p. 255) (Unit 8: p. 275) (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><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words</b> (description p. 30-35): (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). <b>Dictation/Sentences</b> (description p. 38-39): (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>



		<p>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). <b>Make it Fun</b> (description p. 60) (Unit 2: p. 111; p. 117) (Unit 4: p. 163), (Unit 6: p. 214) (Unit 7: p. 239; p. 259).</p> <p>The part of this standard that involves final /s/ spelled as ce and se is addressed in Unit 6 of the curriculum when students learn vowel-consonant-e syllables. (Unit 6 pgs. 202-229). Vowel-consonant-e syllables featuring se and ce endings are practiced in all subsequent levels after Unit 6 for additional practice.</p>
<p><b>2.FR.9.PE:</b></p>	<p>Encode two-syllable words with medial VCe patterns (e.g., compete, mistake, console).</p>	<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 vowel-consonant-e syllable patterns in multisyllabic words. The concept of multisyllabic words with the VCe patterns is explicitly taught in Unit 6 (See Unit 6. p. 202-229) and are included in word resources for all units following Unit 6 for use in all encoding activities. (Resources: 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><b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up): Dictation/Words</b> (description p. 30-35): (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</p>

		<p>17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)  <b>Dictation/Sentences</b> (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) <b>Echo/Find Words</b> (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) <b>Introduce New Concepts:</b> (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) <b>Make It Fun</b> (description p. 60): (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><b>2.FR.10.PE:</b></p>	<p>Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).</p>	<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 vowel-r syllable patterns in single syllable words. The concept of vowel-r syllable patterns is explicitly taught in Units 8 and 9 (See Unit 8. p. 268-284 and Unit 9. p. 286-312) and are included in word resources for all units following Unit 8 for use in all encoding activities.  <b>(Resources:</b> 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).  <b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up): Dictation/Words</b> (description p. 30-35): (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.</p>

		<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) <b>Dictation/Sentences</b> (description p. 38-39): (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 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) <b>Echo/Find Words</b> (description p. 44-49): (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) <b>Introduce New Concepts:</b> (Unit 8: p. 275) (Unit 9: p. 291) <b>Make It Fun</b> (description p. 60): (Unit 9: p. 305), (Unit 15: p. 463)</p>
<p><b>2.FR.11.PE:</b></p>	<p>Encode two-syllable words with open syllables (e.g., robot, music, jumbo).</p>	<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 open syllables in multisyllabic words. The concept of open syllable patterns is explicitly taught in Unit 7 (See Unit 7. p. 230-266) and are included in word resources for all units for use in all encoding activities. (Resources: 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><b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up): Dictation/Words</b> (description p. 30-35): (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) <b>Dictation/Sentences</b> (description p. 38-39): (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277;</p>

		<p>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) <b>Echo/Find Words</b> (description p. 44-49): (Orientation: p. 65) (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) <b>Introduce New Concepts:</b> (Unit 7: p. 234-235; p. 240-241) <b>Make It Fun</b> (description p. 60): (Unit 7: p. 239; p. 259) (Unit 9: p. 295), (Unit 15: p. 463)</p>
<p><b>2.FR.12.PE:</b></p>	<p>Encode long vowel patterns (e.g., wild, told, kind, most, colt).</p>	<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 closed syllable exception syllables (long vowel patterns). The concept of closed syllable exception patterns (long vowel patterns) is explicitly taught in Unit 3 (See Unit 3. p. 126-141) and are included in word resources for all units for use in all encoding activities 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).  <b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up): Dictation/Words</b> (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)  <b>Dictation/Sentences</b> (description p. 38-39): (Unit 3: p. 135;</p>

		<p>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) <b>Echo/Find Words</b> (description p. 44-49): (Orientation: p. 65) (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) <b>Introduce New Concepts:</b> (Unit 3: p. 130-131), (Unit 4: p. 151) <b>Make It Fun</b> (description p. 60): (Unit 3: p. 135), (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 221) (Unit 7: p. 259)</p>
<p><b>2.FR.13.PE:</b></p>	<p>Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).</p>	<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 vowel team (vowel digraphs) syllables in single-syllable words. The concept of double vowel syllable patterns (vowel teams) is explicitly taught in Units 10-16. (See Unit 10 as an example. p. 314-340) and are included in word resources for all units for use in all encoding activities 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><b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up):</b>  <b>Dictation/Words</b> (description p. 30-35): (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) <b>Dictation/Sentences</b></p>

