

**WIT &
WISDOM[®]**
FLORIDA EDITION

Florida's B.E.S.T. Standards
Correlation to *Wit & Wisdom*
Florida Edition with Foundations[®]

GRADE 1

October 2020

More Meaningful English

Florida's B.E.S.T. Standards: English Language Arts Correlation to *Wit & Wisdom*® Florida with Foundations®

GRADE 1

November 2020

Wit & Wisdom® Florida is a comprehensive Kindergarten through Grade 8 English language arts (ELA) curriculum. *Wit & Wisdom* was created by Great Minds® by bringing together teachers and experts who believe all students deserve access to rich, rigorous content alongside systematic, scientifically based reading instruction. As part of the major tool of instruction, *Wit & Wisdom* combined with Foundations®, a foundational skills program by Wilson Language Training for students in K-3, to ensure all students will have access to comprehensive ELA instruction that thoroughly meet the Florida BEST standards. Great Minds and Wilson Language Training have created a comprehensive solution to ELA instruction for the state of Florida.

Wit & Wisdom

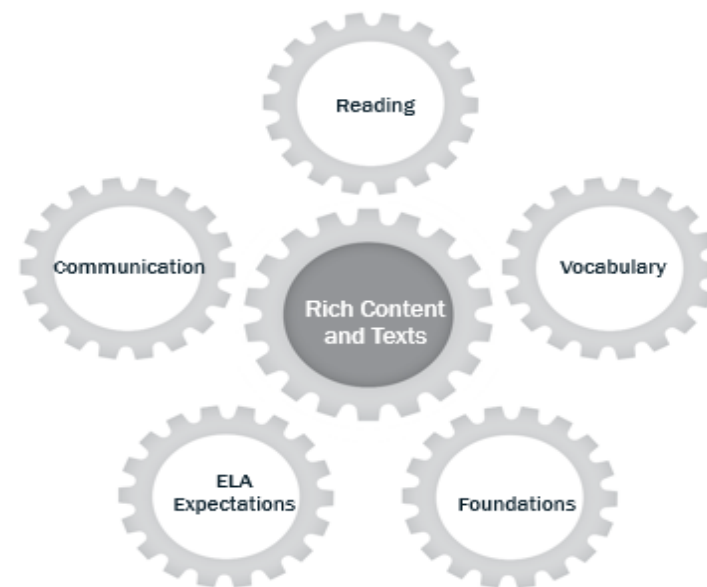
At the heart of each *Wit & Wisdom* module is a selection of literary works, informational texts, and visual art. Every text a student explores is authentic and of the highest quality. Students use these texts at every turn to learn—and eventually master—essential reading, communication, and vocabulary skills. Each module focuses on an engaging, content-focused topic. The purposeful sequence of topics within and across grade levels builds students' content knowledge in literature, the arts, social sciences and history, and science. A shared knowledge base empowers all students to comprehend complex texts.

Powerful questions guide students' learning across the 30–38 lessons in each module. Using predictable yet flexible stages for close reading, *Wit & Wisdom* students build transferrable skills to comprehend texts across the content areas. Explicit, text-based communication instruction follows a sequence of stages that gradually leads students to mastery in writing and presenting.

Great Minds supports all students in learning by achieving the essential balance of accountability to standards through meaningful, relevant content. Each module lesson integrates reading, communication, and vocabulary instruction and includes an aligned conventions or vocabulary Deep Dive.

Foundations®

Foundations® by Wilson Language Training provides teachers in K–3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach. The power of this program is that it overlaps skills, not treating them in isolation, so that a daily 30–35-minute lesson teaches and then reinforces many corresponding skills.



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

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

GRADE 1 ENGLISH LANGUAGE ARTS

The following alignment study provides illustrative examples of how *Wit & Wisdom* Florida with Foundations® addresses Florida’s B.E.S.T. Standards for English Language Arts. The aligned examples included are not comprehensive (the full curriculum contains many more examples), but rather show where the knowledge and skills of each benchmark are taught, learned, or demonstrated. Because the instruction of standards in *Wit & Wisdom* Florida with Foundations® is integrated and not isolated, the same lesson may be listed as an exemplar for more than one standard. Sometimes a full lesson illustrates alignment; other times we call out specific sections or a Deep Dive. Some individual examples may address components of the benchmark’s knowledge or skills, with the complete set of examples providing full coverage of the benchmark.

Through the implementation of the major tool of instruction, *Wit & Wisdom* for core ELA and Foundations for foundational skills, *Wit & Wisdom* Florida with Foundations® provides students with the proficiencies necessary to meet the Florida B.E.S.T. standards while benefiting from the access to rich texts and knowledge building.

With *Wit & Wisdom* Florida with Foundations®, students build the knowledge, vocabulary, foundational literacy, and critical thinking skills they need for success in secondary and post-secondary education, career, and civic life.

For additional information on the *Wit & Wisdom* Florida with Foundations® curriculum and standards alignment, please see our K–2 Reviewer Guide at: https://www.greatminds.org/hubfs/Review%20Files/Florida%202020%20Review%20Files/Reviewer%20Guides/WW_FLORIDA_REVIEWER_GUIDE_K_2.pdf?hsLang=en-us

For a narrative description of Foundations– standards alignment for Grade 1, please see: <https://vis.wilsonacademy.com/DocViewer/index/ViewDocument?docId=19a18fa4-5b82-45e9-b6a4-3be792e0463c>

G = grade level	Examples:
M = module	G1 M1 L6 = Grade 1 Module 1 Lesson 6
L = lesson	G1 M1 L6DD = Grade 1 Module 1 Lesson 6 Deep Dive
DD = Deep Dive	

