

Common Core State Standards

Correlated to
WILSON Foundations[®]
Levels K-3



Wilson Language Training Corporation

WILSON Foundations®

Correlated to Common Core State Standards

The Standards set grade-level standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade level standards.

The Student who is College and Career Ready in Reading, Writing, Speaking, Listening and Language:

- They demonstrate independence. Students can comprehend and evaluate complex texts across a wide range of types and disciplines
- They build strong content knowledge
- They respond to varying demands of audience, task, purpose and discipline
- They comprehend as well as critique
- They value evidence
- They use technology and digital media strategically and capably
- They come to understand other perspectives and culture

Teachers are free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the standards.

Foundations® First Edition and Common Core State Standards

Foundations First Edition, published in 2002, teaches the foundational reading skills listed in the Common Core State Standards (CCSS). The alignment document outlines which levels, units, and activities support the CCSS. In using Foundations First Edition, school districts will be implementing, where appropriate, the standards of the K-3 Common Core.

READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT K-5

| KINDERGARTENERS: | | |
|---|---|---|
| READING STANDARDS FOR LITERATURE | READING STANDARDS FOR INFORMATIONAL TEXT | FUNDATIONS LEVEL K |
| Key Ideas and Detail | Key Ideas and Detail | |
| 1. With prompting and support, ask and answer questions about details and events in a text. | With prompting and support, ask and answer questions about key details in a text. | Storytime (units 1,2,4,5) |
| 2. With prompting and support, retell familiar stories, including key details. | With prompting and support, identify the main topic and retell key details of a text. | Storytime (units 1,2,4,5) |
| 3. With prompting and support, identify characters, settings, and major events in a story. | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Storytime (units 1,2,4,5) |
| Craft and Structure | Craft and Structure | |
| 4. Ask and answer questions about unknown words in a text. | With prompting and support, ask and answer questions about unknown words in a text. | Storytime (units 1,2,4) |
| 5. Recognize common types of texts (e.g., storybooks, poems). | Identify the front cover, back cover, and title page of a book. | Storytime (all units) |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | |
| Integration of Knowledge and Ideas | Integration of Knowledge and Ideas | |
| 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | Storytime (units 1,4,5) |
| 8. (Not applicable to literature) | With prompting and support, identify the reasons an author gives to support points in a text. | Storytime (unit 5) |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Lit – Storytime (units 1,4) Informational – Storytime (unit 5) |
| Range of Reading and Level of Text Complexity | Range of Reading and Level of Text Complexity | |
| 10. Actively engage in group reading activities with purpose and understanding. | Actively engage in group reading activities with purpose and understanding. | |

READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT K-5 (Continued)

| GRADE 1 STUDENTS: | | |
|---|--|-----------------------------|
| READING STANDARDS FOR LITERATURE | READING STANDARDS FOR INFORMATIONAL | FUNDATIONS LEVEL 1 |
| Key Ideas and Detail | Key Ideas and Detail | |
| 1. Ask and answer questions about key details and events in a text | Ask and answer questions about key details in a text. | Storytime (units 3-14) |
| 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Identify the main topic and retell key details of a text. | Storytime (units 3-14) |
| 3. Describe characters, settings, and major events in a story, using key details. | Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Storytime (units 3-14) |
| Craft and Structure | Craft and Structure | |
| 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Storytime (units 3-14) |
| 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | Storytime (units 3-14) |
| 6. Identify who is telling the story at various points in a text. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | Storytime (units 3-14) |
| Integration of Knowledge and Ideas | Integration of Knowledge and Ideas | |
| 7. Use illustrations and details in a story to describe its characters, setting, or events. | Use the illustrations and details in a text to describe its key ideas. | Storytime (units 3-14) |
| 8. (Not applicable to literature) | Identify the reasons an author gives to support points in a text. | Storytime (units 3-5,11,14) |
| 9. Compare and contrast the adventures and experiences of characters in stories. | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | |
| Range of Reading and Level of Text Complexity | Range of Reading and Level of Text Complexity | |
| 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. | With prompting and support, read informational texts appropriately complex for grade 1. | |

READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT K-5 (Continued)

| GRADE 2 STUDENTS: | | |
|---|--|------------------------|
| READING STANDARDS FOR LITERATURE | READING STANDARDS FOR INFORMATIONAL | FUNDATIONS LEVEL 2 |
| Key Ideas and Detail | Key Ideas and Detail | |
| 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | Storytime (units 2-17) |
| 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | |
| 3. Describe how characters in a story respond to major events and challenges. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | |
| Craft and Structure | Craft and Structure | |
| 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | |
| 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | |
| 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | |
| Integration of Knowledge and Ideas | Integration of Knowledge and Ideas | |
| 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | |
| 8. (Not applicable to literature) | Describe how reasons support specific points the author makes in a text. | |
| 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures | Compare and contrast the most important points presented by two texts on the same topic. | |
| Range of Reading and Level of Text Complexity | Range of Reading and Level of Text Complexity | |
| 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |

READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT K-5 (Continued)

Grade 3 – Literature and Informational Standard: Read both literature and informational texts independently, proficiently, and fluently within the grades 2-3 text complexity band; read texts at the high end of the range with scaffolding as needed.

READING STANDARDS: FOUNDATIONAL SKILLS (K-3)

| KINDERGARTENERS: | FOUNDATIONS LEVEL K |
|---|--|
| Print Concepts | |
| 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. | <ol style="list-style-type: none"> Storytime (all units) Word Play (all units), Make it Fun, Echo Find Words (unit 4-5) Wordplay (all units), Dictation (units 3-5) Introduce new Concepts Skywrite-Letter-formation, Drill Sounds, Letter-keyword-sound, LetterFormation, Student Notebook, Echo Find Letters (all units) |
| Phonological Awareness | |
| 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | <ol style="list-style-type: none"> Word Play, Make it Fun (all units); Storytime (unit 3) Word Play (unit 2) n/a Echo Find Words, Word of the Day, Word Talk, Dictation Words, Introduce New Concepts, Make it Fun (units 3-5) Introduce new Concepts, Make it Fun, (units 3-5) |
| Phonics and Word Recognition | |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | <ol style="list-style-type: none"> Drill Sounds, Letter-Keyword-Sound, Student Notebook (all units) (Short Sounds only) Drill Sounds, Letter-Keyword-Sound, Student Notebook (all units) Trick Words (unit 5) Word Play (unit 3) |
| Fluency | |
| 4. Read emergent-reader texts with purpose and understanding. | |

*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

READING STANDARDS: FOUNDATIONAL SKILLS (K-3) (Continued)

| GRADE 1 STUDENTS | FUNDATIONS LEVEL I |
|--|---|
| Print Concepts | |
| 1. Demonstrate understanding of the organization and basic features of print. a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | a) Story Time, Word Play, Dictation, Introduce New Concepts (units 2-14) |
| Phonological Awareness | |
| 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single-syllable words. b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | a) Introduce New Concepts, Word of the Day, Word Talk, Echo Find Words, Dictation words/sentences b) Introduce New Concepts, Word Talk, Word of the Day, Word Play (short vowels – units 2-13; long vowels – unit 14) c) Echo Find letters/words, Dictation, Make it Fun (units 2-14) d) Echo Find Words, Dictation words/sentences (units 2-14) |
| Phonics and Word Recognition | |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words. a) Know the spelling-sound correspondences for common consonant digraphs. b) Decode regularly spelled one-syllable words. c) Know final -e and common vowel team conventions for representing long vowel sounds. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e) Decode two-syllable words following basic patterns by breaking the words into syllables. f) Read words with inflectional endings. g) Recognize and read grade-appropriate irregularly spelled words. | a) Echo Find, Drill Sounds, Letter-Keyword-Sound , Make it Fun (unit 3) b) Word Talk, Word of the Day, Storytime, Introduce new Concepts (all units) c) Drill Sounds, Letter-Keyword-Sound (beginning in unit 8 vowel teams, final-3 unit 14) d) Introduce New Concepts, Word Talk, Word of the Day, Word Play, Dictation Words/Sentences, Echo Find Words (Units 11-14) e) Introduce New concepts, Word Talk, Word of the Day, Word Play, Dictation Words/Sentences (units 11-14) f) Introduce new Concepts, Word Talk, Word of the Day, Story time (units 10-14) g) Trick words (units 2-14) h) Introducing Vowel Teams to Level I Students (supplemental instruction - Foundations Prevention Learning Community) |
| Fluency | |
| 4. Read with sufficient accuracy and fluency to support comprehension. a) Read on-level text with purpose and understanding. b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | a) Storytime (units 2-14) |

