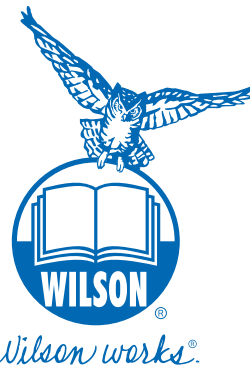


# **Common Core State Standards for English Language Arts**

Correlations for Levels K-3



**SECOND EDITION**

Wilson Language Training Corporation

[www.wilsonlanguage.com](http://www.wilsonlanguage.com)

[www.foundations.com](http://www.foundations.com)

# **WILSON Foundations®**

## **Correlated to Common Core State Standards**

The Second Edition of Foundations was published in the summer of 2012. It includes all of the successful components of the first edition, which was itself strongly aligned to the Common Core State Standards (CCSS). The Second Edition includes significant updates to thoroughly and specifically address the Common Core State Standards. It provides specific, measurable learning objectives which are aligned to CCSS.

### **Foundations Second Edition's Materials Design Supports CCSS**

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

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

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

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

### **Foundations Second Edition Aligns with Common Core Foundational Standards, ELA Language Standards, and ELA Shifts**

#### Foundations and CCSS Foundational Standards

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

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

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

#### Foundations and CCSS ELA language standards

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

#### Foundations and CCSS ELA Shifts

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

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

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

## **Foundations Second Edition Meets the CCSS Quality Standards for Instructional Materials**

### Significant Features:

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

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**Reading Standards: Foundational Skills**

Std. #	Standard Language	Primary Citations
	<b>Print Concepts</b>	
RF 1a.	Demonstrate understanding of the organization and basic features of print. <b>Follow words from left to right, top to bottom, and page by page.</b>	<b>Storytime:</b> (Unit 1: p.102; p. 112-113; p. 122-123; p. 132-133; p. 172-173; p. 182-183),(Unit 2: p. 199; p. 208; p. 218),(Unit 3: p. 275; p. 28; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341),(Unit 5: p. 356; p. 366-367; p. 376; p. 386-387; p. 396) <b>Teach Trick Words:</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. 362; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice:</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. 375; p. 385; p. 394; p. 404)
RF 1b.	Demonstrate understanding of the organization and basic features of print. <b>Recognize that spoken words are represented in written language by specific sequences of letters.</b>	<b>Word Play:</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),(Unit 2: p. 192; p. 194; p. 195; 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. 197; p. 206; p. 216),(Unit 3: p. 243; p. 263; p. 273; p. 290), (Unit 4: p. 307; p. 317; p. 326), (Unit 5: p. 355; p. 365; p. 375)
RF 1c.	Demonstrate understanding of the organization and basic features of print. <b>Understand that words are separated by spaces in print.</b>	<b>Word Play:</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), (Unit 4: p. 316; p. 326; p. 336), (Unit 5: 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. 392; p. 398; p. 402), <b>Make It Fun:</b> (Unit 4: p. 355; p. 365; p. 375), <b>Introduce New Concepts:</b> (Unit 5: p. 349; p. 379)
RF 1d.	Demonstrate understanding of the organization and basic features of print. <b>Recognize and name all upper- and lowercase letters of the alphabet.</b>	<b>Skywrite/Letter Formation:</b> (Orientation: p. 27, 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>Echo/Letter Formation:</b> (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>Drill Sounds:</b> (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. 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. 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. 209; p. 201; 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;

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		<p>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)</p> <p><b>Student Notebook:</b> (Orientation p. 57), (Unit 1: p. 65; p. 67; 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. 159; 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>Letter-Keyword-Sound</b> : (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>Echo/Find Letters:</b> (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. 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>Make It Fun</b> (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178), (Unit 2: p. 227), (Unit 3: p. 263; p. 279; p. 293), (Unit 5: p. 365; p. 375) <b>Alphabetical Order:</b> (Unit 2: p. 195; p. 206; p. 219), (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287)</p>
	<b>Phonological Awareness</b>	
RF 2a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Recognize and produce rhyming words.</b>	<b>Make It Fun:</b> (Unit 1: p. 108; p. 118; p. 128), (Unit 2: p. 206), <b>Storytime:</b> (Unit 1: p. 112; p. 122; p. 182) <b>Word Play:</b> (Unit 1: p. 111; p. 120)
RF 2b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Count, pronounce, blend, and segment syllables in spoken words.</b>	<b>Dictation / Dry Erase:</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. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) <b>Echo / Find Words:</b> (Unit 3: p. 237; p. 247; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 289), (Unit 4: p. 313; p. 315; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) <b>Make It Fun:</b> (Unit 2: p. 197; p. 206; p. 216), (Unit 3: p. 253; p. 263; p. 273; p. 283; p. 293), (Unit 4: p. 327; p. 337)
RF 2c.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Blend and segment onsets and rimes of single-syllable spoken words.</b>	<b>Make It Fun</b> (Unit 1: p. 108; p. 118), (Unit 2: p. 206), <b>Storytime:</b> (Unit 1: p. 112, p. 122; p. 182)

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RF 2d.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words<sup>(1)</sup>. (This does not include CVCs ending with /l/, /r/, or /x/.)</b>	<b>Word Play:</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. 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. 287; 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 1: p. 148; p. 158), (Unit 2: p. 197; p. 206; p. 216), (Unit 3: p. 243; p. 263; p. 273; p. 293), (Unit 5: p. 255; p. 365; p. 375), <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:</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 3419; p. 359; p. 361; p. 369; p. 391; p. 401), <b>Dictation/Words:</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. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405)
RF 2e.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</b>	<b>Word Play:</b> (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210), <b>Echo/Find Words:</b> (Unit 3: p. 237; p. 239), <b>Make It Fun:</b> (Unit 2: p. 206), <b>Introduce New Concepts</b> (Unit 2: p. 190), (Unit 3: p. 236)

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RF 3a.	<p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</b></p>	<p><b>Drill Sounds:</b> (Orientation: p. 58), (Unit 1: 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. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 3012; 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> (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. 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. 157; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401); <b>Letter-Keyword-Sound:</b> (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>Echo/Letter Formation:</b> (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. 209; p. 211; p. 213; p. 215; p. 217; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; 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; p. 393; p. 403); <b>Student Notebook:</b> (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 305) <b>Make It Fun:</b> (Unit 1: p. 68; p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178), (Unit 4: p. 307)</p>
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RF 3b.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Associate the long <sup>(2)</sup> and short sounds with the common spellings (graphemes) for the five major vowels.</b>	<b>Drill Sounds</b> (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 315; p. 318; p. 320; p. 322; p. 322; p. 324; p. 3216; p. 328; p. 330; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406), <b>Echo/Find Letters:</b> (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 369; p. 391; p. 401), <b>Letter-Keyword-Sound:</b> (Unit 1: p. 84; p. 94; p. 105; p. 124) <b>Echo/Letter Formation:</b> (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 195; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 269; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 3473; p. 383; p. 393; p. 403) <b>Student Notebook:</b> (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 127; p. 129; p. 137; p. 147; p. 149; p. 157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193), <b>Word Play:</b> Unit 3: p. 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)
RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</b>	<b>Teach Trick Words:</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>Find Trick Words</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)
RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</b>	<b>Word Play</b> (Unit 2: p. 192; p. 194; p. 196; p. 200; p. 202; p. 204; p. 210), <b>Make It Fun</b> (Unit 2: p. 206), <b>Echo/Find Words</b> (Unit 3: p. 237; p. 239)
<b>Fluency</b>		
RF 4.	Read emergent-reader texts with purpose and understanding.	<b>Storytime</b> (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 248; p. 255; p. 275; p. 285)

**Reading Standards for Literature**

**Foundations<sup>®</sup> Alignment to  
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Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RL 1.	With prompting and support, <i>ask and answer questions about key details in a text.</i>	<b>Storytime</b> (Unit 1: p. 72; p. 92, p. 102; p. 112; p. 122; p. 133; p. 142; p. 162; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331, p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
RL 2.	With prompting and support, <i>retell familiar stories, including key details.</i>	<b>Storytime:</b> (Unit 1: p. 82; p. 92; p. 102; p. 112; p. 122; p. 142; p. 152; p. 162; p. 182), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RL 3.	With prompting and support, <i>identify characters, settings, and major events in a story.</i>	<b>Storytime:</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 142; p. 152; p. 162; p. 172), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	<b>Craft and Structure</b>	
RL 4.	Ask and answer questions about unknown words in a text.	<b>Storytime:</b> (Unit 1: p. 102; p. 112; p. 122; p. 132; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
RL 5.	Recognize common types of texts (e.g., storybooks, poems)	<b>Storytime:</b> (Unit 3: p. 285; p. 295), (Unit 4: p. 311; p. 321) (Unit 5: p. 356; p. 366; p. 376; p. 275; p. 396; p. 406)
RL 6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>Storytime:</b> (Unit 1: p. 112; p. 122; p. 132; p. 162), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	<b>Integration of Knowledge and Ideas</b>	
RL 7.	With prompting and support, <i>describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</i>	<b>Storytime:</b> (Unit 1: p. 92; p. 102; p. 162; p. 172), (Unit 3: p. 265; p. 275; p. 285), (Unit 4: p. 311)
RL 8.	(Not applicable to literature)	
RL 9.	With prompting and support, <i>compare and contrast the adventures and experiences of characters in familiar stories.</i>	<b>Storytime:</b> (Unit 1, 72; p. 82; p. 92; p. 102; p. 142; p. 153; p. 162; p. 172), (Unit 3: p. 245; p. 255; p. 265; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331), (Unit 5: p. 366; p. 386)
	<b>Range of Reading and Level of Text Complexity</b>	
RL 10.	Actively engage in group reading activities with purpose and understanding.	<b>Storytime:</b> (Unit 1: p. 52; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 244; p. 255; p. 265; p. 375; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: 356; p. 366; p. 376; p. 386; p. 396; p. 406)