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Communication	Communicating Through Writing	<p><i>Handwriting</i> ELA.1.C.1.1: Print all upper- and lowercase letters.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons: Primary Example G1 M4 L31DD p. 398</p> <p>G1 M4 L30DD p. 389 L32DD p. 408 L33 > Edit End-of-Module Task p. 415</p> <p>Foundations® addresses this standard through the following: Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation.</p> <p>Sky Write/Letter Formation (description p. 50): (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96)</p> <p>Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence.</p> <p>Echo/Letter Formation (description p. 46): (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115). Students are held accountable for legible handwriting in all dictation activities and on the Unit Tests.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31)</p> <p>Dictation/Sentences: (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211;</p>

			<p>p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p>A note on uppercase letter formations: Foundations® students are explicitly taught the letter formations of all 26 letters, upper- and lowercase, in Level K. Given the systematic and cumulative nature of Foundations®, and the expectation that the program is implemented across grades, skills were well established in Kindergarten. The lower-case letters are reviewed in Level 1, the uppercase letters are not retaught unless it is needed. The Level 1 Teacher’s Manual (page 7) includes an explicit note about the potential need to review or teach uppercase letters in Level 1, depending on the background of the students. The Level 1 Manual includes explicit instructions to teach letter formation (Echo/Letter Formation p. 46, Sky Write/Letter Formation p. 50), and the Level 1 Teacher’s Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see Formation Guides Teacher’s Kit)</p> <p>The Home Support Packet also reinforces letter formation. (See pages 8–21.)</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Narrative Writing</i> ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M3 L32–34 > End-of-Module Task p. 401</p> <p>G1 M1 L21 > Execute Using Adjectives p. 242 L25 > Experiment with Sequencing Events p. 289 L26 > Execute Using Sequenced Events p. 301</p> <p>G1 M3 L9 > Examine a Problem p. 115 L10 > Experiment with Writing a Problem p. 126 L11 > Execute Writing a Problem for a Story p. 141 L12 > Plan Focusing Question Task 2 Create Focusing Question Task 2 p. 151 L16 > Experiment with Writing a Resolution p. 205</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Argumentative Writing</i> ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s <i>Foundations®</i> form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M4 L29–32 p. 367</p> <p>G1 M2 L26 > Choose a Favorite Animal p. 338</p> <p>G1 M4 L7 > Experiment with Opinion Paragraph Structure p. 92 L8 > Plan Focusing Question Task 1 p. 104 L9 > Create Focusing Question Task 1 p. 119 L10 > Examine Opinion Statements p. 131 L12 > Examine Reasons p. 157 L13 > Experiment with Reasons p. 172 L15 > Plan Focusing Question Task 2 p. 196 L19 > Experiment with Conclusions p. 249</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Expository Writing</i> ELA.1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M2 L33–35 > End-of-Module Task p. 419</p> <p>G1 M1 L4 > Execute Using Sentence Frames p. 44</p> <p>G1 M2 L2–4 > Examine the Structure of an Informative Paragraph p. 23 L5 > Experiment with the Informative Paragraph Structure p. 61 L6 > Execute Using the Informative Paragraph Structure p. 76 L9 > Create Focusing Question Task 1 p. 114 L14 > Excel in Writing Topic Statements p. 187 L17 > Experiment with Selecting Information p. 225 L29 > Experiment with Conclusions p. 377 L31 > Create Focusing Question Task 5 p. 401</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Improving Writing</i> ELA.1.C.1.5: With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M2 L34DD p. 435</p> <p>G1 M1 L28 > Provide Feedback in Writing p. 323 L30DD p. 345</p> <p>G1 M2 L14 > Excel in Writing Topic Statements p. 187 L35DD p. 444</p> <p>G1 M3 L34 > Excel at Writing Sensory Words in a Story p. 425 L34DD p. 429</p> <p>G1 M4 L27 > Excel at Writing Introductions p. 349 L33 > Edit End-of-Module Task p. 415</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Communicating Orally	<p><i>Oral Presentation</i> ELA.1.C.2.1: Present information orally using complete sentences and appropriate volume.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M4 L22 > Speak to Add Relevant Details p. 286</p> <p>G1 M1 L18 > Retell the Story p. 210</p> <p>G1 M2 L6 > Retell the Story p. 76</p> <p>G1 M3 L14 > Identify the Story Elements; Retell the Story p. 174 L25 > Create Focusing Question Task 4, Parts 1 and 2 p. 325</p> <p>G1 M4 L17 > Speak to Add Details p. 224 L18 > Retell the Story p. 237 L34 > Participate in Socratic Seminar p. 425 L35 > Perform Fluency p. 435</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Following Conventions	<p><i>Conventions</i> ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons: Primary Example G1 M1 L10 > Experiment Using Complete Sentences p. 116</p> <p>G1 M1 L14 > Experiment with Proper Nouns p. 165</p> <p>G1 M2 L23DD p. 307</p> <p>G1 M3 L7DD p. 91 L24DD p. 316</p> <p>G1 M4 L15DD p. 200 L17 > Complete New-Read Assessment p. 223 L18DD p. 241 L21DD p. 280</p> <p>Foundations® addresses this standard through the following:</p> <p>Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters.</p>