		<p>(description p. 38-39): <b>Dictation (Dry Erase/Composition Books/Check-Up) - Unit Sounds Dictation:</b> (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) <b>Echo/Find Words</b> (description p. 44-49): (Orientation: p. 65) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) <b>Introduce New Concepts:</b> Level 2 students are taught to spell one-syllable words with vowel teams, including digraphs. (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) (Unit 16: p. 479) <b>Make It Fun</b> (description p. 60): (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499) <b>Unit Test for spelling.</b> See also: 337, 365, 411, 467, 485</p>
<p><b>2.FR.14.PE:</b></p>	<p>Encode one-syllable words with diphthongs (i.e., oi, oy, ou, ow).</p>	<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 double vowel syllables with diphthongs in single-syllable words. <b>Introduce New Concepts:</b> (Unit 12: p. 377), (Unit 14: p. 423) <b>Unit Tests:</b> (Unit 12: p. 383), (Unit 14: p. 439), (Unit 15 p. 467) <b>Dictation/Words:</b> (description p. 30) (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) <b>Dictation/Sentences</b> (description p. 38): (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>

		<b>Echo/Find Words</b> (description p. 44): (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509)
<b>2.FR.15.PE:</b>	Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).	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 final stable (consonant-le) syllables in multisyllabic words. The concept of final stable (consonant-le) syllable patterns is explicitly taught in Unit 17 (See Unit 17. p. 490-516) and is included in word resources these units for use in all encoding activities p. 514-516). <b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up): Dictation/Words</b> (description p. 30-35): (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Dictation/Sentences</b> (description p. 38-39): <b>Dictation (Dry Erase/Composition Books/Check-Up) - Unit Sounds Dictation:</b> (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Echo/Find Words</b> (description p. 44-49): (Orientation: p. 65) (Unit 17: p. 509) <b>Introduce New Concepts:</b> (Unit 17: p. 494-495) <b>Make It Fun</b> (description p. 60): (Unit 17: p. 499)
<b>2.FR.16.PE:</b>	Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [e.g., -e drop (game to gaming); doubling (run to running); change y to i (cry to cries)] to the base word when necessary.	This standard is not addressed until Foundations Level 3.
<b>Handwriting</b> Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.		
<b>2.FR.17.H:</b>	Form upper and lowercase cursive letters correctly, using a common path of movement.	Cursive handwriting is explicitly taught and integrated into the Foundations Level 3 curriculum and can also be taught in Level 2 using the supplemental Wilson® Cursive Writing Kit. This comprehensive kit includes the complete set of materials needed for cursive writing instruction. Students follow verbalizations during the <b>Sky Write/Letter Formation</b> activity 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

		<p>students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Students use their motor memory when tracing letters. A letter’s corresponding sound is linked to the letter formation when tracing. This helps to facilitate the association between the letter, its sound and its formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum.</p> <p><b>Sky Write/Letter Formation</b> (description 62-63): (Orientation: p. 82-83), (Unit 1: p. 91; 101), (Unit 2: p. 119; 129; p. 139), (Unit 3: 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. p. 365; p. 375; p. 385), (Unit 10: p. 405; p. 415, (Unit 11: p. 445), (Unit 12: p. 473; p. 483)</p>
<p><b>Fluency</b> Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.</p>		
<p><b>2.FR.18.F:</b></p>	<p>Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.</p>	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard: <b>Storytime</b> (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (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) Also, the Foundations Fluency Kit 2 and Geodes® provide additional practice.</p>







## Fundations® LEVEL 3 Program

*Alignment to the Arkansas  
English Language Arts Standards*



# Grade 3 ENGLISH LANGUAGE ARTS STANDARDS

## Foundational Reading

<b>Phonics Decoding (Word Reading)</b> Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.		
<b>3.FR.1.PD:</b>	Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).	<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 double vowel syllables (vowel teams) including both digraphs and diphthongs in single syllable words. The concept of one-syllable words with vowel teams are explicitly taught in Unit 10 (See Unit 10. p. 400-439 as an example) and are included in word resources for all units following for all decoding activities. (<b>Resources:</b> p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations activities for decoding words with this syllable type include <b>Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun</b> activities.</p> <p><b>Guess Which One (description p. 56):</b> (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)</p> <p><b>Introduce New Concepts (description p. 70)</b> (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) <b>Word of the Day (description p. 66):</b> (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) <b>Word Talk (description p. 68):</b> (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) <b>Make It Fun (description</b></p>