**Foundations<sup>®</sup> Alignment to  
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**Reading Standards for Informational Text**

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RI 1.	With prompting and support, <i>ask and answer questions about key details in a text.</i>	<b>Storytime:</b> (Unit 1: p. 102; p. 112; p. 122; p. 132; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376' p. 386; p. 396; p. 406),
RI 2.	With prompting and support, <i>identify the main topic and retell key details of a text.</i>	<b>Storytime:</b> (Unit 1: p. 112; p. 122; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 2: p. 285; p. 295), (Unit 4: p. 311), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RI 3.	With prompting and support, <i>describe the connection between two individuals, events, ideas, or pieces of information in a text.</i>	<b>Storytime:</b> (Unit 1: p. 143), (Unit 3: p. 245), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
	<b>Craft and Structure</b>	
RI 4.	With prompting and support, <i>ask and answer questions about unknown words in a text.</i>	<b>Storytime:</b> (Unit 5: p. 356; p. 376; p. 396)
RI 5.	Identify the front cover, back cover, and title page of a book.	<b>Storytime:</b> (Unit 1: p. 112; p. 122; p. 132; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RI 6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>Storytime:</b> (Unit 1: p. 112; p. 122; p. 132; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 285), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396))
	<b>Integration of Knowledge and Ideas</b>	
RI 7.	With prompting and support, <i>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).</i>	<b>Storytime:</b> (Unit 4: p. 295; p. 321), (Unit 5: p. 356; p. 376; p. 396)
RI 8.	With prompting and support, <i>identify the reasons an author gives to support points in a text.</i>	<b>Storytime</b> (Unit 1: p. 143), (Unit 3: p. 245), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
RI 9.	With prompting and support, <i>identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i>	<b>Storytime</b> (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
	<b>Range of Reading and Level of Text Complexity</b>	
RI 10.	Actively engage in group reading activities with purpose and understanding.	<b>Storytime</b> (Unit 1: p. 112; p. 122; p. 182), (Unit 2: p. 199; 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. 286; p. 396)

**Writing Standards**

**Foundations® Alignment to  
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Std. #	Standard Language	Primary Citations
	<b>Text Types and Purposes</b>	
W 1.	Use a combination of drawing, dictating, and writing to compose <i>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...).</i>	<b>Storytime</b> (Unit 1: p. 142-143), (Unit 3: p. 248), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396)
W 2.	Use a combination of drawing, dictating, and writing to compose <i>informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</i>	<b>Storytime</b> (Unit 1: p. 92; p. 102; p. 112; p. 123; p. 132; p. 162; p. 172; p. 182), (Unit 3: p. 265; p. 275), <b>My Journal</b> (Unit 2: p. 199), (Unit 4: p. 341), (Unit 5: p. 376; p. 396)
W 3.	Use a combination of drawing, dictating, and writing to <i>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.</i>	<b>Storytime</b> (Unit 1: p. 92; p. 102; p. 162; p. 172), (Unit 3: p. 265; p. 275; p. 285; p. 195), (Unit 4: p. 311; p. 321), <b>My Journal</b> (Unit 1: p. 163), (Unit 2: p. 199), (Unit 5: p. 367; p. 387)
	<b>Production and Distribution of Writing</b>	
W 4.	(Begins in grade <u>2</u> )	
W 5.	With guidance and support from adults, <i>respond to questions and suggestions from peers and add details to strengthen writing as needed.</i>	n/a
W 6.	With guidance and support from adults, <i>explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>	n/a
	<b>Research to Build and Present Knowledge</b>	
W 7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	n/a
W 8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	n/a
W 9.	(Begins in grade 4)	
	<b>Range of Writing</b>	
W 10.	(Begins in grade <u>2</u> )	

**Foundations® Alignment to  
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**Speaking and Listening Standards**

Std. #	Standard Language	Primary Citations
	<b>Comprehension and Collaboration</b>	
SL 1a.	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <b>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>	<b>Storytime</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
SL 1b.	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <b>Continue a conversation through multiple exchanges.</b>	<b>Storytime</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 243; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
SL 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.	<b>Storytime</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
SL 3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	n/a
	<b>Presentation of Knowledge and Ideas</b>	
SL 4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>Storytime</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406), <b>Word Play:</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 150; p. 160; p. 170; p. 180)
SL 5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>My Journal:</b> (Unit 1: p. 163), (Unit 2: p. 199), (unit 4: p. 341; p. 367; p. 387; p. 396)
SL 6.	Speak audibly and express thoughts, feelings, and ideas clearly.	Storytime” (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 113; p. 123; p. 133; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit : p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406) Make It Fun: (Unit 5: p. 385; p. 395; p. 405)

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**Language Standards**

Std. #	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
L 1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Print many upper- and lowercase letters.</b>	<b>Echo/Letter Formation:</b> (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. 203; 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. 269; p. 279; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 4: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403) <b>Dictation Sounds:</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. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405), <b>Dictation/Sentences</b> (Unit 5: p. 383; p. 389; p. 395; p. 403), <b>Student Notebook:</b> (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203 p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 305)
L 1b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use frequently occurring nouns and verbs.</b>	<b>Dictation/Sentences</b> (Unit 5: p. 383; p. 360; p. 389; p. 395; p. 403)
L 1c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</b>	n/a
L 1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</b>	<b>Word Play:</b> (Unit 1: p. 70; p. 80; p. 90; p. 110; p. 150; p. 160; p. 180)
L 1e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b>	<b>Teach Trick Words</b> (Unit 3: p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401), <b>Trick Word Practice:</b> (Unit 3; p. 265; p. 275; p. 285; p. 295), Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 2: p. 354; p. 364; p. 375; p. 385; p. 394; p. 404)
L 1f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Produce and expand complete sentences in shared language activities.</b>	<b>Storytime</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), ), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)
L 2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	<b>Introduce New Concepts:</b> (Unit 5: p. 349; p. 351; p. 379), <b>Word Play:</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), (Unit 5: p. 358; p. 360; p.368; p.

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Std. #	Standard Language	Primary Citations
	writing. <b>Capitalize the first word in a sentence and the pronoun I.</b>	370; p. 372; 380), <b>Dictation/Sentences</b> (Unit 5: p. 379; p. 383; p. 389; p. 393; p. 403), <b>Teach Trick Words:</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. p. 381; p. 391; p. 401), Trick Word Practice: (unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 365; p. 375; p. 385; p. 394; p. 404)
L 2b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Recognize and name end punctuation.</b>	<b>Introduce New Concepts:</b> (Unit 5: p. 349; p. 351), <b>Word Play:</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), (Unit 5: p. 358; p. 360; p. 368; p. 370; p. 372;p. 381) <b>Dictation/Sentences</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403)
L 2c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>	<b>Echo/Letter Formation:</b> (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>Dictation / Words:</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), <b>Dictation/Sentences</b> (Unit 5: p. 383; p. 393; p. 395; p. 403; p. 405)
L 2d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b>	<b>Dictation/Sentences</b> (Unit 5: p.383; p. 393; p. 395; p. 403; p. 405) <b>Echo / Find Words:</b> (Unit 3: p. 237; p. 247; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 289), (Unit 4: p. 313; p. 315; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)
	<b>Knowledge of Language</b>	
L 3.	(Begins in grade 2)	
	<b>Vocabulary Acquisition and Use</b>	
L 4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <b>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</b>	Supported throughout all Foundations activities – see Introduction
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <b>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.</b>	Supported throughout all Foundations activities – see Introduction
L 5a.	With guidance and support from adults, explore word relationships and nuances in word meanings. <b>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</b>	n/a

**Foundations® Alignment to  
Common Core State Standards for English Language Arts  
Kindergarten**

Std. #	Standard Language	Primary Citations
L 5b.	With guidance and support from adults, explore word relationships and nuances in word meanings. <b><i>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</i></b>	Supported throughout all Foundations activities – see Introduction
L 5c.	With guidance and support from adults, explore word relationships and nuances in word meanings. <b><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</i></b>	Supported throughout all Foundations activities – see Introduction
L 5d.	With guidance and support from adults, explore word relationships and nuances in word meanings. <b><i>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</i></b>	Supported throughout all Foundations activities – see Introduction
L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	n/a