			<p>The Dictation (Composition Book) Activity requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization.</p> <p>Dictation/Sentences: (description p. 36): (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; 163; 167; 169; 171; 175), (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311, p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p>The Teach Trick Words – Reading Activity also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization.</p> <p>Teach Trick Words – Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>Foundations® sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175), (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203;</p>
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			<p>p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p>Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p> <p>Teach Trick Words – Spelling (description p. 54): (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137; p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 215; p. 223), (Unit 7: p. 241; p. 249; p. 259; p.263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>The Home Support Packet activities reinforce encoding skills.</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Researching	<p><i>Researching and Using Information</i> ELA.1.C.4.1: Participate in research to gather information to answer a question about a single topic.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons: Primary Example G1 M2 L33–35 > End-of-Module Task p. 419</p> <p>G1 M2 L26 > Research a Favorite Animal p. 339</p> <p>G1 M3 L3 > Examine Research with Multiple Sources p. 34 L4 > Examine Research with Multiple Sources p. 47 L5 > Experiment with Research Using Multiple Sources p. 63</p> <p>G1 M4 L30 > Research Textiles p. 383</p>
	Creating and Collaborating	<p><i>Multimedia</i> ELA.1.C.5.1: Use a multimedia element to enhance oral or written tasks.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons: Primary Example G1 M2 L22 > Experiment with Adding Illustrations p. 287</p> <p>G1 M1 L3 > Experiment with Using Sentence Frames p. 31</p> <p>G1 M2 L19 > Plan Focusing Question Task p. 251 L24 > Execute Using Illustrations to Clarify Ideas; Land p. 315 L30 > Plan Focusing Question Task 5 p. 389 L34–35 > End-of-Module Task p. 429</p>

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		<p><i>Technology in Communication</i> ELA.1.C.5.2: Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M2 L25 > Execute Using a Digital Tool p. 326</p> <p>G1 M2 L24 > Examine and Experiment with Using a Digital Tool p. 316</p>
Foundations	Learning and Applying Foundational Reading Skills	<p><i>Print Concepts</i> ELA.1.F.1.1: Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Geodes</i> lessons across modules include instruction and opportunities for students to practice demands of this benchmark in carefully sequenced, knowledge-building texts.</p> <p><i>Geodes</i> G1 M1 pp. 22, 24, 82–83 <i>Geodes</i> G1 M2 p. 119 <i>Geodes</i> G1 M3 p. 205 <i>Geodes</i> G1 M4 p. 295</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® provides instruction in the Storytime activity that supports this standard. Storytime (p. 218, 228, 265 p. 356, 433, 470, 499)</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
		<p><i>Phonological Awareness</i> ELA.1.F.1.2: Demonstrate phonological awareness.</p>	
		<p>a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® has extensive and explicit instruction in the higher-level skill of phonemic segmentation. The skill of isolating phonemes in a spoken word is emphasized in the <i>Echo/Find Words and Dictation/Words</i> activities beginning in Unit 2 in Level 1. The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends), segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. This is <i>first done orally without letters</i>. Once the student segments the spoken words into phonemes, the students then identifies letter tiles or writes the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. The concept of digraphs is explicitly taught in Unit 3 (See Unit 3 p. 130–153) and digraphs are then included in word resources for all units following. Words including digraphs will be segmented in Dictation and Echo/Find activities. The concepts of initial and final consonant blends and digraph blends are explicitly taught in Unit 8 (See Unit 8. p. 270–296) and are included in word resources for all units following. Words including blends and digraph blends will be segmented in Dictation and Echo/Find activities (See Unit Resources p.323; p 359–360; p 397–398; p. 435–436; p. 473–474; 501–502.)</p> <p>Dictation/Words (description p. 30): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313;</p>

			<p>p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p> <p>Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>Introduce New Concepts: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387)</p> <p>Make it Fun (description p. 60) (Unit 2: p: 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness).</p> <p>The skill of segmenting phonemes in a spoken word, including initial and/or final blends, digraphs, and digraph blends, is emphasized in the procedure of the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, Unit 8 (see Unit 8 Introduction: p. 270).</p> <p>The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends), segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Dictation/Words (description p. 30): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p>

		<p>Echo/Find Words (description p. 42; 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>Introduce New Concepts: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387)</p> <p>Make it Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p> <p>The Foundations® curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations® is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above that is used for Echo/Find and Dictation activities, phonemic awareness instruction in Foundations® is aided by card manipulation. In many decoding activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. Students are hearing and tuning into the individual sounds and blending them together. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program in isolation, but rather it is integrated throughout the year (daily) as it is directly integrated into the study of word structure. The use of Sounds Cards and tapping to isolate phonemes in words, including words with initial and/or final consonant blends once taught, are including in the following activities: Introduce New Concepts, Make it Fun, Word of the Day, Word Play, and Word Talk.</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		c. Blend single-syllable spoken words with at least five phonemes.	For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard. Foundations® addresses this standard through the following: Student’s awareness about the way phonemes are coarticulated when they are blended are explicitly taught with the tapping technique (as described above.) Students blend words with up to five sounds in activities in Unit 10 and beyond (Unit 10: 324, 329, 329, p. 332; p. 340; p. 343; p. 349; p. 352)
		d. Segment single-syllable spoken words with at least five phonemes.	For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard. Foundations® addresses this standard through the following: Oral segmentation of sounds required as part of the procedure for Echo/Find Words and Dictation/Words. Students segment words orally with up to five sounds in Unit 10 and beyond. Dictation/Words (description p. 30): (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355) Echo/Find Words (description p. 42; 44): (Unit 10: p. 333; 341; 345; 349) Introduce New Concepts: (Unit 10: p. 331; 341)

