



**WIT &
WISDOM[®]**
FLORIDA EDITION

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

GRADE K

November 2020

More Meaningful English

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

GRADE Kindergarten

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



anintegrated 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 Kindergarten 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 K, please see: <https://vis.wilsonacademy.com/DocViewer/index/ViewDocument?docId=33758632-2f12-4a0c-9113-13255791610b>

G = grade level	Examples:
M = module	GK M1 L6 = Grade Kindergarten Module 1 Lesson 6
L = lesson	GK M1 L6DD = Grade Kindergarten 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.K.C.1.1: Print many 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:</p> <p>Primary Example GK M2 L6DD p. 80</p> <p>GK M1 L19 > Execute Labeling with Letters p. 250 L24 > Experiment with Labeling with Letters p. 308 L31 > Execute the EOM Task p. 391</p> <p>GK M2 L5DD p. 68</p> <p>GK M3 L4DD p. 60</p> <p>GK M4 L27DD p. 389</p> <p>Foundations® addresses this standard through the following:</p> <p>Automatic, fluent handwriting instruction is an integral part of Foundations®, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. 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>The following activities directly teach handwriting: Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook.</p> <p>Echo/Letter Formation (description p. 36): (Orientation: P. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p> <p>Skywrite/Letter Formation (description p. 40): (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226)</p> <p>Student Notebook (description p. 42): (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350)</p> <p>Additional activities are provided in the Home Support Packet (p. 7–19, 21–23, 25–30, 32–37, 39–51, 62–79) and the online teacher companion resource community called the Prevention Learning Community for Foundations® (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
--	--	--	---

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Communication	Communicating Through Writing	<p><i>Handwriting</i> ELA.K.C.1.1: Print many 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:</p> <p>Primary Example GK M2 L6DD p. 80</p> <p>GK M1 L19 > Execute Labeling with Letters p. 250 L24 > Experiment with Labeling with Letters p. 308 L31 > Execute the EOM Task p. 391</p> <p>GK M2 L5DD p. 68</p> <p>GK M3 L4DD p. 60</p> <p>GK M4 L27DD p. 389</p> <p>Foundations® addresses this standard through the following:</p> <p>Automatic, fluent handwriting instruction is an integral part of Foundations®, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of all 26 letters, upper- and lowercase, using verbal cues, repetition, skywriting, tracking, and writing practice. 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>The following activities directly teach handwriting: Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook.</p> <p>Echo/Letter Formation (description p. 36): (Orientation: P. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p> <p>Skywrite/Letter Formation (description p. 40): (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226)</p> <p>Student Notebook (description p. 42): (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350)</p> <p>Additional activities are provided in the Home Support Packet (p. 7–19, 21–23, 25–30, 32–37, 39–51, 62–79) and the online teacher companion resource community called the Prevention Learning Community for Foundations® (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
--	--	--	---