		<p><b>p.70):</b> (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)</p>
<p><b>3.FR.2.PD:</b></p>	<p>Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).</p>	<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, <b>Introduce New Concepts</b> 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. (<b>Resources:</b> pp. 166–169; 194–197; 222–224; 260–263; 288–291; 316–319; 354–359; 394–398; 434–439; 464–467; 492–496; 522–526; and 552–555). Foundations activities for decoding words with these syllable types include <b>Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play, and Make It Fun activities. Guess Which One</b> (description p. 56): (Unit 3: p. 161), (Unit 4: pp. 177 and 187), (Unit 5: pp. 205 and 213), (Unit 6: pp. 233, 243, and 251), (Unit 7: pp. 299 and 309); (Unit 8: pp. 327, 337, and 387), (Unit 9: pp. 367, 377, and 387), (Unit 10: pp. 407, 417, and 427), (Unit 11: pp. 447 and 457), (Unit 12: pp. 475 and 485), (Unit 13: pp. 503 and 513), (Unit 14: pp. 533 and 543) <b>Introduce New Concepts</b> (description p. 70) (Unit 3: pp. 160–161) (Unit 4: pp. 174–175, 178–179, and 188–189) (Unit 5: pp. 202–203, and 217) (Unit 6: pp. 230–231, 232, 237, 240–241, 250–251, and 255) (Bonus Unit: pp. 269, 270, 273, 280, 282–283, and 284–285) (Unit 7: pp. 296–297, 298–299, 306–307, and 308) (Unit 8: pp. 324–325, 334–335, 336, and 344–345) (Unit 9: pp. 364–365, 368–369, 374, 384–385, and 388–389) (Unit 10: pp. 404–405, 407, 417, 424–425, 426–427, and 429 ) (Unit 12: pp. 472, 474, 482–483, and 484–485) (Unit 13: pp. 502, 507, and 512–513) (Unit 14: pp. 532–533 and 542–543) <b>Word of the Day</b> (description p. 66): (Unit 3: p. 162), (Unit 4: pp. 176, 180, 186, and 190), (Unit 5: pp. 206 and 216), (Unit 6: pp.</p>

		<p>234, 236, 244, 246, 254, and 257), (Unit 7: pp. 302, 310, and 312), (Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350), (Unit 9: pp. 368, 370, 378, 380, and 390), (Unit 10: pp. 410, 418, 420, 428, and 430), (Unit 11: pp. 448, 450, 455, and 460), (Unit 12: pp. 476,478, 486, and 488), (Unit 13: pp. 506, 508, and 518), (Unit 14: pp. 536, 538, 546, and 548) <b>Word Talk</b> (description p. 68): (Unit 4: pp. 182 and 192), (Unit 5: pp. 210 and 220), (Unit 6: pp. 238, 248, and 258), (Unit 7: pp. 304 and 314), (Unit 8: pp. 342 and 352), (Unit 9: pp. 372 and 382), (Unit 10: pp. 422 and 432), (Unit 11: pp. 452 and 462),(Unit 12: pp. 480 and 490), (Unit 13: pp. 510, 514, and 520), (Unit 14: pp. 540 and 550) <b>Make It Fun</b> (description p. 70): (Unit 3: p. 164), (Unit 4: pp. 181 and 189), (Unit 5: pp. 209 and 218), (Unit 6: pp. 249 and 256), (Bonus Unit: pp. 274, 276, and 283), (Unit 7: pp. 305 and 311), (Unit 8: pp. 333, 343, and 351), (Unit 9: pp. 373, 383, and 392), (Unit 10: pp. 412, 423, and 431), (Unit 12: p. 481), (Unit 13: pp. 511 and 517), (Unit 14: pp. 541 and 549) <b>Word Play</b> (description p. 70): (Unit 5: p. 208), (Bonus Unit: p. 278).</p>
<p><b>3.FR.3.PD:</b></p>	<p>Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.</p>	<p>Students are introduced to prefixes in Foundations Level 2. Foundations Level 3 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 <b>Bonus Unit Introduction</b>: p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (<b>Resources</b>: pp. 288–291; 316–319; 354–359; 394–398; 434–439; 464–467; 492–496; 522–526; and 552–555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. <b>Introduce New Concepts</b> (description p. 70) (Bonus Unit: pp. 269, 273, 280, 282, and 284–285) <b>Make It Fun</b> (description p.70): (Bonus Unit: pp. 274, 276, and 283)</p> <p>Students are introduced to suffixes in Foundations Level 1 and revisit the concept in Foundations Level 2. Foundations Level 3</p>