**Foundations® Alignment to  
Common Core State Standards for English Language Arts  
Grade 1**

**Reading Standards: Foundational Skills**

Std. #.	Standard Language	Primary Citations
	<b>Print Concept</b>	
RF 1a.	Demonstrate understanding of the organization and basic features of print. <b>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</b>	<b>Introduce New Concepts</b> (Unit 2, pages 115, 119, Unit 3, pages 147) <b>Teach Trick Words—Reading</b> , (Unit 2, pages 120, Unit 3, pages 133, 137, 149, Unit 4, pages 161, 175, Unit 5, pages 187, 191, Unit 6, pages 205, 214, 223, Unit 7, pages 240, 249, 258, 263, Unit 8, pages, 278, 288, Unit 9, pages 306, 317, Unit 10 pages 335, 339, 353, Unit 11, pages, 373, 376, Unit 12, pages 411, 417, 421, 427, Unit 13, pages 443, 453, 459, 463, Unit, 14, pages 481) <b>Dictation/Sentences</b> (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495 ) <b>Word of the Day</b> (Unit 2, 118Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages, 237, 239, 247, 251, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages, 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 352, Unit 11, pages, 370, 372, 378, 382, 388, 393, Unit 12, pages 405, 408, 416, 418, 426, 428, Unit 13, pages 444, 454, 456, 464, 466, Unit 14 pages 485, 492, 494) <b>Storytime</b> (Unit 3, pages 141, Unit 4, pages 166, Unit 5 pages 192, Unit 6, pages 209, Unit 7, pages 245, Unit 8, pages 283, Unit 9, pages 310, Unit 10, pages 337, Unit 11, pages 375, Unit 12 pages 413, Unit 13, pages 451, Unit 14, pages 489 ) <b>Make It Fun</b> (Unit 6, pages 225, Unit 8, pages 277, Unit 10, pages 355, Unit 12, pages 409, Unit 13, pages 447 ) <b>Word Play</b> , (Unit 13, page 448)
	<b>Phonological Awareness</b>	
RF 2a.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Distinguish long from short vowel sounds in spoken single-syllable words.</b>	<b>Introduce New Concepts</b> (Unit 11, page 366, 368) <b>Word of the Day</b> (Unit 11, pages 370, 372, 378, 382, 388, 393) <b>Word Talk</b> (Unit 11, 374, 380, 390, 394) <b>Make it Fun</b> (Unit 11, page 371, 381, 391 )
RF 2b.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b>	<b>Introduce New Concepts</b> (Unit 8, pages 274, 284, Unit 9, pages 305, 312, Unit 10, pages 328, 348) <b>Word of the Day</b> (Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 352, Unit 14 pages, 485) <b>Word Play</b> (Unit 8, pages 286, Unit 10, pages 338, 344, Unit 14, pages 480 ) <b>Word Talk</b> (Unit 8, 280, 291, Unit 9, Unit 10, pages 336, 351, 354, Unit 11, Unit 14, pages 486, 496, 498 ) <b>Make it Fun</b> (Unit 8, pages 287, Unit 9, Unit 10, pages 333, 342, Unit 14, page 492)

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RF 2c	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b>	<b>Introduce New Concepts</b> (Unit 2, pages 106, 108, 111, Unit 3, pages 132, Unit 4, pages 158, 168, Unit 5, pages 184, Unit 6, pages 201, 203, 220, Unit 7, pages 236, 239, 246, 256, Unit 8, pages 274, 276, 284, Unit 9, pages 302, 305, 306, 308, 312, 314, Unit 10, pages 328, 334, 341, 342, 438, 350, Unit 11, pages 368, 387, pages 452, 454, 462) <b>Word of the Day</b> (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485) <b>Word Talk</b> (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330, 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498) <b>Word Play</b> (Unit 2, pages 112, 114, 116, Unit 3, pages 134, Unit 4, pages 160, Unit 5, pages 190, Unit 6, pages 200, 216, Unit 7, pages 248, Unit 8 pages 286, Unit 9 pages 316, Unit 10 pages 338, 344, Unit 11, pages 386, 392, Unit 14, pages 480, 482, 484) <b>Make it Fun</b> (Unit 2, pages 123, Unit 3, pages 136, Unit 5, pages 188, Unit 6, pages 202, Unit 7, pages 238, Unit 8, pages 287, Unit 10, pages 333, 343, Unit 11, pages 371, 380, 391, Unit 14, pages 493) <b>Storytime</b> (Unit 3, pages 141, Unit 4, pages 166, Unit 5 pages 193, Unit 6, pages 209, Unit 7 page 245, Unit 8 pages 282, Unit 9 pages 310, Unit 10, pages 337, Unit 11, page 375, Unit 14 pages 488)
RF 2d.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</b>	<b>Introduce New Concepts</b> (Unit 2, pages 106, 108, 111, Unit 3, pages 132, Unit 4, pages 158, 168, Unit 5, pages 184, Unit 6, pages 201, 203, 220, Unit 7, pages 236, 239, 246, 256, Unit 8, pages 274, 276, 284, Unit 9, pages 302, 305, 306, 308, 312, 314, Unit 10, pages 328, 334, 341, 342, 438, 350, Unit 11, pages 368, 387, pages 452, 454, 462, Unit 14) <b>Word of the Day</b> (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485) <b>Word Talk</b> (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330, 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498) <b>Word Play</b> (Unit 2, pages 112, 114, 116, Unit 3, pages 134, Unit 4, pages 160, Unit 5, pages 190, Unit 6, pages 200, 216, Unit 7, pages 248, Unit 8 pages 286, Unit 9 pages 316, Unit 10 pages 338, 344, Unit 11, pages 386, 392, Unit 14, pages 480, 482, 484) <b>Make it Fun</b> (Unit 2, pages 123, Unit 3, pages 136, Unit 5, pages 188, Unit 6, pages 202, Unit 7, pages 238, Unit 8, pages 287, Unit 10, pages 333, 343, Unit 11, pages 371, 380, 391, Unit 14, pages 493) <b>Storytime</b> (Unit 3, pages 141, Unit 4, pages 166, Unit 5 pages 193, Unit 6, pages 209, Unit 7 page 245, Unit 8 pages 282, Unit 9 pages 310, Unit 10, pages 337, Unit 11, page 375, Unit 14 pages 488)
<b>Phonics and Word Recognition</b>		

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RF 3a.	<p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</b></p>	<p><b>Drill Sounds/Warm Up</b> (Unit 3, pages 132, 134, 136, 138, 140, 142, 144,146, 148, 150, Unit 4, pages 158, 160, 162, 164, 166, 168, 170, 172, 176, Unit 5, pages 184, 186, 188, 190, 192, Unit 6, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, Unit 7, 237, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 266, Unit 8, pages 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, Unit 9, pages 302, 304, 306, 308, 310, 312, 314, 316,318, 320,Unit 10, pages 328, 330, 332, 334, 336, 338, 340, 344, 346, 348, 350, 352, 354, 356, Unit 11, pages 366, 368, 370,372, 374, 376, 378, 380, 328, 384, 386, 388, 390, 392, 394, Unit 12 pages 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428,430, 432, Unit 13, pages 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 468, 470, Unit 14 pages 480, 482,484, 486, 488, 490, 492, 494, 496, 498 ) <b>Introduce New Concepts</b> (Unit 3, pages 132, 135, 145, Unit 8 pages 274, 284) <b>Echo/Find Letters</b> (Unit 3, pages 139, 145, Unit 4, pages 159, 173, 175, Unit 5, Unit 6, pages 207, 211, 221,227, Unit 7, pages 243, 247, 253, 257, Unit 8, pages 281, 285, 291, Unit 9, pages 303, 319,Unit 10 pages 333, 341, 345, 349, Unit 11, pages 369, 371, 379, Unit 12, 387,425, 429, Unit 13, 469, Unit 14 pages 491 ) <b>Dictation/Sounds</b> (Unit 3, pages 135, 139, 147, Unit 4, pages 163, 167, 169, Unit 5 pages 185, 189, Unit 6 pages 203, 207, 211,213, 215, 217,219, 221, 225, 227, Unit 7 pages 241, 251, 253,255, Unit 8 pages 261, 281, 287, 291, Unit 9 pages 305, 309, 311, 313, 315, 317, 319, Unit 10 pages 331, 335, 343, 345, 347, 351, 355, Unit 11 pages 369, 376, 379,381,383,385, 389, 391, 393, Unit 12 pages 407, 409, 415, 419,421, 423, 425, 431, Unit 13 pages 445, 447, 449, 457, 458, 460, 461, 465, 467, 469, Unit 14 pages, 487, 489, 491, 493,495 <b>Word Play</b> (Unit 3, pages 134) <b>Make It Fun</b> (Unit 8 pages 187)</p>
RF 3b.	<p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>Decode regularly spelled one-syllable words.</b></p>	<p><b>Introduce New Concepts</b> (Unit 2, pages 106, 108, 111, Unit 3, pages 132, Unit 4, pages 158, 168, Unit 5, pages 184, Unit 6, pages 201, 203, 220, Unit 7,pages 236, 239, 246, 256, Unit 8, pages 274, 276, 284, Unit 9, pages 302, 305, 306, 308, 312, 314, Unit 10, pages 328, 334, 341, 342, 438, 350, Unit 11, pages 368, 387, pages 452, 454, 462, Unit 14) <b>Word of the Day</b> (Unit 2, pages 118, 122, Unit 3,pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8,pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485 ) <b>Word Talk</b> (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330,336,351,354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498) <b>Word Play</b> (Unit 2, pages 112, 114, 116, Unit 3, pages 134, Unit 4, pages 160,Unit 5, pages 190,Unit 6, pages 200,216, Unit 7, pages 248, Unit 8 pages 286, Unit 9 pages 316, Unit 10 pages 338,344, Unit 11, pages 386, 392, Unit 14, pages 480, 482, 484) <b>Make it Fun</b> (Unit 2, pages 123, Unit 3, pages 136, Unit 5, pages 188,Unit 6,pages 202, Unit 7, pages 238, Unit 8, pages 287, Unit 10, pages 333, 343, Unit 11, pages 371, 380, 391, Unit 14, pages 493) <b>Storytime</b> (Unit 3, pages 141, Unit 4, pages 166, Unit 5 pages 193, Unit 6, pages 209, Unit 7 page 245, Unit 8 pages 282, Unit 9 pages 310, Unit 10, pages 337, Unit 11, page 375, Unit 14 pages 488)</p>

