

FUNDATIONS SCOPE AND SEQUENCE

Level K of Foundations will set a very strong foundation for reading and writing.

In addition to Foundations, provide your students with a wide variety of text experiences, and expose them to poetry, narrative and informational text.

p

By The End of Level K, Students Will Be Able To:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words.
- Manipulate phonemes with additions or substitutions in one-syllable words.
- Name all letters of the alphabet.
- Write all manuscript letters in lowercase and uppercase.
- Sequence letters of the alphabet.
- Fluently produce sounds of consonants (primary) and short vowels when given the letter.
- Fluently produce sounds for basic digraphs (*wh, sh, ch, th, ck*)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels.
- Distinguish long and short vowel sounds within words.
- Read and spell approximately 200 CVC words.
- Spell other words phonetically, drawing on knowledge of sound-letter relationships.
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the, was, of*
- Identify and name correct punctuation at end of sentence.
- Capitalize words at beginning of sentences and names of people.
- Name the author and illustrator of a story and define their roles.
- Explain narrative story structure including character, setting and main events.
- Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence.
- Re-tell key details of narrative and informational text, using pictures or prompts as a guide.
- Identify characters, setting and main events in a story, with pictures or other prompts.
- Describe what happened in a story when given a specific illustration.
- With prompts, compare and contrast the experiences of characters in two stories.
- Explain difference between narrative and informational text.
- Echo-read a passage with correct phrasing and expression.
- Identify and explain new meanings for familiar words and newly taught words.
- Produce and expand complete sentences in shared language activities.

Unit 1 (12 weeks)

- Letter – Keyword – Sound for consonants
- Letter – Keyword – Sound for short vowels
- Letter Formation for lowercase letters (a-z)
- Sound recognition: consonants and short vowels
- Print and word awareness
- Rhyming
- Phonemic awareness: initial and final sounds
- Story retelling
- Beginning composition skills
- Fluency/phrasing with echo and choral reading

Unit 2 (4 weeks)

- Phonemic awareness skills: blending, segmenting, and manipulation of sounds
- Blending and reading three-sound short vowel words
- Story prediction
- Alphabetical Order
- Uppercase letter formation
- Sample words: **map, sad, rat**

Unit 3 (6 weeks)

- Phonemic awareness skills: blending, segmenting, and manipulation of sounds
- Blending sounds in nonsense CVC words
- Segmenting and spelling three-sound short vowel words
- Narrative story form: character, setting, main events
- Fluency and phrasing with echo and choral reading
- Beginning composition skills
- High frequency words (trick words)
- Sample words: **cut, tap, wet**
- Trick words: **the, a, and, are, to, is, his, as, has, was**

Unit 4 (4 weeks)

- Phoneme segmentation
- Concept of consonant digraph, keywords and sounds: **wh, ch, sh, th, ck**
- Decoding three-sound words with digraphs
- Spelling three-sound words with digraphs
- Spelling of ck at end of words
- Narrative story form: character, setting, main events
- Sample words: **bath, chop, thick**

- Trick words: **we, she, he, be, me, I, you, they**

Unit 5 (6 weeks)

- Sentence structure
- Sentence dictation
- Narrative fiction vs. informational books
- Trick words: **or, for, of, have, from, by, my, do, one**

Level 1 of Foundations reinforces the basic skills that were learned in Kindergarten and processes further into the study of word structure.

In addition to Foundations, provide your students with a wide variety of text experiences, and expose them to poetry, narrative and informational text.

By The End of Level 1, Students Will Be Able To:

- Segment syllables into sounds (phonemes) – up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs

- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with **-s, -es, -ed, -ing** suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text

- Explain narrative story structure including character, setting and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, setting and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase

- Identify frequently occurring root words (e.g. **look**) and their inflectional forms (e.g. **looks, looked, looking**)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes
- Apply beginning dictionary skills
- Identify real-life connections between words and their use
- Use verbs to convey a sense or past, present, and future
- Read controlled stories with fluency, expression and understanding

Unit 1 (2-3 weeks)

- Letter – Keyword - Sound for consonants
- Letter-Keyword-Sound for short vowels
- Letter Formation for lowercase letters a-z
- Alphabetical order
- Sound recognition for consonants and short vowels