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>e. Segment and blend phonemes in multi-syllable spoken words.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following: For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. The procedure for Echo/Find Words (multisyllabic words) and Dictation/Words (multisyllabic words) teaches students to first hear the word orally, then break the words into syllables. This oral work is done before spelling one syllable at a time.</p> <p>Echo/Find Words (description p. 44): (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>Dictation/Words (description p. 32): (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Phonics and Word Analysis</i> ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Geodes</i> lessons across modules include instruction and opportunities for students to practice demands of this benchmark in carefully sequenced, knowledge-building texts.</p> <p><i>Geodes</i> G1 M1 pp. 26–29, 90–91 <i>Geodes</i> G1 M2 pp. 104–105 <i>Geodes</i> G1 M3 pp. 170–171 <i>Geodes</i> G1 M4 pp. 268–269</p>
		<p>a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following: The concept of digraphs is explicitly taught in Unit 3 (See Unit 3 p. 130–153) and digraphs are included in word resources for all units following for all decoding activities. (See Unit Resources p. 179, p. 195, p. 231; p. 267–268; p. 295–296; p.323; p 359–360; p 397–398; p. 435–436; p. 473–474; 501–502.)</p> <p>The concepts of initial and final consonant blends and digraph blends are explicitly taught in Unit 8 (See Unit 8. p. 270–296) and are included in word resources for all units following for all decoding activities (See Unit Resources p.323; p 359–360; p 397–398; p. 435–436; p. 473–474; 501–502.) Foundations® Level 1 B.E.S.T. Supplement provides specific instruction to incorporate trigraphs in supplemental lesson in Unit 3 when digraphs are reviewed. (See Supplemental packet lesson.)</p> <p>Activities that include decoding: Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime activities. Introduce New Concepts (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246;</p>

			<p>p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387)</p> <p>Word of the Day (description p. 56) (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494)</p> <p>Word Talk (description p. 58) (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)</p> <p>Make it Fun (description p. 60) (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)</p> <p>Word Play (description p. 60) (Unit 2. p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490)</p> <p>Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: p. 488)</p> <p>Also, the Home Support Packet activities, Foundations® Fluency Kit 1, and Foundations® Stories Set 1 (included in Teacher’s Kit), and the Geodes Level 1</p>
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			Classroom Library* provide additional decoding practice and include words with common digraphs, blends, and digraph blends.
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		b. Decode simple words with r-controlled vowels.	<p>For the Florida edition, <i>Great Minds' Wit & Wisdom®</i> + Wilson Language Training's <i>Foundations®</i> form the major tool of instruction to meet the grade-level standard.</p> <p><i>Foundations®</i> addresses this standard through the following: R-controlled vowels are introduced in the Drill Sounds/Warm Up activity beginning in Unit 8. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p>Drill Sounds/Warm Up: (Unit 8: p. 276; p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498)</p> <p><i>Foundations®</i> Level 1 B.E.S.T. Supplement provides specific instruction to incorporate trigraphs in supplemental lesson in Unit 8 to teach tapping for decoding of r-controlled, single-syllable words. (See r-controlled lessons.)</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>c. Decode and encode regularly spelled one-syllable words.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>The instruction in Unit 1 ensures mastery of letter-sound correspondences. This prepares students for instruction (beginning in Unit 2 and continuing daily throughout the year) for word analysis strategies with phonetically regular words with the closed syllable and vowel-consonant-e syllable types in Level 1. Students are explicitly taught to apply word analysis to a variety of reading tasks during activities that are rotated throughout each week. Activities that include decoding one-syllable words with closed syllables or v-e syllable words in isolation and in context: Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities</p> <p>Introduce New Concepts: (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387)</p> <p>Word of the Day (description p. 56): (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393)</p> <p>Word Talk (description p. 58): (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)</p>

			<p>Make it Fun (description p. 60): (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)</p> <p>Word Play (description p. 60): (Unit 2: p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490)</p> <p>Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: p. 488)</p> <p>Also, the Home Support Packet activities, Foundations® Fluency Kit 1, and Foundations® Stories Set 1 (included in Teacher’s Kit), and Geodes Level 1 Classroom Library* provide additional decoding practice.</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
		<p>d. Decode words with inflectional endings.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (See Unit 6 p. 196–231) and are included in word resources for all units following for all decoding activities. (See Unit Resources p. 267–268; p. 295–296; p.323; p 359–360; p 397–398; p. 435–436; p. 473–474; 501–502.) Suffix -ed and -ing added to unchanging base words is explicitly taught in Unit 10 (See Unit 10 p. 324–360) and are included in word resources for all units following for all decoding activities. (See Unit Resources p. 397–398; p. 435–436; p. 473–474; 501–502.) Suffix -es is explicitly taught in Unit 13 (See Unit 123 p. 438–474 and Unit Resources p. 501–502.)</p> <p>The activities that include decoding words include: Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities. Also, the Home Support Packet activities, Foundations® Fluency Kit 1, and Foundations® Stories Set 1 (included in Teacher’s Kit), and Geodes Level 1 Classroom Library* provide additional decoding practice.</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>e. Decode two-syllable words with regular patterns by breaking the words into syllables.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>In Foundations®, word analysis strategies for phonetically regular words is sequential and cumulative based on the six syllable types. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations® activities that include two-syllable words with these syllable types include:</p> <p>Introduce New Concepts (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462)</p> <p>Word of the Day (description p. 56) (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494)</p> <p>Word Talk (description p. 58) (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)</p> <p>Make it Fun (description p. 60) (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)</p> <p>Word Play (description p. 60) (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490)</p> <p>Storytime (description p. 60): (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488)</p> <p>Also, the Home Support Packet activities and Foundations® Fluency Kit 1 (included in Teacher’s Kit), and Geodes Level 1 Classroom Library* provide additional decoding practice.</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>f. Decode words that use final –e and vowel teams to make long-vowel sound.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s <i>Foundations®</i> form the major tool of instruction to meet the grade-level standard.</p> <p><i>Foundations®</i> addresses this standard through the following:</p> <p>In <i>Foundations®</i>, word analysis strategies for phonetically regular words is sequential and cumulative based on the six syllable types. In <i>Foundations®</i>, vowel letter/sound recognition is taught for both decoding and encoding within the context of six syllable types that determine the sound of the vowel(s) within a syllable. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. <i>Foundations®</i> activities that include decoding words with final-e syllable typed include:</p> <p>Introduce New Concepts (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462)</p> <p>Word of the Day (description p. 56): (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494)</p> <p>Word Talk (description p. 58): (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)</p> <p>Make it Fun (description p. 60): (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)</p> <p>Word Play (description p. 60): (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490)</p> <p>Storytime (description p. 60): (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488).</p>