		<p>explicitly teaches 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 pp. 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 pp. 114–151; Unit 4: pp. 170–197; Unit 7: pp. 292–319; Unit 9: pp. 360–399; Unit 10: pp. 400–439; and Unit 12: pp. 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. (<b>Resources:</b> pp. 148–151; 166–169; 194–197; 222–224; 260–263; 288–291; 316–319; 354–359; 394–398, 434–439; 464–467; 492–496; 522–526; and 552–555.) Students practice decoding words with suffixes during activities that include decoding once suffixes are addressed in Unit 2: <b>Introduce New Concepts, Word of the Day, Word Talk,</b> and <b>Make It Fun</b> activities. <b>Introduce New Concepts</b> (description p.70) (Unit 2: pp. 118–119, 120–121, 122–123, 125, 126, 129,131, 133, 139, and 141) (Unit 4: pp. 175, 178–179, 184–185, and 188–189) (Bonus Unit: pp. 269 and 280–281) (Unit 7: pp. 296–297, 298–299, 306–307, and 308) (Unit 8: p. 329) (Unit 9: pp. 376, 384–385, and 388–389) (Unit 10: pp. 426–427) (Unit 12: p. 487), (Unit 14: pp. 542–543) <b>Word of the Day</b> (description p. 66): (Unit 2: pp. 122, 124, 132, 135, 140, and 142), (Unit 4: pp. 176, 180, 186, and 190), (Unit 5: pp. 206 and 216), (Unit 6: pp. 234, 236, 244, 246, 254, and 257), (Unit 7: pp. 300, 302, 310, and 312),(Unit 8: pp. 328, 330, 332, 338, 340, 348, and 350), (Unit 9: pp. 368, 370, 378, 380, and 390), (Unit 10: pp. 407, 410, 418, 420, 428, and 430), (Unit 11: pp. 448, 450, 455, and 460), (Unit 12: pp. 476, 478, 486, and 488), (Unit 13: pp. 506, 508, 516, and 518), (Unit 14: pp. 536, 538, 546, and 548) <b>Word Talk</b> (description p. 68): (Unit 2: pp. 128, 136, 138, and 146), (Unit 4: pp. 182 and 192), (Unit 5: pp. 210 and 220), (Unit 6: pp. 238, 248, and 258), (Unit 7: pp. 304 and 314),</p>
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		(Unit 8: pp. 342 and 352), (Unit 9: pp. 372 and 382), (Unit 10: pp. 422 and 432), (Unit 11: pp. 452 and 462), (Unit 12: pp. 480 and 490), (Unit 13: pp. 510, 514, and 520), (Unit 14: pp. 540 and 550) <b>Make It Fun</b> (description p. 70): (Unit 2: pp. 127, 130, 134, and 144), (Unit 4: pp. 181 and 189), (Unit 7: pp. 305 and 311), (Unit 8: pp. 343 and 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549).
<b>Phonics Encoding (Word Writing)</b>		
Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.		
<b>3.FR.4.PE:</b>	Encode two-syllable words with double letter endings (e.g., virus vs. confess).	<p>The concept of bonus letters is introduced in Levels 1 and 2 and reviewed in Level 3 Orientation (p. 77). In Level 3, double letter endings are practiced when students begin encoding words with the suffixes –less and –ness in Unit 2. The concept of suffixes –ness and –less are explicitly taught in Unit 2 (See Unit 2. p. 114-151) and are included in word resources for the following units for all encoding activities. (<b>Resources:</b> p. 148-151, p. 194-197, p. 222-224, p. 316-319, p. 354-359, p. 434-439, p. 464-467, p. 492-496, p. 552-555).</p> <p><b>Introduce New Concepts</b> (description p. 70) (Unit 2: p. 123; p. 125; p. 126) (Unit 4: p. 178-179) (Unit 7: p. 296-297; p.298-299) (Unit 10: p. 426-427) <b>Dictation/Words</b> (description p. 34-41): (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145) (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 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 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 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549).</p> <p><b>Dictation/Sentences</b> (description p. 42-43): (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145) (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 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>