Unit 2 (2-4 weeks)

- Phonemic awareness skills: sound manipulation (initial, final, medial)
- Blending and reading three-sound short vowel words
- Segmenting and spelling three-sound short vowel words
- Sentence dictation procedures, capitalization, punctuation (period) and proofreading procedures
- Story retelling in detail and sequence
- High frequency trick works: **the, a, and, is, his, of**
- Sample words: **map, lit, job, fix, quit**

Unit 3 (2 weeks)

- Phoneme segmentation
- Concept of consonant digraph, keywords and sounds: **wh, ch, sh, th, ck**
- Spelling of **ck** at end of words
- Punctuation (question mark)
- Narrative story form: character, setting, main events
- Reading with accuracy and prosody
- Retelling with picture notes and visualization
- High frequency trick words: **as, has, to, into, we, he, she, be, me, for, or**
- Sample words: **wish, chop, sock**

Unit 4 (2 weeks)

- Bonus letter spelling rule: **ff, ll, ss** and sometimes **zz**
- Glued sound: **all**
- Narrative story form: character, setting, main events
- Punctuation: exclamation point, quotation marks
- Reading with accuracy and prosody
- High frequency trick words: **you, your, I, they, was, one, said**
- Sample words: **hill, puff, bill, miss, call**

Unit 5 (1 week)

- Glued sounds: **am, an**
- Reading with accuracy and prosody
- Proofreading
- High frequency trick words: **from, have, do, does**
- Sample words: **ham, can, fan**

Unit 6 (3 weeks)

- Baseword and suffix with the suffix: **-s**
- Pluralization
- Narrative fiction vs. informational books
- Reading with accuracy and prosody
- High frequency trick words: **were, are, who, what, when, where, there, here**

- Sample words: hills, bugs, chills

Unit 7 (3 weeks)

- Glued sounds: ang, ing, ong, ung, ank, ink, onk, unk
- Blending and reading words with ng or nk
- Segmenting and spelling words with ng or nk
- Narrative fiction vs. informational books
- Reading with accuracy and prosody
- High frequency trick words: why, by, my, try, put, two, too, very, also, some, come
- Sample words: bang, bank, pink, chunks

Unit 8 (2 weeks)

- Consonant blends and digraph blends
- Blending and reading words with up to four sounds
- Segmenting and spelling words with up to four sounds
- Suffix –s added to words with four sounds
- R-controlled vowel sounds: ar, or, er, ir, ur
- Reading with accuracy and prosody
- High frequency trick words: would, could, should, her, over, number

- Sample words: bump, stash, bled, past, pinch, shrug, steps

Unit 9 (2 weeks)

- Closed syllable concept with short vowels
- Closed syllable vs. open syllable
- Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy
- Narrative fiction vs. informational books
- Reading with accuracy and prosody
- High frequency trick words: say, says, see, between, each
- Sample words: click, chunk, sniffs

Unit 10 (3 weeks)

- Segmenting and blending up to 5 sounds
- Suffix –s added to words with 5 sounds
- Suffixes –ed, –ing added to unchanging basewords with closed syllables
- Vowel team sounds for: oa, oe, ow, oy, oo, ue, ew, au, aw
- Narrative fiction vs. informational books
- Reading with accuracy and prosody
- High frequency trick words: any, many, how, now, down, out, about, our

- Sample words: stump, clasp, strap, slashing, blended

Unit 11 (3 weeks)

- Vowel-consonant-e syllable in one-syllable words
- Long vowel sounds
- Narrative fiction vs. informational books
- Reading with accuracy and prosody
- High frequency trick words: friend, other, another, none, nothing
- Sample words: stove, hope, caves

Unit 12 (3 weeks)

- Concept of syllable in multisyllabic words
- Compound words
- Syllable division rules
- Reading and spelling words with two closed syllables or closed and v-e syllables
- Reading with accuracy and prosody
- Paragraph structure
- High frequency trick words: people, month, little, been, own, want, Mr., Mrs.
- Sample words: sunset, finish, reptile