		<p>Also, the Home Support Packet activities, Foundations® Fluency Kit 1, and Foundations® Stories Set 1 (included in Teacher’s Kit), and the Geodes® Level 1 Classroom Library* provide additional decoding practice.</p> <p>Vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm Up activity beginning in Unit 8. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p>Drill Sounds/Warm Up (Unit 8: p. 276; p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498)</p> <p>Foundations® Level 1 B.E.S.T. Supplement provides specific instruction to incorporate trigraphs in supplemental lesson in Unit 9 and 10 to teach tapping of r-controlled, single-syllable words. (See lessons.)</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom</i> Florida
		<p><i>Fluency</i> ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression</p>	
		<p>a. Recognize and read with automaticity the grade-level sight words.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom Florida</i> includes instruction on and opportunities to practice fluency. See these lessons as examples:</p> <p>G1 M1 L7 > Welcome: Experiment with Fluency p. 77</p> <p>G1 M2 L36 > Perform Fluency p. 453</p> <p><i>Geodes</i> lessons across modules include instruction and opportunities for students to practice demands of this benchmark in carefully sequenced, knowledge-building texts.</p> <p><i>Geodes</i> G1 M1 pp. 31–33, 41, 57 <i>Geodes</i> G1 M2 p. 151 <i>Geodes</i> G1 M3 p. 201 <i>Geodes</i> G1 M4 p. 271</p> <p>Foundations® addresses this standard through the following:</p> <p>Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text. This is emphasized daily with a variety of activities. To develop fluency and speed of reading,</p>