READING STANDARDS: FOUNDATIONAL SKILLS (K-3) (Continued)

| GRADE 2 STUDENTS | FOUNDATIONS LEVEL 2 |
|---|---|
| Phonics and Word Recognition | |
| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b) Know spelling-sound correspondences for additional common vowel teams. c) Decode regularly spelled two-syllable words with long vowels. d) Decode words with common prefixes and suffixes. e) Identify words with inconsistent but common spelling-sound correspondences. f) Recognize and read grade-appropriate irregularly spelled words. | <ul style="list-style-type: none"> a) Introduce new concepts (units 1-4, 6-10); Word Talk (units 1-4, 6-10); Word of the Day: (units 1-4, units 6-10); Storytime: Units 2-17 b) Introduce New Concepts (units 10-16); Drill sounds (units 10-16); Echo Find Letters (units 10-16) c) Introduce New Concepts (units 5-17); Word Talk (units 5-17); Word of the Day (units 5-17); Make it Fun (units 5-17); Storytime (units 5-17) d) Introduce New Concepts (units 4-17); Word of the Day (units 5, 7, 8, 12); Word Talk (units 5, 7, 8, 12); Make it Fun (unit 12); Storytime (units 5-17) e) Trick Words (units 3-17) |
| Fluency | |
| <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a) Read on-level text with purpose and understanding. b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>a –c)Storytime (all units)</p> |
| GRADE 3 STUDENTS | |
| FOUNDATIONS LEVEL 3 | |
| Phonics and Word Recognition | |
| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a) Identify and know the meaning of the most common prefixes and derivational suffixes. b) Decode words with common Latin suffixes. c) Decode multisyllable words. d) Read grade-appropriate irregularly spelled words. | <ul style="list-style-type: none"> b) Introduce New Concepts; Word of the Day; Word Play; Storytime (Units 2, 3, 4, 8, 9, 14) c) Introduce New Concepts; Word of the Day; Word Play; Storytime (Units 2 - 14) d) Sound Alikes (Units 1-14) |
| Fluency | |
| <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a) Read on-level text with purpose and understanding. b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | |

WRITING STANDARDS K-3

| KINDERGARTENERS | FOUNDATIONS LEVEL K |
|--|------------------------|
| WRITING STANDARDS | |
| Text Types and Purposes: | |
| 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...). | |
| 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | |
| 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | |
| Production and Distribution of Writing | |
| 4. (Begins in grade 3) | |
| 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | |
| 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | |
| Research to Build and Present Knowledge | |
| 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | Storytime (unit 5) |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Storytime (units 1, 5) |
| 9. (Begins in grade 4) | |
| Range of Writing | |
| 10. (Begins in grade 3) | |

WRITING STANDARDS K-3 (Continued)

| GRADE 1 STUDENTS | FUNDATIONS LEVEL 1 |
|--|---------------------------|
| WRITING STANDARDS | |
| Text Types and Purposes: | |
| 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | |
| 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | Storytime (units 11,14) |
| 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | Storytime (units 7, 8,10) |
| Production and Distribution of Writing | |
| 4. (Begins in grade 3) | |
| 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | Storytime (units 11,14) |
| 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | |
| Research to Build and Present Knowledge | |
| 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | Storytime (units 11, 14) |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Storytime (all units) |
| 9. (Begins in grade 4) | |
| Range of Writing | |
| 10. (Begins in grade 3) | |

WRITING STANDARDS K-3 (Continued)

| GRADE 2 STUDENTS | FOUNDATIONS LEVEL 2 |
|--|------------------------------------|
| WRITING STANDARDS | |
| Text Types and Purposes: | |
| 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | Storytime (beginning in unit 4) |
| 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | |
| 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | Storytime (beginning in unit 2) |
| Production and Distribution of Writing | |
| 4. (Begins in grade 3) | |
| 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | Storytime (beginning in unit 5) |
| 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | |
| Research to Build and Present Knowledge | |
| 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | |
| 8. Recall information from experiences or gather information from provided sources to answer a question. | Storytime (beginning in unit 3) |
| 9. (Begins in grade 4) | |
| Range of Writing | |
| 10. (Begins in grade 3) | |

WRITING STANDARDS K-3 (Continued)

| GRADE 3 STUDENTS | FOUNDATIONS LEVEL 3 |
|--|---------------------|
| WRITING STANDARDS | |
| Text Types and Purposes | |
| <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b) Provide reasons that support the opinion. c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d) Provide a concluding statement or section. | |
| <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b) Develop the topic with facts, definitions, and details. c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d) Provide a concluding statement or section. | |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c) Use temporal words and phrases to signal event order. d) Provide a sense of closure. | |
| Production and Distribution of Writing | |
| <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | |
| <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> | |
| <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> | |