Unit 13 (3 weeks)

- Suffix **-s, -inc, -ed** added to multisyllabic words
- Suffix **-es** added to basewords with closed syllables
- Reading with accuracy and prosody
- Paragraph structure
- High frequency trick words: **work, word, write, being, their, first, look, good, new**
- Sample words: **trombones, picnics, boxes, finishes**

Unit 14 (2 weeks)

- Review of word structure and concepts
- Review sentence construction and proofreading
- Review narrative vs. informational text
- High frequency trick words: **water, called, day, may, way**
- Sample words: **blinks, slashing, blended, disrupted, insisting, disputes**

LEVEL 2 of Foundations builds on the basic skills that were learned in Kindergarten and Level 1 and progresses further into the study of word structure.

In addition to Foundations, provided your students with a wide variety of literature experiences, exposing them to poetry, narrative and informational text.

By The End of Level 2, Students Will Be Able To:

- Know and apply grade-level phonics and word analysis skills in decoding words
- Segment syllables into sounds (phonemes) – up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends
- Identify parts or words (syllables, basewords, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words

- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (**ar, er, ir, or, ur**)
- Read and spell words with vowel teams (**ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, oy, oo, ue, ew, au, aw**)
- Read and spell words with unexpected vowel sounds (**old, ild, ind, ost, olt, ive**)
- Read and spell words with suffixes (**-s, -es, -ed, -inc, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty**)
- Read and spell words with common prefixes (**un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-**)
- Read and spell phonetically regular one-, two- and three-syllable words
- Identify words with inconsistent, but common spelling-sound correspondences
- Read and spell the first 200 high frequency words including irregular words
- Divide multisyllabic words
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Use synonyms

- Know some multiple meaning words
- Apply dictionary skills
- Use correct writing position and pencil grip
- Write clear, legible manuscript at an appropriate rate
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people
- Read controlled stories with fluency, expression and understanding
- Read approximately 90 words per minute with fluency and understanding
- Retell short narrative stories, recounting key ideas and details
- Retell facts from informational text
- Local facts and details in narrative and informational writing
- Skim for information
- Make judgments, predictions from given facts
- Use sentence level context as a clue to the meaning of a word or phrase

- Determine the meaning of a new word when a prefix is added to a known word
- Use knowledge of the meaning of individual words to predict the meaning of a compound word
- Identify real life connections between words and their use – answer who, what, where, when, why and how questions with narrative and informational texts
- Answer who, what, where, when, why and how questions with narrative and informational text
- Describe how characters in a story respond to major events and challenges
- Determine the central message of a story
- Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs
- Use words and phrases acquired through conversations, reading and being read to and responding to texts including using adjectives and adverbs to describe

Unit 1 (2 weeks)

- Letter – Keyword - Sound for consonants and vowels
- Concept of consonant digraphs
- Letter-keyword-sound for digraphs
- Concept of consonant blends
- Concept of digraph blends
- Spelling of /k/sound
- Closed syllable type
- Sample words: quilt, elf, shred, kick, crush

Unit 2 (2 weeks)

- Bonus letter spelling rule, ff, ll, ss and sometimes zz
- Glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk
- Blending and reading words with glued sounds
- Segmenting and spelling words with bonus letters and glued sounds
- Prosody
- Fluent passage reading
- Story retelling
- ar, er, ir, or, ur
- Trick words: shall, pull, full, both, talk, walk
- Sample words: spill, string, stand, toss

Unit 3 (1 week)

- Concept of closed syllable exceptions
- Glued sounds: **ild, ind, old, olt, ost**
- Story retelling
- Fluent passage reading
- **ai, ay, ea, ee, ey, oi, oy**
- Trick words: **done, goes, pretty**
- Sample words: **wild, find, cold, colt, post**

Unit 4 (2 weeks)

- Review suffixes: **-s, -es, -ed, -ing**
- Additional sounds of **-ed** suffix **/d, /t/**
- Comparison suffixes: **-er, -est**
- Spelling procedure for words and suffixes
- Forming plurals
- Forming present and past tense
- Categorizing vowel and consonant suffixes
- Fluent passage reading
- **oa, oe, ow, ou, oo, ue, ew**
- Trick words: **again, please, animal, sure, use, used**
- Sample words: **stronger, tallest, spilled, passed**