		<p>p. 341; p. 343; p. 347; p. 349; p. 351), (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 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549). <b>Echo/Find Words</b> (description p. 48; p. 50; p. 52): (Unit 4: p. 185), (Unit 5: p. 215), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475). <b>Make It Fun:</b> (Unit 2: p. 127; p. 144) (Unit 4: p. 181; p. 189) (Unit 7: p. 311) (Unit 8: p. 343) (Unit 10: p. 431).</p>
<p><b>3.FR.5.PE:</b></p>	<p>Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).</p>	<p>In Fundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as the tch spelling, the dge spelling, and the soft g. In Unit 1, students learn to choose tch rather than ch after a short vowel. In Unit 12, students learn to choose dge rather than ge after a short vowel. In Unit 12 students will also learn how to use spelling options for the soft g. Digraphs and digraph blends are explicitly taught in Level 2 and reviewed in the Level 3 Orientation (p. 74-79). The concept of the tch sound is explicitly taught in Unit 1 (See Unit 1. p. 86-113) and are included in word resources for all units following for all encoding activities (<b>Resources:</b> 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). The concepts of the dge sound and the ge sound are explicitly taught in Unit 12 (See Unit 12. p. 468-496) and are included in word resources for all units following for all encoding activities (<b>Resources:</b> p. 522-526, p. 552-555).</p> <p><b>Dictation/Words</b> (description p. 34; p. 36; p. 38): (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.</p>

		<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) <b>Dictation/Sentences</b> (description p. 42): (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. 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) <b>Echo/Find Words</b> (description p. 48; p. 50; p. 52): (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) <b>Guess Which One</b> (description p. 56): (Unit 1: p. 101) (Unit 4: p. 187) (Unit 10: p. 407; p. 417; p. 427) (Unit 12: p. 485) <b>Introduce New Concepts</b> (description p.70): (Unit 1: p. 93) (Unit 12: p. 473; p.484-485; p.486-487) <b>Make It Fun</b> (description p.70): (Unit 1: p. 127) (Unit 2: p. 144) (Unit 4: p.189) (Bonus Unit: p. 283) (Unit 7: p. 311) (Unit 8: p. 333) (Unit 10: p. 431) (Unit 12: p. 481).</p>
<b>3.FR.6.PE:</b>	Encode two-syllable words with medial long vowel teams (e.g., complain, canteen).	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

		<p>3, students learn to encode vowel teams (digraphs and diphthongs) in both single-syllable and multisyllabic words. Multisyllabic words with the vowel teams syllable types are included in word resources for all units, starting in Unit 10, for use in all encoding activities. (<b>Resources:</b> p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555).</p> <p><b>Dictation/Words</b> (description p. 34; p. 36; p. 38): (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) <b>Dictation/Sentences</b> (description p. 42): (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) <b>Echo/Find Words</b> (description p. 48; p. 50; p. 52): (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) <b>Guess Which One</b> (description p. 56): (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) <b>Introduce New Concepts</b> (description p.70): (Unit 10: p. 406-407; p. 408-409; p. 414-415; p. 416-417; p. 424-245, p. 426-427) <b>Make It Fun</b> (description p.70): (Unit 10: p. 412; p. 423; p. 431), (Unit 12: p. 487; p. 491), (Unit 13: p. 517).</p>
<p><b>3.FR.7.PE:</b></p>	<p>Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).</p>	<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 3, students learn to encode r-controlled syllables in multisyllabic words. The concept of two-syllable words with vowel-r patterns is explicitly taught in Unit 9 (See Unit 9. p. 360-398) and are included in word resources for all units following for all encoding activities (<b>Resources:</b> p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555).</p> <p><b>Dictation/Words</b> (description p. 34; p. 36; p. 38): (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.</p>