		<p>students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing. The Story Time activity provides practice applying word analysis and fluency strategies to reading controlled stories</p> <p>Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423), (Unit 13: p. 460), (Unit 14: p. 488)</p> <p>The Fluency Kit (Included in Teacher’s Kit) contains sound drills, real and nonsense words, trick words, phrases and stories with recording form to develop single word automaticity and fluency with connected text. A phrased and unphrased version of each story is provided for repeated guided reading.</p> <p>Home Support Packet activities and Foundations® Stories Set 1 (included in Teacher’s Kit) and the Books to Remember Set 1 and the Geodes™ Level 1 Classroom Library provide additional decoding practice with connected text. The 64 books of the Geodes Classroom library aligns specifically with the scope and sequence of Foundations® Level 1 Units for students to practice taught phonetic elements and Foundations® Trick Words in connected text.</p> <p>Prosody: The teacher also demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p> <p>Word of the Day (description p. 56) (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) Additionally, phrasing is modeled and practiced during the Teach Trick Words – Reading activity, with sentences written on sentence frames.</p> <p>Teach Trick Words - Reading (description p. 52): (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p>
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			<p>Automatic word recognition of Level 1 Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for the most common 100 sight words. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be memorized, called Trick Words in Foundations®.</p> <p>There are 93 words taught as Trick Words in Level 1 (See Unit 14 Resources p 501 for a list of all Trick Words) Level 1 students will be able to also read high-frequency words that have regular sound spelling patterns taught in the Level I curriculum; including the following high frequency words from Fry’s first 100 list: and, in, that; it; on; with; at; this; had; but; not; all; when; can; use, an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made; and the following high frequency words that follow phonetically taught patterns from Dolch’s list through grade 1: and, big, can, help, in, it, jump, make, not, red, run, up, all, am, at, ate, black, but, came, did, get, like, must, on, ran, ride, that, this, well, went, will, with, yes, an, ask, had, him, just, let, stop, them thank, then, think, when Additional activities to specifically teach any Dolch and Fry words are provided in the Foundations® Level K B.E.S.T Supplement (see Activity Packet) which is provided online via the online teacher companion resource community called the Prevention Learning Community for Foundations® (PLC).</p> <p>During the Teach Trick Words – Reading activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students’ attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with flash cards during the Trick Words Drill (Drill sounds/Warm UP) and by entering each trick word into the Student Notebook.</p> <p>Teach Trick Words – Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p>
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			<p>Students also practice trick words for automaticity by reading flashcards as a Trick Word Drill during the Drill Sounds/Warm Up activity (Unit 3: p. 134; p. 138; p. 140; 150), (Unit 4: p. 158; p. 162; p. 166; p. 168; p. 172; p. 176), (Unit 5: p. 184; p. 188; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 212; p. 216; p. 218; p. 220; p. 224; p. 226; p. 228), (Unit 7: P. 237; 238; 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308; p. 310; p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468, p. 470), (Unit 14: p. 480; p. 484; p. 486, p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>Learned Trick Words are also included in the short passages read during the Storytime activities and the Foundations® Fluency Kit 1, and Foundations® Stories Set 1 (included in Teacher’s Kit), and the Geodes® Level 1 Classroom Library*</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Reading	Reading Prose and Poetry	<p><i>Literary Elements</i> ELA.1.R.1.1: Identify and describe the main story elements in a story.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M4 L3 > Identify Story Elements p. 33</p> <p>G1 M1 L2 > Identify Characters p. 17 L3 > Identify Settings; Sequence Settings p. 29 L4 > Identify the Problem and Resolution p. 41 L8 > Identify the Characters and Setting p. 91 L18 > Identify the Story Elements p. 207</p> <p>G1 M2 L2 > Identify the Story Elements of “The Ants and the Grasshopper”; Identify the Story Elements of “The Hare and the Tortoise” p. 18</p> <p>G1 M3 L14 > Identify the Story Elements; Retell the Story p. 174</p> <p>G1 M4 L13 > Identify Story Elements p. 169 L18 > Identify Story Elements p. 234</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida</i>
		<p><i>Theme</i> ELA.1.R.1.2: Identify and explain the moral of a story.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G1 M1 L26 > Determine Central Message p. 300</p> <p>G1 M1 L22 > Reflect on the Essential Question p. 250</p> <p>G1 M2 L4 > Identify the Lesson of “The Ants and the Grasshopper”; Identify the Lesson of “The Hare and the Tortoise”; Land p. 47 L8 > Identify the Lesson of <i>Seven Blind Mice</i>; Plan Focusing Question Task 1 p. 97</p> <p>G1 M3 L16 > Identify Key Evidence and the Central Message p. 204 L24 > Identify the Central Message; Support the Central Message with Evidence p. 308</p> <p>G1 M4 L6 > Identify the Central Message; Support the Central Message with Evidence p. 77 L15 > Identify Key Evidence and the Central Message p. 194</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Perspective and Point of View</i> ELA.1.R.1.3: Explain who is telling the story using context clues.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard. <i>Wit & Wisdom®</i> addresses this standard in the following lessons: Primary Example G1 M4 L4 > Identify Who Is Telling the Story p. 53</p> <p>G1 M1 L25 > Analyze the Character Speaking; Land p. 288</p> <p>G1 M4 L8 > Analyze the Characters p. 102 L14 > Identify Who Is Telling the Story p. 182 L17 > Complete New-Read Assessment p. 223</p>
		<p><i>Poetry</i> ELA.1.R.1.4: Identify stanzas and line breaks in poems.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard. <i>Wit & Wisdom®</i> addresses this standard in the following lessons: Primary Example G1 M3 L25 > Welcome [Extension] p. 321</p> <p>G1 M2 L2DD p. 28</p> <p>G1 M3 L1 > Welcome: Read Poem; Revisit Poem p. 3 L22 > Welcome: Practice Fluency p. 281 L24 > Welcome: Practice Fluency p. 307 L30 > Welcome: Read Poem p. 381</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Reading Informational Text	<p><i>Structure</i></p> <p>ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p>	<p>For the Florida edition, Great Minds' <i>Wit & Wisdom®</i> + Wilson Language Training's Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M2 L23 > Analyze Text Features to Collect Evidence; Land p. 299</p> <p>G1 M1 L15 > Analyze Information; Land p. 174</p> <p>G1 M2 L18 > Investigate Text Size; Identify Additional Text Features; Land p. 234 L29 > Analyze Text Features p. 374</p> <p>G1 M3 L10 > Welcome: Analyze Text Features p. 123</p> <p>G1 M4 L8 > Use a Glossary p. 101</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida</i>
		<p><i>Central Idea</i> ELA.1.R.2.2: Identify the topic of and relevant details in a text.</p>	<p>For the Florida edition, Great Minds' <i>Wit & Wisdom</i>® + Wilson Language Training's Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G1 M2 L31 > Identify the Essential Meaning; Support the Essential Meaning with Evidence p. 398</p> <p>G1 M1 L28 > Discuss <i>Museum ABC</i> p. 320</p> <p>G1 M2 L16 > Identify the Key Details and the Main Topics p. 209 L17 > Identify the Main Topic of the Text; Land p. 223 L22 > Identify Sections' Main Topic and Key Details; Identify the Text's Main Topic p. 283</p> <p>G1 M3 L3 > Identify Main Topic and Key Details p. 31 L4 > Identify Main Topic and Key Details; Land p. 44 L6 > Identify the Essential Meaning; Support the Essential Meaning with Evidence p. 72</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida</i>
		<p><i>Purpose and Perspective</i> ELA.1.R.2.3: Explain similarities and differences between information provided in visuals and words in an informational text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G1 M3 L5 > Analyze the Words and Illustrations p. 60</p> <p>G1 M2 L17 > Examine Informative Illustrations p. 224 L30 > Analyze Illustrations p. 386</p> <p>G1 M3 L10 > Analyze the Words and Illustrations; Land p. 125</p> <p>G1 M4 L25 > Analyze the Illustrations [in fictional text] p. 322</p>
		<p><i>Argument</i> ELA.1.R.2.4: Identify an author’s opinion(s) about the topic.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G1 M2 L28 > Identify the Author’s Points and Reasons p. 360</p> <p>G1 M2 L26 > Connect the Point and Reasons p. 336 L32 > Complete a New-Read Assessment p. 412</p> <p>G1 M3 L9 > Identify the Reasons for the Author’s Points p. 110</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Reading Across Genres	<i>Interpreting Figurative Language</i> ELA.1.R.3.1: Identify and explain descriptive words and phrases in text(s).	<p>For the Florida edition, Great Minds' <i>Wit & Wisdom®</i> + Wilson Language Training's Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M2 L19 > Examine Similes p. 248</p> <p>G1 M3 L15 > Analyze Sensory Words p. 188 L16 > Analyze Personification of the Wind p. 202 L22 > Examine Sensory Words p. 288 L23 > Analyze Sensory Verbs p. 296 L28 > Analyze Sensory Details p. 357</p> <p>G1 M4 L14 > Explore Similes p. 185 L20 > Welcome: Analyze Language p. 257</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
		<p><i>Paraphrasing and Summarizing</i> ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension.</p> <p>a. Use main story elements at the beginning, middle, and end for a literary text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G1 M4 L3 > Retell the Story p. 38</p> <p>G1 M1 L2 > Retell the Story p. 19 L3 > Retell the Story p. 31 L4 > Retell the Story p. 44 L8 > Retell the Story p. 93 L11 > Execute Using Complete Sentences p. 127 L24 > Retell the Story p. 279</p> <p>G1 M2 L2 > Retell “The Ants and the Grasshopper”; Retell “The Hare and the Tortoise” p. 21</p> <p>G1 M3 L14 > Identify the Story Elements; Retell the Story p. 174</p> <p>G1 M4 L7 > Retell the Story p. 91</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		b. Use topic and important details for an informational text.	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G1 M2 L11 > Identify the Key Details and the Main Topics; Identify the Key Details and Main Topic p. 140</p> <p>G1 M1 L15 > Record Evidence p. 175 L16 > Execute and Excel Using Proper Nouns p. 185</p> <p>G1 M2 L16 > Identify the Key Details and the Main Topics p. 209 L17 > Identify the Main Topic of the Text p. 223 L22 > Identify Sections’ Main Topic and Key Details; Identify the Text’s Main Topic p. 283</p> <p>G1 M3 L3 > Identify Main Topic and Key Details p. 31 L4 > Identify Main Topic and Key Details p. 44</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Comparative Reading</i> ELA.1.R.3.3: Compare and contrast two texts on the same topic.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M4 L9 > Record Elements of Cinderella Stories; Compare Characters’ Experiences; Land p. 115</p> <p>G1 M1 L11 > Compare and Contrast Characters p. 125 L12 > Connect Stories to Real Life p. 138</p> <p>G1 M2 L20 > Relate a Video to the Text p. 260</p> <p>G1 M3 L4 > Identify Similarities and Differences between Sources p. 48 L6 > Identify Similarities and Differences between Sources p. 74</p> <p>G1 M4 L3 > Compare Millet and Van Gogh Images p. 39 L4 > Identify Elements of Cinderella Stories p. 51 L16 > Record Elements of Cinderella Stories p. 207</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Vocabulary	Finding Meaning	<p><i>Academic Vocabulary</i> ELA.1.V.1.1: Use grade-level academic vocabulary in speaking and writing.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Geodes</i> and <i>Wit & Wisdom Florida</i> lessons across modules include instruction and opportunities for students to practice demands of this benchmark in carefully sequenced, knowledge-building texts.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M1 L14 > Listen Actively and Analyze the Introduction p. 162</p> <p>G1 M1 L3 > Launch p. 28</p> <p>G1 M2 L10 > Signal Unknown Words p. 126</p> <p>G1 M3 G1 M3 L28 > Welcome: Define <i>Produce</i> p. 355</p> <p>G1 M4 L16 > Launch p. 206</p> <p><i>Geodes</i> G1 M1 pp. 25–28, 38–41 <i>Geodes</i> G1 M2 pp. 124–127 <i>Geodes</i> G1 M3 pp. 174–177 <i>Geodes</i> G1 M4 pp. 252–255</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Morphology</i> ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M3 L28DD p. 364</p> <p>G1 M1 L10DD p. 119 L12DD p. 143</p> <p>G1 M3 L18DD p. 237 L22DD p. 291 L24DD p. 316 L26DD p. 339 L27DD p. 351</p> <p>G1 M4 L10DD p. 136</p>
		<p><i>Context and Connotation</i> ELA.1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G1 M3 L17 > Welcome: Define <i>Shiver</i> p. 213</p> <p>G1 M1 L8DD p. 96 L11DD p. 130</p>