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RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Know final -e and common vowel team conventions for representing long vowel sounds.</b>	<p><b>Drill Sounds/Warm Up</b> (Unit 9, pages 306, 310, 312, 314, 316, 318, Unit 10, pages 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 354, Unit 11, pages 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, Unit 12, pages, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, 430, Unit 13, pages 442, 452, 456, 458, 462, 464, 466, Unit 14 pages 492, 496, 498)</p> <p><b>Letter-Keyword-Sound</b> (Unit 9, pages 306) <b>Introduce New Concepts</b> (Unit 9, pages 308 Unit 10, pages 328, 334, 342, 350, Unit 11, pages 366, 368, 387, Unit 12, pages 414, 417, Unit 13, Unit 14)</p> <p><b>Word of the Day</b> (Unit 11, pages 369, 372, 378, 382, 388, 393, Unit 12, pages, 416, 418, Unit 13, pages 444, Unit 14, pages 494) <b>Make It Fun</b> (Unit 11, pages 371, 381, 391, Unit 14, pages 493)</p> <p><b>Word Talk</b> (Unit 11, pages 374, 380, 390, 394, Unit 13, pages 468, Unit 14, pages 498) <b>Word Play</b> (Unit 13, pages 448, Unit 14, 482, 490)</p>
RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b>	<p><b>Introduce New Concepts</b> (Unit 9, pages 302, 312, Unit 10, page 341, Unit 11, page 366, Unit 12, pages 404, 406, 414, 417) <b>Word Talk</b> (Unit 12, pages 410, 412, 420, 422, 430, 432, Unit 13, pages 446, 449, 450, 458, Unit 14 pages 486, 492, 496, 498 ) <b>Word of the Day</b> (Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 342, 349, 352, Unit 11, pages Unit 12, pages 405, 408, 416, 418, 426, 428, Unit 13, pages 444, 454, 456, 464, 466, 468, Unit 14, pages 485, 494) <b>Make It Fun</b> (Unit 9, pages 309, 315, Unit 10, pages 333, 343, Unit 11, pages 381, 391, Unit 12, pages 419, 429, Unit 14 pages 493) <b>Word Play</b> (Unit 13 page 448, Unit 14, pages 480, 482, 490) <b>Storytime</b> (Unit 12, page 413, Unit 13, page 451, Unit 14 page 488)</p>
RF 3e.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Decode two-syllable words following basic patterns by breaking the words into syllables.</b>	<p><b>Introduce New Concepts</b> (Unit 12, pages 404, 406, 414, 416, 424, Unit 13, pages 442, 445, Unit 14)</p> <p><b>Word Talk</b> (Unit 12, pages 410, 412, 420, 422, 430, 432, Unit 13, pages 446, 449, 450, 458, 468, Unit 14 page 496, 498) <b>Word of the Day</b> (Unit 12, pages 405, 408, 416, 418, 426, 428, Unit 13, pages 444, 454, 456, 464, Unit 14 pages 492, 494) <b>Storytime</b> (Unit 12, pages 413, Unit 13, page 451, Unit 14) <b>Make it Fun</b> (Unit 12, pages 419, 429, Unit 13, page 488, Unit 14 page 493) <b>Word Play</b> (Unit 13 page 448, Unit 14 page 490)</p>
RF 3f.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Read words with inflectional endings.</b>	<p><b>Introduce New Concepts</b> (Unit 6, pages 201, 203, 221, Unit 7, pages 256, Unit 9, page 312, Unit 10, page 341, 348, Unit 11, pages 387, Unit 13, pages 442, 445, 455, 462) <b>Word of the Day</b> (Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 257, 260, Unit 8, pages 290, Unit 9, pages 315, 318, Unit 10, pages 343, 349, 352, Unit 11, page 388, 393, Unit 13, pages 444, 452, 454, 456, 464, 466, Unit 14 pages 482, 485, 494) <b>Word Talk</b> (Unit 6, pages 206, 208, 217, 226, Unit 7 pages 244, 260, 264, Unit 8, pages 280, 290, Unit 10, page 336, 351, 354, Unit 11, pages 374, 380, 390, 394, Unit 12, pages 412, Unit 13, pages 449, 450, 458, 468, Unit 14 pages 486, 496, 498 ) <b>Make It Fun</b> (Unit 6, pages 202, 212, Unit 8, page 287, Unit 10, page 333, pages 409, Unit 13, pages 446, 457, 467, Unit 14 pages 487, 493, 495 ) <b>Storytime</b> ( Unit 10, page 337, Unit 13, page 451, Unit 14 page 488) <b>Word Play</b> (Unit 6, page 216, Unit 8 page 286, Unit 13 page 448, Unit 14 pages 484, 490)</p>

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RF 3g.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Recognize and read grade-appropriate irregularly spelled words.</b>	<b>Drill Sounds/Warm Up</b> (Unit 3 pages 134, 138, 140, 150, Unit 4 pages 158, 162, 172, 176, Unit 5 pages, 184, 188, Unit 6, pages 200, 202, 204, 206, 208, 212, 216, 218, 220, 224, 226, 228, Unit 7 pages 238, 242, 250, 254, 260, 264, Unit 8, pages 276, 280, 282, 284, 286, 290, Unit 9 pages 304, 308, 310, 316, 320, Unit 10 pages 330, 336, 340, 346, 350, 352, 356, Unit 11, pages 356, 376, 378, 382, 386, 388, 390, 392, 394, Unit 12 pages 404, 406, 408, 410, 412, 414, 416, 418, 420, 424, 426, 428, 430, 432, Unit 13 pages 442, 444, 446, 448, 450, 454, 460, 462, 464, 466, 468, 470, Unit 14 pages 480, 484, 486, 490, 492, 494, 496, 498) <b>Teach Trick Words—Reading</b> (Unit 2, pages 117, 121, Unit 3, pages 133, 137, 142, 149, Unit 4, pages 161, 165, 171, 175, Unit 5, pages 187, 191, Unit 6, pages 206, 214, 223, Unit 7, pages 240, 249, 258, 263, Unit 8, pages 278, 288, Unit 9, pages 307, 317, Unit 10, pages 335, 339, 353, Unit 11, pages 373, 376, Unit 12, pages 411, 417, 421, 427, Unit 13, pages 443, 453, 459, 463, Unit 14 pages 481, 497) <b>Teach Trick Words—Spelling</b> (Unit 2, pages 117, 121, Unit 3, pages 133, 137, 143, 149, Unit 4, pages 161, 165, 171, 175, Unit 5, pages 187, 191, Unit 6, pages 206, 215, 223, Unit 7, pages 241, 249, 259, 263, Unit 8, pages 279, 289, Unit 9, pages 307, 317, Unit 10, pages 335, 339, 353, Unit 11, pages 373, 377, Unit 12, pages 411, 417, 421, 427, Unit 13, pages 443, 453, 459, 463, Unit 14 pages 481, 497) <b>Introduce New Concepts</b> (Unit 2 page 119)
<b>Fluency</b>		
RF 4a.	Read with sufficient accuracy and fluency to support comprehension. <b>Read grade-level text with purpose and understanding.</b>	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RF 4b.	Read with sufficient accuracy and fluency to support comprehension. <b>Read grade-level text orally with accuracy, appropriate rate, and expression.</b>	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RF 4c.	Read with sufficient accuracy and fluency to support comprehension. <b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)

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Common Core State Standards for English Language Arts  
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**Reading Standards for Literature**

Std. #.	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RL 1.	Ask and answer questions about key details in a text.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RL 2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RL 3.	Describe characters, settings, and major events in a story, using key details.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
	<b>Craft and Structure</b>	
RL 4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RL 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.	<b>Storytime</b> (Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499)
RL 6.	Identify who is telling the story at various points in a text.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
	<b>Integration of Knowledge and Ideas</b>	
RL 7.	Use illustrations and details in a story to describe its characters, setting, or events.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RL 8.	(Not applicable to literature)	
RL 9.	Compare and contrast the adventures and experiences of characters in stories.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337,

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Std. #.	Standard Language	Primary Citations
		346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
	<b>Range of Reading and Level of Text Complexity</b>	
RL 10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	n/a

**Reading Standards for Informational Text**

Std. #.	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RI 1.	Ask and answer questions about key details in a text.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RI 2.	Identify the main topic and retell key details of a text.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, Unit 13 pages 451, 460, Unit 14 page 489)
RI 3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Storytime</b> (Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499)
	<b>Craft and Structure</b>	
RI 4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
RI 5.	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.	n/a
RI 6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	n/a
	<b>Integration of Knowledge and Ideas</b>	
RI 7.	Use the illustrations and details in a text to describe its key ideas.	n/a
RI 8.	Identify the reasons an author gives to support points in a text.	<b>Storytime</b> (Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499)

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RI 9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>Storytime</b> (Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499)
	<b>Range of Reading and Level of Text Complexity</b>	
RI 10.	With prompting and support, read informational texts appropriately complex for grade 1.	<b>Storytime</b> (Unit 7, page, 265, Unit 10, page 356, Unit 11, page 395, Unit 12, page 433, Unit 13 page 470, Unit 14 page 499)

**Writing Standards**

Std. #.	Standard Language	Primary Citations
	<b>Text Types and Purposes</b>	
W 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.	n/a
W 2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	n/a
W 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.	<b>Storytime</b> (Unit 3, Tip, page 151, Unit 9, Tip, page 311)
	<b>Production and Distribution of Writing</b>	
W 4.	(Begins in grade 3)	
W 5.	With guidance and support from adults, <b><i>focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</i></b>	n/a
W 6.	With guidance and support from adults, <b><i>use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></b>	n/a
	<b>Research to Build and Present Knowledge</b>	