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|---|--|
| Research to Build and Present Knowledge | |
| 7. Conduct short research projects that build knowledge about a topic. | |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | |
| 9. (Begins in grade 4) | |
| Range of Writing | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |

SPEAKING AND LISTENING STANDARDS K-3

| KINDERGARTNERS: | FOUNDATIONS LEVEL K |
|---|---|
| Comprehension and Collaboration | |
| 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Continue a conversation through multiple exchanges. | a – b) Story time (all units) |
| 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | Storytime (all units) |
| 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | |
| Presentation of Knowledge and Ideas | |
| 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | Word Play (unit 1), Storytime (units 1,2,4,5) |
| 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | |
| 6. Speak audibly and express thoughts, feelings, and ideas clearly. | |

SPEAKING AND LISTENING STANDARDS K-3 (Continued)

| GRADE 1 STUDENTS | FOUNDATIONS LEVEL 1 |
|---|---|
| Comprehension and Collaboration | |
| 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c) Ask questions to clear up any confusion about the topics and texts under discussion. | |
| 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Storytime (units 3-14) |
| 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | |
| Presentation of Knowledge and Ideas | |
| 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | |
| 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | |
| 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) | Word of the Day; Word Talk (Units 1-17) |

SPEAKING AND LISTENING STANDARDS K-3 (Continued)

| GRADE 2 STUDENTS | FOUNDATIONS LEVEL 2 |
|---|--------------------------------|
| Comprehension and Collaboration | |
| 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others' talk in conversations by linking their comments to the remarks of others. c) Ask for clarification and further explanation as needed about the topics and texts under discussion. | |
| 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | Storytime (all units) |
| 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | |
| Presentation of Knowledge and Ideas | |
| 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Storytime (Writing Activities) |
| 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | |
| 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.) | Storytime (Writing Activities) |

SPEAKING AND LISTENING STANDARDS K-3 (Continued)

| GRADE 3 STUDENTS | FOUNDATIONS LEVEL 3 |
|--|---------------------|
| Comprehension and Collaboration | |
| <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in light of the discussion. | |
| <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | |
| <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> | |
| Presentation of Knowledge and Ideas | |
| <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> | |
| <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details</p> | |
| <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> | |

LANGUAGE STANDARDS K-3

| KINDERGARTNERS | FOUNDATIONS LEVEL K |
|--|---|
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. | a) Student Notebook (units 1-2), Dictation Dry Erase (units 4-5), Echo Letter Formation (units 1-5) b) Storytime (units 1-5), Word Play (unit 1: weeks 1-12) d) Word Play (unit 1 Weeks: 9-12), Storytime (units 1, 4, and 5) e) Storytime (units 1, 4, and 5) f) Storytime (units 1-5) |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | a) Word Play (units 1 and 5), Introduce New Concepts (unit 5), Make it Fun (unit 5) b) Word Play (unit 1) c) Dictation Sounds, Student Notebook, Skywrite Letter Formation (all units) d) Dictation Words, Word Play (unit 5), Make it Fun (unit 5) |
| Knowledge of Language | |
| 3. (Begins in grade 2) | |
| Vocabulary Acquisition and Use | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | |
| 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | |
| 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | Storytime (units 1-5), Word Play (units 1, 2) |

LANGUAGE STANDARDS K-3 (Continued)

| GRADE 1 STUDENTS | FOUNDATIONS LEVEL 1 |
|---|---|
| Conventions of Standard English | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Print all upper- and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f) Use frequently occurring adjectives. g) Use frequently occurring conjunctions (e.g., and, but, or, so, because). h) Use determiners (e.g., articles, demonstratives). i) Use frequently occurring prepositions (e.g., during, beyond, toward). j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | <ul style="list-style-type: none"> a) Dictation Dry-Erase, Dictation Composition Book (all units) , Skywrite-Letter Formation (Orientation and unit 1) b) Word of the Day, Word Talk, Storytime (all units) c) Word of the Day, Word Play (all units: focus Unit 6, 12) d) Word of the Day, Word Play (all units) e) Word of the Day, Word Play (all units, focus unit 13) f) (f-i) Word of the Day, Word Play, Story time (all unit) j) Word of the Day, Word Play, Storytime (all units) |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Capitalize dates and names of people. b) Use end punctuation for sentences. c) Use commas in dates and to separate single words in a series. d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | <ul style="list-style-type: none"> a) (a-b)Dictation Dry Erase, Dictation Composition Book (all units) Storytime (units 4,9-12) d) Dictation Dry Erase, Dictation Composition Book, Trick Words(all units), Storytime (units 4,9-12) e) Echo Find Words, Dictation Dry Erase, Dictation Composition Book (all units) |
| Knowledge of Language | |
| 3. (Begins in grade 2) | |
| Vocabulary Acquisition and Use | |
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Use frequently occurring affixes as a clue to the meaning of a word. c) Identify frequently occurring root words (e.g , look) and their inflectional forms (e.g., looks, looked, looking). | <ul style="list-style-type: none"> a) Storytime (all units) b) (b-c) Storytime, Word Play, Word of the Day; Word Talk (units 6-14) |