		<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) <b>Dictation/Sentences</b> (description p. 42): (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) <b>Echo/Find Words</b> (description p. 48; p. 50; p. 52): (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) <b>Guess Which One</b> (description p. 56): (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) <b>Introduce New Concepts</b> (description p.70) (Unit 9: p.366-367; p. 374-375; p.376-377; p.386; p. 388-389) <b>Make It Fun</b> (description p.70): (Unit 9: p. 373; p. 383; p. 392).</p>
<p><b>3.FR.8.PE:</b></p>	<p>Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.</p>	<p>Fundations explicitly teaches spelling of the base word and prefixes. Students learn to encode words with prefixes including con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, beginning in the Bonus Unit (see Bonus Unit Introduction: p. 264). Words with taught prefixes are included in word resources for use in all encoding activities following the Bonus Unit (<b>Resources:</b> p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students practice encoding words with prefixes during activities that include encoding once prefixes have been taught in the Bonus Unit: <b>Introduce New Concepts</b>, Dictation (<b>Dry Erase</b>), Dictation (<b>Composition Book</b>), Dictation (<b>Day 5 Check Up</b>), <b>Echo/Find Words</b> and <b>Make it Fun</b>. <b>Introduce New Concepts</b> (description p. 70) (Bonus Unit: p. 271; p. 273; p. 283) <b>Dictation/Words</b> (description p. 34; p. 36; p. 38): (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.</p>

		<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)</p> <p><b>Dictation/Sentences</b> (description p. 42): (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) <b>Echo/Find Words</b> (description p. 48; p. 50; p. 52 ): (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) <b>Make It Fun</b> (description p.70): (Bonus Unit: p. 274; p. 276; p. 283)</p> <p>Fundations explicitly teaches spelling of the base word and suffixes. Students learn to encode words with suffixes, including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or beginning in Unit 2 (see Unit 2 p. 114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed for spelling in Fundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292 -319, Unit 9 p. 360-399, 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 encoding activities. (<b>Resources:</b> p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Students practice encoding words with suffixes</p>
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		<p>during activities that include encoding once suffixes are addressed in Unit 2: <b>Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words</b> and <b>Make it Fun</b>.</p> <p><b>Introduce New Concepts</b> (description p.70) (Unit 2: p. 121; p.131; p. 133; p. 139; p. 141) (Unit 4: p. 175; p. 178-179; p. 184-185;) (Unit 7: p. 296-297; p.298-299; p.306-307; p.308) (Unit 8:; p.329) (Unit 9: p.376; p.386; p.388-389) (Unit 10: p. 426-427) (Unit 12: p. 487) (Unit 14: p.544-545)</p> <p><b>Dictation/Words</b> (description p. 34; p. 36; p. 38): (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. 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) <b>Dictation/Sentences</b> (description p. 42): (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)</p> <p><b>Echo/Find Words</b> (description p. 48; p. 50; p. 52 ): (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p.</p>
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		379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) <b>Make It Fun:</b> (Unit 2: p. 127; p. 144) (Unit 4: p. 181; p. 189) (Unit 7: p. 311) (Unit 8: p. 343) (Unit 9: p. 392) (Unit 10: p. 431)
<b>Handwriting</b> Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.		
<b>3.FR.9.H:</b>	Write legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness.	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. Students use their motor memory when tracing letters. A letter’s corresponding sound is linked to the letter formation when tracing. This helps to facilitate the association between the letter, its sound and its 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: <b>Letter Formation (Individual Letters), Letter Formations (Connectives), Sky Write/Letter Formation.</b> <b>Letter Formation (Individual Letters)</b> (description p. 58): (Orientation: p. 83); (Unit 1: p. 97; p. 103), (Unit 2: p. 125; p. 131; 143), (Unit 3: 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) <b>Letter Formation (Connectives)</b> (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) <b>Sky Write/Letter Formation</b> (description 82) : (Orientation: p. 82-83) (Unit 1: p. 91, p. 101) Unit 2: p.

		<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>
<p><b>3.FR.10.H:</b></p>	<p>Produce cursive writing with accuracy and automaticity.</p>	<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. Students use their motor memory when tracing letters. A letter’s corresponding sound is linked to the letter formation when tracing. This helps to facilitate the association between the letter, its sound and its 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: <b>Letter Formation (Individual Letters), Letter Formations (Connectives), Sky Write/Letter Formation.</b></p> <p><b>Letter Formation (Individual Letters)</b> (description p. 58): (Orientation: p. 83); (Unit 1: p. 97; p. 103), (Unit 2: p. 125; p. 131; 143), (Unit 3: 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)</p> <p><b>Letter Formation (Connectives)</b> (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) <b>Sky Write/Letter Formation</b> (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.</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)
<b>Fluency</b> Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.		
<b>3.FR.11.F:</b>	Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	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 Levels K, 1, and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency: pp. 5–6.)