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W 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).	n/a
W 8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
W 9.	(Begins in grade 4)	
	<b>Range of Writing</b>	
W 10.	(Begins in grade 3)	

**Speaking and Listening Standards**

Std. #.	Standard Language	Primary Citations
	<b>Comprehension and Collaboration</b>	
SL 1a.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b>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>	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489,)
SL 1b.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b>Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</b>	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
SL 1c.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b>Ask questions to clear up any confusion about the topics and texts under discussion.</b>	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)
SL 2.	Ask and answer questions about <b>key details in a text read aloud or information presented orally or through other media.</b>	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)

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		489)
SL 3.	Ask and answer questions about <i>what a speaker says in order to gather additional information or clarify something that is not understood.</i>	n/a
	<b>Presentation of Knowledge and Ideas</b>	
SL 4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489,)
SL 5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, Unit 13 pages 451, 460, 470, Unit 14 page 489,)
SL 6.	Produce complete sentences when appropriate to task and situation.	<b>Word of the Day</b> (Unit 2, pages 118, 122, Unit 3,pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8,pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485 ) <b>Word Talk</b> (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330,336,351,354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498) <b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)

**Language Standards**

Std. #.	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
L 1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Print all upper- and lowercase letters.</i>	<b>Dictation/Sounds</b> (Unit 3, pages 135, 139, 147, Unit 4, pages 163, 167, 169, Unit 5 pages 185, 189, Unit 6 pages 203, 207, 211,213, 215, 217,219, 221, 225, 227, Unit 7 pages 241, 251, 253,255, Unit 8 pages 261, 281, 287, 291, Unit 9 pages 305, 309, 311, 313, 315, 317, 319, Unit 10 pages 331, 335, 343, 345, 347, 351, 355, Unit 11 pages 369, 376, 379,381,383,385, 389, 391, 393, Unit 12 pages 407, 409, 415, 419,421, 423, 425, 431, Unit 13 pages 445, 447, 449, 457, 458, 460, 461, 465, 467, 469, Unit 14 pages, 487, 489, 491, 493,495) <b>Dictations/Words</b> (Unit 3, pages 135, 139, 147, Unit 4, pages 163, 167, 169, Unit 5 pages 185, 189, Unit 6 pages 203, 207, 211,213, 215, 217,219, 221, 225, 227, Unit 7 pages 241, 251, 253,255, Unit 8 pages 261, 281, 287, 291, Unit 9 pages 305, 309, 311, 313, 315, 317, 319, Unit 10 pages 331, 335, 343, 345, 347, 351, 355, Unit 11 pages 369, 376,

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		379,381,383,385, 389, 391, 393, Unit 12 pages 407, 409, 415, 419,421, 423, 425, 431, Unit 13 pages 445, 447, 449, 457, 458, 460, 461, 465, 467, 469, Unit 14 pages, 487, 489, 491, 493,495) <b>Dictation/Sentences</b> (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
L 1b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use common, proper, and possessive nouns.</b>	n/a
L 1c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</b>	n/a
L 1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</b>	n/a
L 1e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>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).</b>	<b>Introduce New Concepts:</b> (Unit 10 pages 348, Unit 11 page 387, Unit 13 pages 442, 445) <b>Word of the Day:</b> (Unit 10 pages 349, 354)
L 1f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use frequently occurring adjectives.</b>	n/a
L 1g.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</b>	n/a
L 1h.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use determiners (e.g., articles, demonstratives).</b>	n/a
L 1i.	Demonstrate command of the conventions of standard	n/a

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	English grammar and usage when writing or speaking. <i>Use frequently occurring prepositions (e.g., during, beyond, toward).</i>	
L 1j.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i>	n/a
L 2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Capitalize dates and names of people.</i>	<b>Capitalize Names Only Included: Dictation/Sentences</b> (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
L 2b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Use end punctuation for sentences.</i>	<b>Dictation/Sentences</b> (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
L 2c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Use commas in dates and to separate single words in a series.</i>	n/a
L 2d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i>	<b>Teach Trick Words—Spelling</b> (Unit 2, pages 117, 121, Unit 3, pages 133, 137, 143, 149, Unit 4, pages 161, 165, 171, 175, Unit 5, pages 187, 191, Unit 6, pages 206, 215, 223, Unit 7, pages 241, 249, 259, 263, Unit 8, pages 279, 289, Unit 9, pages 307, 317, Unit 10, pages 335, 339, 353, Unit 11, pages 373, 377, Unit 12, pages 411, 417, 421, 427, Unit 13, pages 443, 453, 459, 463, Unit 14 pages 481, 497) <b>Dictation/Sentences</b> (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385,

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		389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
L 2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>	<b>Dictation/Sentences</b> (Unit 2, pages 111, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495)
	<b>Knowledge of Language</b>	
L 3.	(Begins in grade 2)	
	<b>Vocabulary Acquisition and Use</b>	
L 4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>	n/a
L 4b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <b>Use frequently occurring affixes as a clue to the meaning of a word.</b>	<b>Introduce New Concepts:</b> (Unit 10, page 341, 348, Unit 11 page 387, Unit 13 pages 442, 445, 452, 455, 462, 465) <b>Word of the Day:</b> (Unit 10 page 343, 349, 352, Unit 11 page 389, 393, Unit 13 pages 444, 454, 456, 464, 466, Unit 14 pages 485, 494) <b>Word Talk</b> (Unit 13 pages 446, 449, 450, 458, Unit 14 pages 486, 496, 498) <b>Word Play</b> (Unit 13 page 448, Unit 14 pages 482, 484, 490) <b>Make It Fun</b> (Unit 13 pages 457, 467, Unit 14 pages 487, 493, 495)
L 4c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <b>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</b>	n/a
L 5a.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</b>	n/a
L 5b.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>Define words by category</b>	<b>Word of the Day</b> (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332,

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	<b>and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</b>	340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485 ) <b>Word Talk</b> (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330,336,351,354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498)
L 5c.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b>	<b>Word of the Day</b> (Unit 2, pages 118, 122, Unit 3, pages 136, 138, 144, 150, Unit 4, pages 162, 170, 172, Unit 5, pages 186, Unit 6, pages 204, 210, 213, 222, 224, Unit 7, pages 237, 239, 247, 250, 257, 260, Unit 8, pages 277, 285, 290, Unit 9, pages 304, 309, 315, 318, Unit 10, pages 329, 332, 340, 343, 349, 353, Unit 11, pages 370, 372, 378, 382, 388, 393, Unit 13, 456, pages 453, 466, Unit 14 pages 485, ) <b>Word Talk</b> (Unit 2, pages 124, Unit 3, pages 140, 148, Unit 4, pages 164, 174, Unit 5, pages 188, Unit 6, pages 206, 208, 217, 226, Unit 7, pages 242, 244, 252, 262, 264, Unit 8, pages 280, 291, Unit 10, pages 330,336,351,354, Unit 11, pages 374, 380, 390, 394, Unit 13, pages 458, 468, Unit 14 pages 486, 496, 498)
L 5d.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>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.</b>	n/a
L 6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<b>Storytime</b> (Unit 3, pages 141, 151, Unit 4, pages 166, 176, Unit 5, page 192, Unit 6, pages 209, 218, Unit 7, pages 245, 254, 265, Unit 8 pages 282, 292, , Unit 9, pages 310, 320, Unit 10, pages 337, 346, Unit 11, pages 375, 384, Unit 12, pages 413, 423, 433, Unit 13 pages 451, 460, 470, Unit 14 page 489)

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**Reading Standards: Foundational Skills**

Std. #	Standard Language	Primary Citations
<b>Phonics and Word Recognition</b>		
RF 3a.	Know and apply grade-level phonics and word analysis skills in decoding words. <b><i>Distinguish long and short vowels when reading regularly spelled one-syllable words.</i></b>	<b>Introduce New Concepts</b> (Unit 6: p. 206; p. 207; p. 209; p. 210; p. 212; p. 213), (Unit 7: p. 234; p. 235), (Unit 10: p. 318; p. 319; p. 322), (Unit 11: p. 346; p. 350; p. 358), (Unit 13: p. 392; p. 397), (Unit 14: p. 420; p. 421), (Unit 15: p. 448-449), (Unit 17: p. 494), <b>Word Talk</b> (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262; p.), (Unit 8: p. 280), (Unit 9: p. 298; p. 309), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 401; p. 410), (Unit 14: p. 428; p. 437), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) <b>Word of the Day:</b> (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 320; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p. 450; p. 454; p. 459; p. 462) <b>Storytime:</b> (Unit 6: p. 211; p. 217; p. 223), (Unit 7: 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; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509), <b>Make It Fun:</b> (Unit 9: p. 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 362), (Unit 12: p. 379), (Unit 13: p. 401; p. 407)
RF 3b.	Know and apply grade-level phonics and word analysis skills in decoding words. <b><i>Know spelling-sound correspondences for additional common vowel teams.</i></b>	<b>Introduce New Concepts:</b> (Unit 3: p. 132; p. 133; p. 134; p. 136), (Unit 4: p. 156; p. 162), (Unit 5: p. 176), (Unit 10: p. 318), (Unit 11: p. 346), (Unit 12: p. 374), (Unit 13: p. 392), (Unit 14: p. 420; p. 423), (Unit 15: p. 448; p. 449), (Unit 16: p. 476), <b>Drill Sounds:</b> (Unit 3: p. 132; p. 136; p. 138), (Unit 4: p. 146; p. 150; p. 152; p. 154; p. 158; p. 160; p. 164; p. 166), (Unit 5: p. 176; p. 180; p. 184; p. 186; p. 188; p. 192; p. 194; p. 196), (Unit 6: p. 210; p. 211' p. 216; p. 222; p. 224), (Unit 7: p. 234; p. 236; p. 238; p. 240; p. 242; p. 244; p. 252; p. 256; p. 260; p. 262), (Unit 8: p. 272; p. 276; p. 278; p. 280), (Unit 9: p. 290; p. 292; p. 296; p. 298; p. 300; p. 302; p. 304; p. 306; p. 308), (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484), (Unit 17: p. 494; p. 496; p. 498; p. 500; p. 502; p. 504; p. 506; p. 508; p. 510; p. 512)