Unit 5 (2 weeks)

- Reading and spelling two-syllable words

- Review syllable concept in multisyllabic words
- Compound words
- Syllable division rules for dividing between closed syllables
- Procedure for spelling words with more than one syllable
- Spelling of **ic** at the end of multisyllabic words
- New suffixes: **ful, ment, ness, less, able, end, ish**
- Prefixes: **mis, un, non, dis, and trans**
- **au** and **aw**
- Trick words: **against, knew, know, always, often, once**
- Sample words: **catnip, habit, tonic, mascot, hundred, freshen, boldness**

Unit 6 (2 weeks)

- Review vowel-consonant-e syllables
- **s- /s/ and /z/**
- Spelling option procedure
- Two-syllable words with closed and vowel-consonant-e syllables
- Compound words
- Vowel-consonant-e exception (**-ive**)
- Suffix **-ive**
- Trick words: **only, house, move, right, place, together**
- Sample words: **hope, confuse, reptile, olive, inventive**

Unit 7 (3 weeks)

- Open syllable type
- **y** as a vowel
- Combining open syllables with closed and vowel-consonant-e syllables
- Additional syllable division rules
- **y, ly, ty** suffixes
- Trick words: **eight, large, change, city, every, family, night, carry, something**
- Sample words: **no, music, relate, cry, baby, chilly**

Unit 8 (1 week)

- R-controlled syllable type
- Sounds of **ar** and **or**
- Combining r-controlled syllables with other syllable types
- Trick words: **world, answer, different**
- Sample words: **fort, part, orbit, party**

Unit 9 (2 weeks)

- Sound of **er, ir** and **ur**
- Spelling option procedure for **/ər/sound**
- Combining r-controlled syllables with **er, ir** and **ur** with other syllable types
- Dictionary skills

- Trick words: picture, learn, earth, father, brother, mother
- Sample words: burst, termite, dirty

Unit 10 (2 weeks)

- Double vowel syllable type
- Sounds of ai and ay
- Use of spelling option procedure for /ā/ sound
- Combining all types of syllables
- Homophones
- Trick words: great, country, away, America, school, thought
- Sample words: paint, display

Unit 11 (2 weeks)

- Sounds of ee, ea and ey
- Use of spelling option procedure for /ē/ sound
- Trick words: whose, won, son, breakfast, head, ready
- Sample words: cheap, keep, chimney

Unit 12 (1 week)

- Sounds of oi and oy
- Spelling generalizations of /oi/ sound
- Trick words: favorite, early, ocean
- Sample words: moist, toys, paperboy

Unit 13 (2 weeks)

- The long o sound of oa, oe and ow
- Use of spelling option procedure for /ō/ sound
- Review of suffix endings
- Trick words: Monday, Tuesday, cousin, lose, tomorrow, beautiful
- Sample words: road, doe, grown

Unit 14 (2 weeks)

- The /ou/ sound of ou and ow
- Flexibility in sound choices for reading
- Spelling generalizations of /ou/ sound
- Trick words: Wednesday, Thursday, Saturday, bought, brought, piece
- Sample words: sample, drown, plow

Unit 15 (2 weeks)

- The /ü/ sound of oo, ou, ue and ew
- The /ū/ sound of ue
- Use of spelling option procedure for /ü/ and /ū/ sounds
- Trick words: January, February, July, enough, special, December
- Sample words: spoon, soup, overdue, blew, argue

Unit 16 (1 week)

- Sounds of au and aw
- Spelling generalizations for the /ò/ sound
- Trick words: August, laugh, daughter
- Sample words: claw, aunt

Unit 17 (2 weeks)

- Consonant-le syllable type
- Spelling consonant-le words
- Review of all 6 syllable types
- Trick words: trouble, couple, young
- Sample words: gobble, tumble, noble

*R-controlled and vowel teams are introduced in Units 2-5. Students drill keywords and learn to reference these sounds when reading trade books. These will be studied and practiced for both reading and spelling in-depth in Units 8-16.