			<p>G1 M2 L24DD p. 319 L27 > Use Outside-In p. 349</p> <p>G1 M3 L14DD p. 183 L29DD p. 377</p> <p>G1 M4 L3 > Welcome: Define <i>Scoured</i> p. 31 L33 > Complete New-Read Assessment 2 [Item 3] p. 414</p>
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Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard. Collecting and citing evidence to support ideas in speaking and writing is a core practice in <i>Wit & Wisdom</i> Florida.</p> <p>Students collect evidence during and after reading as a class, in small groups, in pairs, or independently. Students use graphic organizers, their journals, or other note-taking systems to collect and record evidence prior to expressing their evidence-supported understandings through writing or speaking.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G1 M4 L26 > Support the Central Message with Evidence p. 335</p> <p>G1 M1 L15 > Record Evidence p. 175 L16 > Record Evidence p. 184</p> <p>G1 M2 L28 > Record Evidence p. 363 L31 > Support the Essential Meaning with Evidence p. 400</p> <p>G1 M3 L6 > Select Research Evidence for Focusing Question Task 1 p. 75 L29 > Record Evidence p. 371</p> <p>G1 M4 L4 > Examine Evidence p. 54 L28 > Gather and Review Evidence p. 358</p>

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i> Florida is a text-centered curriculum. By design, students work with the same knowledge-building text sets, allowing all of them to grow shared knowledge and academic vocabulary across lessons and modules. Students are engaged in using grade-appropriate comprehension skills by first listening to rich grade-level texts read aloud in the early grades and reading with increasing independence as their decoding skills develop. They comprehend a range of texts because they have a strong knowledge base and appropriate support across the modules and years.</p> <p>See the Module Overview > Texts list of the core and supplementary texts included in the module, G1 M1–4.</p> <p>See Appendix A: Text Complexity for a description of the quantitative and qualitative complexity of the module’s core texts.</p> <p>Primary Example G1 M4 > Appendix A</p>