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RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Decode regularly spelled two-syllable words with long vowels.</b>	<p><b>Introduce New Concepts</b> (Unit 6: p. 216; p. 217; p. 219), (Unit 7: p. 240; p. 241; p. 245; p. 255), (Unit 10: p. 329), (Unit 11: p. 356; p. 357), (Unit 17: p. 495), <b>Word Talk:</b> (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. 252; p. 364), (Unit 12: p. 382), (Unit 13: p. 400), (Unit 14: p. 429; p. 436; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 502; p. 512), <b>Word of the Day:</b> (Unit 6: p. 218; p. 220), (Unit 7: p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 330; p. 334), (Unit 11: p. 359; p. 360), (Unit 12: p. 402; p. 406; p. 410), (Unit 15: p. 459; p. 462), (Unit 17: p. 496; p. 488; p. 506; p. 510), <b>Storytime</b> (Unit 6: 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; p. 457; p. 459; p. 461), (Unit 16: p. 447; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509), <b>Make it Fun</b> (Unit 6: p. 221), (Unit 7: p. 249), (Unit 11: p. 361), (Unit 15: p. 463), (Unit 17: p. 499; p. 508)</p>
RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Decode words with common prefixes and suffixes.</b>	<p><b>Introduce New Concepts</b> (Unit 4: p. 146; p. 147; p. 148; p. 158; p. 159), (Unit 5: p. 188; p. 189), (Unit 6: p. 210; p. 219), (Unit 7: p. 255), <b>Word Talk:</b> (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: 224), (Unit 7: p. 250; p. 252; p. 160; p. 262), (Unit 8: p. 280), (Unit 9: p. 298), (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. 453; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512), <b>Word of the Day:</b> (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510), <b>Storytime:</b> (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), <b>Make it Fun:</b> (Unit 4: p. 163), (Unit 5: p. 193), (Unit 7: p. 249)</p>



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RF 3e.	<p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>Identify words with inconsistent but common spelling-sound correspondences.</b></p>	<p><b>Introduce New Concepts</b> :(Unit 3: p. 130; p. 131), (Unit 4: p. 146; p. 158; p. 159), (Unit 6: p. 212; p. 219), (unit 7: p. 235; p. 240; p. 244), (Unit 14: p. 423), (Unit 15: p. 448; p. 449), <b>Word Talk:</b> (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: 224), (Unit 7: p. 250; p. 252; p. 160; p. 262), (Unit 8: p. 280), (Unit 9: p. 298), (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. 453; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512), <b>Word of the Day:</b> (Unit 3: p. 135; p. 138), (unit 4: p. 152; p. 159; p. 160), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 235; p. 242; p. 246; p. 248; p. 256; p. 258), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), <b>Storytime:</b> (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>
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RF 3f.	<p>Know and apply grade-level phonics and word analysis skills in decoding words. <b>Recognize and read grade-appropriate irregularly spelled words.</b></p>	<p><b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), <b>Review Trick Words:</b> (Unit 1: p. 86; p. 88), Teach Trick Words: (Unit 2: p. 103; p. 113), (Unit 3: p. 133), (Unit 4: p. 151; p. 159), (Unit 5: p. 178; p. 191), (Unit 6: p. 207; p. 217), (Unit 7: p. 235; p. 244; p. 254), (Unit 8: p. 273), (Unit 9: p. 290; p. 301; p. 319; p. 329), (Unit 11: p. 347; p. 357), (Unit 12: p. 375), (Unit 13: p. 393; p. 403), (Unit 14: p. 421; p. 431), (Unit 15: p. 449; p. 457), (Unit 16: p. 477), (Unit 17: p. 495), <b>Trick Word Practice:</b> (Unit 1: p. 90), (Unit 2: p. 111; p. 116), (Unit 3: p. 136), (Unit 4: p. 154; p. 164), (Unit 5: p. 182; p. 185; p. 192), (Unit 6: p. 215; p. 222), (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 293; p. 299; p. 304; p. 307), (Unit 10: p. 324; p. 331; p. 335), (Unit 11: p. 347; p. 353; p. 355; p. 359; p. 362), (Unit 12: p. 377; p. 381), (Unit 13: p. 394; p. 404; p. 408), (Unit 14: p. 422; p. 428; p. 433; p. 436), (Unit 15: p. 455; p. 460; p. 465), (Unit 16: p. 479; p. 482), (Unit 17: p. 497; p. 502; p. 510), <b>Drill Sounds:</b> (Unit 2: p. 106; p. 108; p. 118; p. 120), (Unit 3: p. 138), (Unit 4: p. 156; p. 166), (Unit 5: p. 180; p. 186; p. 194; p. 196), (Unit 6: p. 210; p. 214; p. 215; p. 218; p. 224), (Unit 7: p. 240; p. 250; p. 262), (Unit 8: p. 276; p. 280), (Unit 9: p. 292; p. 294; p. 296; p. 302; p. 306; p. 308), (Unit 10: p. 320; p. 322; p. 326; p. 332; p. 334), (Unit 11: p. 350; p. 354; p. 360; p. 364), (Unit 12: p. 378; p. 382), (Unit 13: p. 396; p. 400; p. 406; p. 410), (Unit 14: p. 434; p. 438), (Unit 15: p. 450; p. 452; p. 456; p. 462; p. 466), (Unit 16: p. 480; p. 484), (Unit 17: p. 500; p. 502; p. 504; p. 506; p. 508; p. 512), <b>Dictation:</b> (Unit 1: p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; 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>Unit Tests:</b> (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (Unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (Unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513)</p>
	<b>Fluency</b>	

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RF 4a.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Read grade-level text with purpose and understanding.</i></b>	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
RF 4b.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Read grade-level text orally with accuracy, appropriate rate, and expression.</i></b>	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), <b>Fluency Kit Units 2-17 Phrases and Stories</b>
RF 4c.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></b>	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), <b>Fluency Kit Units 2-17 Phrases and Stories</b>

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**Reading Standards for Literature**

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RL 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),
RL 2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	n/a
RL 3.	Describe how characters in a story respond to major events and challenges.	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),
	<b>Craft and Structure</b>	
RL 4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	n/a
RL .5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),
RL 6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	n/a
	<b>Integration of Knowledge and Ideas</b>	
RL 7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	n/a
RL 8.	(Not applicable to literature)	
RL 9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from	n/a

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Std. #	Standard Language	Primary Citations
	different cultures.	
	<b>Range of Reading and Level of Text Complexity</b>	
RL 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.	n/a

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**Reading Standards for Informational Text**

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RI 1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>Storytime:</b> (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 9: p. 295; p. 196; p. 300; p. 303)
RI 2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>Storytime:</b> (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 9: p. 295; p. 196; p. 300; p. 303)
RI 3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	n/a
	<b>Craft and Structure</b>	
RI 4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<b>Storytime:</b> (Unit 5:p. 183),
RI 5.	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.	n/a
RI 6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	n/a
	<b>Integration of Knowledge and Ideas</b>	
RI 7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	n/a
RI 8.	Describe how reasons support specific points the author makes in a text.	n/a
RI 9.	Compare and contrast the most important points presented by two texts on the same topic.	n/a
	<b>Range of Reading and Level of Text Complexity</b>	
RI 10.	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.	n/a

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**Writing Standards**

Std. #	Standard Language	Primary Citations
	<b>Text Types and Purposes</b>	
W 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.	<b>Storytime:</b> (Unit 4: p. 165), (Unit 9: p. 202), (Unit 11: p. 357), (Unit 14: p. 435)
W 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.	n/a
W 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.	<b>Storytime:</b> (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509)
	<b>Production and Distribution of Writing</b>	
W 4.	Begins in grade 3	
W 5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	n/a
W 6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	n/a
	<b>Research to Build and Present Knowledge</b>	
W 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).	n/a
W 8.	Recall information from experiences or gather information from provided sources to answer a question.	<b>Storytime:</b> (Unit 2: p. 117), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 13: p. 409), (Unit 17: p. 509)
W 9.	(Begins in grade 4)	
	<b>Range of Writing</b>	
W 10.	Begins in grade 3	

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**Speaking and Listening Standards**

Std. #	Standard Language	Primary Citations
	<b>Comprehension and Collaboration</b>	
SL 1a.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <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).</b>	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
SL 1b.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <b>Build on others' talk in conversations by linking their comments to the remarks of others.</b>	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
SL 1c.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <b>Ask for clarification and further explanation as needed about the topics and texts under discussion.</b>	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
SL 2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
SL 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.	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)
	<b>Presentation of Knowledge and Ideas</b>	
SL 4.a	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in	<b>Storytime:</b> (Unit 2: p. 108), (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 211), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p. 351), (Unit 13: p. 398), (Unit 14: p. 427), (Unit 15: p. 457), (Unit 17: p. 500; p. 505)



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	coherent sentences.	
SL 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.	<b>Storytime:</b> (Unit 2: p. 108), (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 211), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p. 351), (Unit 13: p. 398), (Unit 14: p. 427), (Unit 15: p. 457), (Unit 17: p. 500; p. 505)
SL 6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)