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LANGUAGE STANDARDS K-3 (Continued)

| Vocabulary Acquisition and Use | |
|--|--|
| <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c) Identify real-life connections between words and their use (e.g., note places at home that are cozy). d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. | <p>c) Word of the Day; Word Talk (all Units)</p> |
| <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> | <p>Storytime (all units)</p> |

LANGUAGE STANDARDS K-3 (Continued)

| GRADE 2 STUDENTS | FOUNDATIONS LEVEL 2 |
|--|--|
| Conventions of Standard English | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a) Use collective nouns (e.g., group). b) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c) Use reflexive pronouns (e.g., myself, ourselves). d) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e) Use adjectives and adverbs, and choose between them depending on what is to be modified. f) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | e) Storytime, Word Play, Word of the Day, Teach New Concepts (unit 7) |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a) Capitalize holidays, product names, and geographic names. b) Use commas in greetings and closings of letters. c) Use an apostrophe to form contractions and frequently occurring possessives. d) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | a) Dictation Dry Erase, Dictation Composition Book, Storytime (all units) d) Dictation Dry Erase, Dictation Composition Book, Storytime (all units) e) Dictation Dry Erase, Dictation Composition Book, Storytime (units 7-17) |
| Knowledge of Language | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a) Compare formal and informal uses of English. | |
| Vocabulary Acquisition and Use | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | c) Word of the Day, Word Talk, Storytime (units 4-17) |

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LANGUAGE STANDARDS K-3 (Continued)

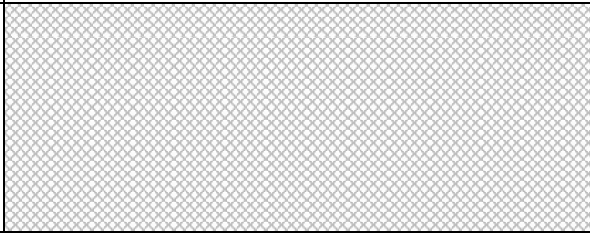
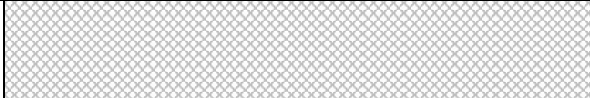
| Vocabulary Acquisition and Use | |
|---|---|
| 5. Demonstrate understanding of word relationships and nuances in word meanings. a) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny) | a) Story Time (unit 7) |
| 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | Word Talk, Word of the Day, Storytime (all units) |

LANGUAGE STANDARDS K-3 (Continued)

| GRADE 3 STUDENTS | FOUNDATIONS LEVEL 3 |
|--|--|
| Conventions of Standard English | |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b) Form and use regular and irregular plural nouns. c) Use abstract nouns (e.g., childhood). d) Form and use regular and irregular verbs. e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f) Ensure subject-verb and pronoun-antecedent agreement.* g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h) Use coordinating and subordinating conjunctions. i) Produce simple, compound, and complex sentences. | <p>b) Word Talk, Word of the Day (unit 2) e) Word Talk, Word of the Day (unit 2)</p> |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Capitalize appropriate words in titles. b) Use commas in addresses. c) Use commas and quotation marks in dialogue. d) Form and use possessives. e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | <p>e-g) Echo Find Words, Dictation Sentences, Student Notebook, Sound-Alikes (all units)</p> |
| Knowledge of Language | |
| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a) Choose words and phrases for effect.* b) Recognize and observe differences between the conventions of spoken and written standard English. | |

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LANGUAGE STANDARDS K-3 (Continued)

| Vocabulary Acquisition and Use | |
|---|---|
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | <ul style="list-style-type: none"> a) Sound Alikes (all units) b) Word of the Day, Word Talk, Introduce New Concepts (all units) c) Word of the Day, Word Talk (all units) d) Sound Alikes, Dictation Dry Erase, Dictation Composition Book (all units) |
| <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). |  |
| <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> |  |