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.3.1: Make inferences to support comprehension.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>The <i>Wit & Wisdom</i> Florida Content Stages are a framework for close reading and questioning that is specifically designed to engage students in deep comprehension of complex texts across grade levels. The Content Stages guide students’ daily work in <i>Wit & Wisdom</i> Florida—from first encountering and understanding the literal meaning of text to analyzing, connecting, and making inferences from text. <i>Wit & Wisdom</i> Florida’s Content Stages optimize the learning opportunities each text presents while building sound habits for wide reading across genres.</p> <p>The first two stages—Wonder and Organize—focus on questioning and organizing literal comprehension. The next two stages—Reveal and Distill—deepen students’ comprehension through analysis of craft, structure, and meaning, of the parts and the whole. Finally, in the Know Stage, students consider the text in the context of their own knowledge and learning.</p> <p>See the Module Overview > Module Map to identify lessons focused on the Reveal Stage and the Distill Stage.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G1 M1 L19 > Analyze the Main Character’s Feelings p. 218</p> <p>G1 M1 L10 > Dramatize the Main Character’s Dreams p. 114</p> <p>G1 M2 L7 p. 81 L23 > Analyze Text Features to Collect Evidence p. 299</p> <p>G1 M3 L14 > Retell the Story p. 178 L24 > Identify the Central Message p. 308 L28 > Analyze Feelings p. 358</p> <p>G1 M4</p>

	L5 > Analyze Cinderella’s Traits p. 63 L8 > Analyze the Character p. 102 L11 > Analyze Rough-Face Girl’s Traits p. 144
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Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>In all modules and grades of <i>Wit & Wisdom</i> Florida, students participate in formal structured, text-based, academic discussions (Socratic Seminars) and informal, collaborative content- and text-based conversations and tasks (through routines like Think-Pair-Share).</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G1 M1 L21 > Participate in a Socratic Seminar p. 240</p> <p>G1 M1 L1 > Define the Listening Goal p. 5 L19 > Experiment: Responding to What Others Say p. 218</p> <p>G1 M2 L9 > Participate in a Socratic Seminar p. 110 L20 > Participate in a Socratic Seminar p. 261</p> <p>G1 M3 L13 > Examine Asking for More Information from a Speaker p. 163 L25 > Create Focusing Question Task 4, Parts 1 and 2 p. 325 L29 > Participate in a Socratic Seminar p. 372</p> <p>G1 M4 L28 > Participate in a Socratic Seminar p. 359 L34 > Participate in Socratic Seminar p. 425</p>

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>The <i>Wit & Wisdom</i> Florida Craft Stages and writing models provide students with clear structures for their written, visual, and spoken work.</p> <p>The Craft Stages are a sequenced process for building skills in writing, speaking, and presenting. The first <i>Wit & Wisdom</i> Florida Craft Stage is Examine—in which students examine an exemplar of writing, visual presentation, or speaking to identify the elements and structures of quality communication.</p> <p>See the Module Overview > Module Map to identify lessons focused on the Examine Stage.</p> <p>The <i>Wit & Wisdom</i> Florida writing models give students visuals for organizing their narrative, opinion/argument, and expository writing.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G1 M4 L6 > Examine Opinion Paragraph Structure p. 79</p> <p>G1 M1 L28 > Examine Writing Story Elements in a Narrative p. 321</p> <p>G1 M2 L2 > Examine the Structure of an Informative Paragraph p. 23 L26 > Choose a Favorite Animal p. 338</p> <p>G1 M3 L7 > Plan Focusing Question Task 1, Part 2 p. 86</p> <p>G1 M4 L10 > Examine Opinion Statements p. 131</p>

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>In <i>Wit & Wisdom</i> Florida, students examine and are explicitly taught distinctions between formal and informal language. Engagement with the curriculum’s module texts and content builds students’ academic vocabulary. Integration of sentence frames, process writing, speaking and listening guidelines, and explicit vocabulary instruction supports students’ use of academic language in communicating their ideas about module texts and topics in formal presentations, Socratic Seminars, and writing.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G1 M2 L20 > Participate in a Socratic Seminar p. 261</p> <p>G1 M1 L20 > Examine Informal Language p. 229 L28 > Provide Feedback in Writing p. 323 L32 > Participate in a Socratic Seminar p. 358</p> <p>G1 M2 L9 > Participate in a Socratic Seminar p. 110 L36 > Celebrate Learning p. 452</p> <p>G1 M3 L20 > Experiment with Asking for More Information from a Speaker p. 261 L35 > Participate in a Socratic Seminar; Celebrate Learning p. 434</p> <p>G1 M4 L5 > Welcome: Practice Fluency p. 61 L8 > Plan Focusing Question Task 1 p. 104 L14 > Welcome: Practice Fluency p. 181</p>

English Language Development	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELD.K12.ELL.LA.1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>In writing, <i>Wit & Wisdom</i> Florida students engage in writing-to-learn and learning-to-write activities daily, building their skills with using writing to communicate their academic ideas and understandings.</p> <p>In oral communication, <i>Wit & Wisdom</i> Florida lessons intentionally shift the balance of talking from teachers to students, engaging students in daily meaningful opportunities to speak and listen. All <i>Wit & Wisdom</i> Florida students speak and listen to communicate academic information, ideas, and concepts daily.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following modules: G1 M1–4</p>
<p>ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i> Florida students hone their skills and awareness of the many purposes for writing, speaking, and listening. They learn to tailor their writing and speaking to specific purposes and audiences.</p> <p>Students engage in daily informal academic conversations and write-to-learn activities and in frequent formal presentations, discussions, and extended writing tasks.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following modules: G1 M1–4</p>

*About Geodes Level 1 Library: Great Minds® and Wilson Language Training® have collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. Decoding and fluency practice is provided with the 64 books found in the *Geodes Level 1 Classroom Library* which aligns specifically with the scope and sequence of Foundations® Level 1 Units for students to practice taught phonetic elements and Foundations® Trick Words in connected text. The Library is published by Great Minds and sold separately. Wilson Language Training is a distributor.