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**Language Standards**

Std. #	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
L 1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use collective nouns (e.g., group)</b>	n/a
L 1b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b>	n/a
L 1c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use reflexive pronouns (e.g., myself, ourselves).</b>	n/a
L 1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</b>	n/a
L 1e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>Use adjectives and adverbs, and choose between them depending on what is to be modified.</b>	<b>Storytime:</b> (Unit 7: p. 251)
L 1f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>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).</b>	n/a
L 2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Capitalize holidays, product names, and geographic names.</b>	n/a
L 2b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Use commas in greetings and closings of letters.</b>	n/a
L 2c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	n/a

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Std. #	Standard Language	Primary Citations
	writing. <i>Use an apostrophe to form contractions and frequently occurring possessives.</i>	
L 2d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i>	<p><b>Unit Tests:</b> (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p><b>Dictation:</b> (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; 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>
L 2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i>	<p><b>Unit Tests:</b> (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p><b>Dictation:</b> (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; 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>Knowledge of Language</b>	
L 3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.	<p><b>Unit Tests:</b> (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 3069), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513),</p> <p><b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509), <b>Dictation:</b> (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243;</p>

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Std. #	Standard Language	Primary Citations
		p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; 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>Vocabulary Acquisition and Use</b>	
L 4a.	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. <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),
L 4b.	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. <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).</b>	<b>Make It Fun:</b> (Unit 5: p. 193), (Unit 7: p. 249), <b>Word Talk:</b> (Unit 5: p. 186; p. 196), (Unit 6: 224), (Unit 7: p. 250; p. 252; p. 160; p. 262), (Unit 8: p. 280), (Unit 9: p. 298), (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. 453; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)
L 4c.	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. <b>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</b>	<b>Word Talk:</b> (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: 224), (Unit 7: p. 250; p. 252; p. 160; p. 262), (Unit 8: p. 280), (Unit 9: p. 298), (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. 453; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512), <b>Make It Fun:</b> (Unit 5: p. 193), (Unit 7: p. 249), <b>Word of the Day:</b> (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 190; p. 193), <b>Introduce New Concepts:</b> (Unit 4: p. 146; p. 147; p. 148; p. 157), (Unit 5: p 188; p. 189)
L 4d.	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. <b>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</b>	<b>Introduce New Concepts:</b> (Unit 5: p. 176-177)
L 4e.	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. <b>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of</b>	n/a

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Std. #	Standard Language	Primary Citations
	<b><i>words and phrases.</i></b>	
L 5a.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</i></b>	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),
L 5b.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b><i>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</i></b>	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),
L 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., <i>When other kids are happy that makes me happy</i> ).	<b>Storytime:</b> (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509),

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**Reading Standards: Foundational Skills**

Std. #	Standard Language	Primary Citations
	<b>Phonics and Word Recognition</b>	
RF 3a.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Identify and know the meaning of the most common prefixes and derivational suffixes.</b>	<p>Word Talk (Unit 2 p.128,p.136,p.138,p.146) (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) ( Unit 7 p.304, p.314) (Unit 8 p.342 p.352) (Unit 9 p.372, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.514, p.520) (Unit 14 p.540, p.550)</p> <p>Sound Alike (Unit 4 p.186) (Unit 13 p.513) (Unit 14 p.542)</p> <p>Word of the Day (Unit 2 p. 122, p.124, p.132, p.135, p.140, p.142) (Unit 4 p.176, p.180, p.186, p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 8 p.332) (Unit 9 p.380, p.390) (Unit 12 p.488) (Unit 14 p.538, p.546)</p> <p>Introduce New Concepts (Unit 2 p.118, p.120, p.122, p.124, p.126, p.131, p.133, p.139, p.141) (Unit 4 p.174, p.178, p.184, p.188) (Bonus Unit p.269, p. 271, p.273, p.280, p.283, p.284)(Unit 7 p.296, p.298, p.306, p.308) (Unit 8 p.328) (Unit 9 p.376, p.384, p.386, p.389) (Unit 10 p.426) (Unit 12 p.486) (Unit 14 p.542, p.544)</p> <p>Make it Fun (Bonus Unit p.274, p.276, p.283, p.285)</p>
RF 3b.	Know and apply grade-level phonics and word analysis skills in decoding words. <b>Decode words with common Latin suffixes.</b>	<p>Word Talk (Unit 2 p.128,p.136,p.138,p.146) (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) ( Unit 7 p.304, p.314) (Unit 8 p.342 p.352) (Unit 9 p.372, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.514, p.520) (Unit 14 p.540, p.550)</p> <p>Sound Alike (Unit 4 p.186) (Unit 13 p.513) (Unit 14 p.542)</p> <p>Word of the Day (Unit 2 p. 122, p.124, p.132, p.135, p.140, p.142) (Unit 4 p.176, p.180, p.186, p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 8 p.332) (Unit 9 p.380, p.390) (Unit 12 p.488) (Unit 14 p.538, p.546)</p> <p>Introduce New Concepts (Unit 2 p.118, p.120, p.122, p.124, p.126, p.131, p.133, p.139, p.141) (Unit 4 p.174, p.178, p.184, p.188) (Bonus Unit p.269, p. 271, p.273, p.280, p.283, p.284)(Unit 7 p.296, p.298, p.306, p.308) (Unit 8 p.328) (Unit 9 p.376, p.384, p.386, p.389) (Unit 10 p.426) (Unit 12 p.486) (Unit 14 p.542, p.544)</p>
RF 3c.	Know and apply grade-level phonics and word analysis skills in decoding words . <b>Decode multisyllable words.</b>	<p>Word Talk (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.342, p.352) (Unit 9 p.372, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.514, p.520) (Unit 14 p.540, p.550)</p> <p>Sound Alike ( Unit 5 p.205, p.213) (Unit 8 p.327) (Unit 9 p.377) (Unit 14 p.533)</p> <p>Word of the Day (Unit 3 p.162) (Unit 4 p.176, p.180, p.186, p.190) (Unit 5 p.206, p.216) (Unit 6 p.234, p.236, p.244, p.246, p.254, p.257) (Unit 7 p.300, p.302, p.310, p.312) (Unit 8 p.328, p.330, p.332, p.338, p.340, p.348, p.350) (Unit 9 p.368, p.370, p.380, p.390) (Unit 10 p.410, p.418, p.420 p.428, p.430) (Unit 12 p.476, p.478, p.488) (Unit 13 p.506, p.508, p.518) (Unit 14 p.536, p.538, p.546, p.548)</p> <p>Introduce New Concepts (Unit 4 p.179) (Unit 5 p.202, p.204, p.212, p.217) (Unit 6 p.230, p.232, p.235, p.237, p.240, p.242, p.250, p.252, p.255) (Unit 7 p.296, p.298, p.306) (Unit 8 p.325, p.326, p.328,</p>

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Std. #	Standard Language	Primary Citations
		p.335, p.336, p.344, p.346) (Unit 9 p..364, p.366, p.368 p.374, p.376) (Unit 10 p.404, p.414, p.426, p.428) (Unit 12 p.472, p.474, p.486) (Unit 13 p.502, p.507, p. 514) (Unit 14 p.532, p.534, p.542, p.544)
RF 3d.	Know and apply grade-level phonics and word analysis skills in decoding words. <b><i>Read grade-appropriate irregularly spelled words.</i></b>	Trick Words (Unit 1 p.95,p.97,p.107) (Unit 2 p.125, p.127,p.133,p.135 p.143,p.145) (Unit 3 p.163) (Unit 4 p.181, p.189, p.191) (Unit 5 p.205, p.207, p.209, p.219) (Unit 6 p.237, p.243, p.245, p.247, p.253, p.257) (Unit 7 p.301, p.303, p.311, p.313) (Unit 8 p.327, p.331, p.337, p.339, p.341, p.347, p.349, p.351) (Unit 9 p.371, p.381, p.387, p.389, p.391) (Unit 10 p.409, p.411, p.419, p.421, p.429, p.431) (Unit 11 p.449, p.451, p.459, p.461) (Unit 12 p.477, p.479, p.489) (Unit 13 p.507, p.509, p.517, p.519) ( Unit 14 p.535, p.537, p.539, p.545, p.547, p.549) Sound Alike (Unit 1 p.95, p.101) (Unit 2 p.123, p.133) (Unit 3 p.161) (Unit 4 p.177, p.187) (Unit 5 p.205, p.213) (Unit 6 p.233, p.243, p.251) (Unit 7 p.299, p.309) (Unit 8 p.327, p.337, p.345) (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.511) (Unit 14 p.533, p.543)
	<b>Fluency</b>	
RF 4a.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Read grade-level text with purpose and understanding.</i></b>	n/a
RF 4b.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</i></b>	n/a
RF 4c.	Read with sufficient accuracy and fluency to support comprehension. <b><i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></b>	n/a

**Reading Standards for Literature**

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RL 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	n/a
RL 2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	n/a
RL 3.	Describe characters in a story (e.g., their traits,	n/a

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Std. #	Standard Language	Primary Citations
	motivations, or feelings) and explain how their actions contribute to the sequence of events.	
	<b>Craft and Structure</b>	
RL 4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	n/a
RL 5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	n/a
RL 6	Distinguish their own point of view from that of the narrator or those of the characters.	n/a
	<b>Integration of Knowledge and Ideas</b>	
RL 7.	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	n/a
RL 8.	(Not applicable to literature)	
RL 9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	n/a
	<b>Range of Reading and Level of Text Complexity</b>	
RL 10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	n/a

**Reading Standards for Informational Text**

Std. #	Standard Language	Primary Citations
	<b>Key Ideas and Details</b>	
RI .1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	n/a



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RI 2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	n/a
RI 3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	n/a
	<b>Craft and Structure</b>	
RI 4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	n/a
RI 5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	n/a
RI 6.	Distinguish their own point of view from that of the author of a text. <sup>3</sup>	n/a
	<b>Integration of Knowledge and Ideas</b>	
RI 7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	n/a
RI 8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	n/a
RI 9.	Compare and contrast the most important points and key details presented in two texts on the same topic.	n/a
	<b>Range of Reading and Level of Text Complexity</b>	
RI 10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	n/a

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**Writing Standards**

Std. #	Standard Language	Primary Citations
	<b>Text Types and Purposes</b>	
W 1a.	Write opinion pieces on topics or texts, supporting a point of view with reasons. <b>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</b>	n/a
W 1b.	Write opinion pieces on topics or texts, supporting a point of view with reasons. <b>Provide reasons that support the opinion.</b>	n/a
W 1c.	Write opinion pieces on topics or texts, supporting a point of view with reasons. <b>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</b>	n/a
W 1d.	Write opinion pieces on topics or texts, supporting a point of view with reasons. <b>Provide a concluding statement or section.</b>	n/a
W 2a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</b>	n/a
W 2b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>Develop the topic with facts, definitions, and details.</b>	n/a
W 2c.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</b>	n/a
W 2d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>Provide a concluding statement or section</b>	n/a
W 3a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</b>	n/a

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W 3b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</b>	n/a
W 3c.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>Use temporal words and phrases to signal event order.</b>	n/a
W 3d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>Provide a sense of closure.</b>	n/a
<b>Production and Distribution of Writing</b>		
W 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.)	n/a
W 5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	n/a
W 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.	n/a
<b>Research to Build and Present Knowledge</b>		
W 7.	Conduct short research projects that build knowledge about a topic.	n/a
W 8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	n/a
W 9.	(Begins in grade 4)	
<b>Range of Writing</b>		
W 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-	n/a

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	specific tasks, purposes, and audiences.	
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**Speaking and Listening Standards**

Std. #	Standard Language	Primary Citations
	<b>Comprehension and Collaboration</b>	
SL 1a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <b><i>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.</i></b>	n/a
SL 1b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <b><i>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).</i></b>	n/a
SL 1c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <b><i>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i></b>	n/a
SL 1d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <b><i>Explain their own ideas and understanding in light of the discussion.</i></b>	n/a
SL 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.	n/a
SL 3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	n/a
	<b>Presentation of Knowledge and Ideas</b>	
SL 4.a	Report on a topic or text, tell a story, or recount an	n/a

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	experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
SL 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.	n/a
SL 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.)	n/a

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**Language Standards**

Std. #	Standard Language	Primary Citations
	<b>Conventions of Standard English</b>	
L 1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b><i>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i></b>	n/a
L 1b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b><i>Form and use regular and irregular plural nouns.</i></b>	Introduce New Concepts (Unit 2 p.118)
L 1c.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b><i>Use abstract nouns (e.g., childhood).</i></b>	n/a
L 1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b><i>Form and use regular and irregular verbs.</i></b>	n/a
L 1e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b><i>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</i></b>	n/a
L 1f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b><i>Ensure subject-verb and pronoun-antecedent agreement.*</i></b>	n/a
L 1g.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b><i>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</i></b>	Introduce New Concepts (Unit 2 p.122, p.125, p.127, p.131) (Unit 4 p.178 p.184) (Unit 7 p.308) (Unit 10 p.426) (Unit 14 p.542) Word of the Day (Unit 4 p.176, p.180 p.186 p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 9 p.368, p.370, p.378, p.380, p.390) (Unit 10 p.407, p.410, p.418, p.420, p.428, p.430) (Unit 14 p.536, p.538, p.546, p.548) Word Talk (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.242, p.252) (Unit 9 p.373, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.520) (Unit 14 p.540, p.550)
L 1h.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b><i>Use coordinating and subordinating conjunctions.</i></b>	n/a
L 1i.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	n/a

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Std. #	Standard Language	Primary Citations
	<b><i>Produce simple, compound, and complex sentences.</i></b>	
L 2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Capitalize appropriate words in titles.</i></b>	n/a
L 2b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Use commas in addresses.</i></b>	n/a
L 2c.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Use commas and quotation marks in dialogue.</i></b>	n/a
L 2d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Form and use possessives.</i></b>	n/a
L 2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</i></b>	<p>Introduce New Concepts (Unit 2 p.131, p.133, p.139, p.141) (Unit 4 p.175, p.184) (Unit 7 p.298, p.306, p.308) (Unit 8 p.328) (Unit 9 p.376, p.384, p.386, p.388) (Unit 10 p.426) (Unit 12 p.486) (Unit 14 p.542, p.544)</p> <p>Echo Find Words (Unit 4 p.185) (Unit 5 p.215) (Unit 9 p.379) (Unit 10 p.419) (Unit 11 p.449, p.459) (Unit 12 p.475) (Unit 13 p.505)</p> <p>Word Talk Words (Unit 2 p.128, p.136, p.146) (Unit 4 p.182, p.192) (Unit 5 p.210, p.220) (Unit 6 p.238, p.248, p.258) (Unit 7 p.304, p.314) (Unit 8 p.242, p.252) (Unit 9 p.373, p.382) (Unit 10 p.422, p.432) (Unit 11 p.452, p.462) (Unit 12 p.480, p.490) (Unit 13 p.510, p.520) (Unit 14 p.540, p.550)</p> <p>Word of the Day (Unit 2 p.122, p.124, p.132, p.134, p.140, p.142) (Unit 4 p.176, p.180 p.186 p.190) (Unit 7 p.300, p.302, p.310, p.312) (Unit 8 p.332) (Unit 9 p.368, p.370, p.378, p.380, p.390) (Unit 10 p.407, p.410, p.418, p.420, p.428, p.430) (Unit 12 p.488) (Unit 14 p.536, p.538, p.546, p.548)</p> <p>Dictation Words (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, p.209, p.211, p.219) (Unit 6 p.237, p.239, p.243, p.245, p.247, p.249, p.253, p.257) (Bonus Unit p.275, p.277, p.281, p.285) (Unit 7 p.301, p.303, p.305, p.311, p.313) (Unit 8 p.327, p.329, p.331, p.333, p.337, p.339, p.341, p.343, p.347, p.349, p.351) (Unit 9 p.369, p.371, p.373, p.377, p.381, p.383, p.387, p.389, p.391) (Unit 10 p.409, p.411, p.413, p.419, p.421, p.423, p.427, p.429, p.431) (Unit 11 p.449, p.451, p.453, p.459, p.461) (Unit 12 p.477, p.479, p.481, p.489) (Unit 13 p.507, p.509, p.511, p.517, p.519) (Unit 14 p.535, p.537, p.539, p.541, p.545, p.547, p.549)</p>
L 2f.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b><i>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns,</i></b>	<p>Dictation (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, p.209, p.211, p.219) (Unit 6 p.237, p.239, p.243, p.245, p.247, p.249, p.253, p.257) (Bonus Unit p.275, p.277, p.281, p.285) (Unit 7 p.301, p.303, p.305, p.311, p.313) (Unit 8 p.327, p.329, p.331, p.333, p.337, p.339, p.341, p.343, p.347, p.349,</p>



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	<b>ending rules, meaningful word parts) in writing words.</b>	p.351) (Unit 9 p.369, p.371, p.373, p.377, p.381, p.383, p.387, p.389, p.391) (Unit 10 p.409, p.411, p.413, p.419, p.421, p.423, p.427, p.429, p.431) (Unit 11 p.449, p.451, p.453, p.459, p.461) (Unit 12 p.477, p.479, p.481, p.489) (Unit 13 p.507, p.509, p.511, p.517, p.519) (Unit 14 p.535, p.537, p.539, p.541, p.545, p.547, p.549)
L 2g.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</b>	Dictation (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, p.209, p.211, p.219) (Unit 6 p.237, p.239, p.243, p.245, p.247, p.249, p.253, p.257) (Bonus Unit p.275, p.277, p.281, p.285) (Unit 7 p.301, p.303, p.305, p.311, p.313) (Unit 8 p.327, p.329, p.331, p.333, p.337, p.339, p.341, p.343, p.347, p.349, p.351) (Unit 9 p.369, p.371, p.373, p.377, p.381, p.383, p.387, p.389, p.391) (Unit 10 p.409, p.411, p.413, p.419, p.421, p.423, p.427, p.429, p.431) (Unit 11 p.449, p.451, p.453, p.459, p.461) (Unit 12 p.477, p.479, p.481, p.489) (Unit 13 p.507, p.509, p.511, p.517, p.519) (Unit 14 p.535, p.537, p.539, p.541, p.545, p.547, p.549)
	<b>Knowledge of Language</b>	
L 3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>Choose words and phrases for effect.</b>	n/a
L 3b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize and observe differences between the conventions of spoken and written standard English.	n/a
	<b>Vocabulary Acquisition and Use</b>	
L 4a.	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. <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>	n/a
L 4b.	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. <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).</b>	n/a
L 4c.	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. <b>Use a</b>	n/a

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Common Core State Standards for English Language Arts  
Grade 3**

Std. #	Standard Language	Primary Citations
	<i>known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</i>	
L 4d.	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. <b>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.</b>	n/a
L 5a.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</b>	n/a
L 5b.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b>	n/a
L 5c.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</b>	n/a
L 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., <i>After dinner that night we went looking for them</i> ).	n/a