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Narrative Writing</i> ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</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 GK M2 L32 > Review the End-of-Module Task; Execute the End-of-Module Task p. 437</p> <p>GK M2 L19 > Execute Writing Characters and Setting in a Story p. 261 L22 > Execute Focusing Question Task 4 p. 307 L30 > Create a Story Map for the End-of-Module Task p. 414 L31 > Sequence Events for the End-of-Module Task p. 425</p> <p>GK M3 L5 > Execute Focusing Question Task 1 p. 70</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Argumentative Writing</i> ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</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 GK M4 L33 p. 463</p> <p>GK M1 L3DD p. 42</p> <p>GK M2 L9 > Identify the Setting p. 117</p> <p>GK M4 L4 > Experiment with Writing an Opinion Statement p. 55 L5 > Experiment with Expressing an Opinion p. 71 L6 > Experiment with Writing an Opinion Statement p. 87 L13 > Execute Focusing Question Task 2 p. 183 L32 p. 447</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Expository Writing</i> ELA.K.C.1.4: Using a combination of drawing, dictating, and/or writing, provide factual information about a 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 GK M3 L29 p. 399</p> <p>GK M1 L10 > Execute Focusing Question Task 2 p. 129 L26 > Execute Focusing Question Task 5 p. 337 L31 p. 387</p> <p>GK M2 L4 > Collect Evidence for the Focusing Question Task p. 51 L5 > Execute Focusing Question Task 1 p. 64</p> <p>GK M3 L9 > Experiment with Informative Writing p. 125 L11 > Execute Focusing Question Task 2 p. 150 L14 > Experiment with Writing a Topic Sentence p. 192</p> <p>GK M4 L19 > Execute Part 1 of Focusing Question Task 3 p. 271</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Improving Writing</i> ELA.K.C.1.5: With guidance and support from adults, improve drawing and 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 GK M4 L19 > Experiment with Responding to a Peer’s Writing p. 272</p> <p>GK M1 L1 > Examine Response Journals; Experiment with Response Journals p. 9 L27 > Execute Focusing Question Task 5 p. 349 L30 p. 377</p> <p>GK M2 L3DD p. 42 L31DD p. 429</p> <p>GK M3 L19 > Examine the Importance of Writing a Conclusion Sentence p. 265 L20 > Experiment with Writing a Conclusion Sentence p. 283</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Communicating Orally	<p><i>Oral Presentation</i> ELA.K.C.2.1: Present information orally using complete sentences.</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 GK M1 L14DD p. 188</p> <p>GK M1 L3 p. 31 L3DD p. 42 L4 p. 45 L5 > Execute Focusing Question Task 1 p. 63</p> <p>GK M2 L29 > Participate in a Socratic Seminar p. 402</p> <p>GK M3 L7 > Experiment with Asking and Answering Questions p. 94 L27 > Participate in a Socratic Seminar p. 379</p> <p>GK M4 L35 > Engage in a Socratic Seminar p. 492</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Following Conventions	<p><i>Conventions</i> ELA.K.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:</p> <p>Primary Example GK M3 L7DD p. 99</p> <p>GK M1 L1 > Share Questions p. 8 L3DD p. 42 L11 > Share Questions p. 144</p> <p>GK M2 L10DD p. 138 L14DD p. 193</p> <p>GK M4 L29DD p. 419 L32DD p. 461</p> <p>Foundations® addresses this standard through the following:</p> <p>The following dictation activities have students writing sentences with attention to capitalization and punctuation.</p> <p>Introduce New Concepts: (Unit 5: p. 351; p. 379)</p> <p>Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405)</p> <p>Word Play – Sentence Dictation/Write Sentences: (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p>

			<p>Make it Fun: (Unit 5: p. 355; p. 365; p. 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation.</p> <p>Word Play (description p. 48): (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180)</p> <p>Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401)</p> <p>Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p>Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401)</p> <p>Dictation/Words (description p. 26): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p. 309; p.317; p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405)</p> <p>Introduce New Concepts: (Unit 5: p. 351; p. 379)</p> <p>Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403 p. 405)</p>
--	--	--	--

			<p>Word Play – Sentence Dictation/Write Sentences: (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p> <p>Make it Fun: (Unit 5: p. 355; p. 365; p. 375) Home Support Packet (89, 95, 106–110)</p> <p>Additional activities are provided in the Home Support Packet (89, 95, 106–110) and the online teacher companion resource community called the Prevention Learning Community for Foundations® (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
--	--	--	--

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Researching	<p><i>Researching and Using Information</i></p> <p>ELA.K.C.4.1: Recall 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:</p> <p>Primary Example GK M3 L29 p. 399</p> <p>GK M1 L3 > Examine How to Respond to a Prompt p. 38 L5 > Execute Focusing Question Task 1 p. 63 L7DD p. 95 L8 > Execute Using Text Evidence p. 105 L14 p. 177</p> <p>GK M2 L7 > Share Questions p. 88 L11 > Execute Focusing Question Task 2 p. 149</p> <p>GK M4 L27 > Record Knowledge p. 385</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Creating and Collaborating	<p><i>Multimedia</i> ELA.K.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:</p> <p>Primary Example GK M2 L6 > Execute Focusing Question Task 1 p. 76</p> <p>GK M1 L13 > Experiment with Adding Details to a Drawing p. 172 L14 > Experiment with Adding Details p. 185</p> <p>GK M2 L5 > Execute Verbal Rehearsal for the Focusing Question Task p. 65</p> <p>GK M3 L27 > Introduce the EOM Task p. 378</p> <p>GK M4 L25 > Experiment with Adding to Writing p. 355 L27 > Execute Adding to Writing p. 381</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Foundations	Learning and Applying Foundational Reading Skills	<p><i>Print Concepts</i> ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.</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> GK M1 pp. 24, 25, 51–54 <i>Geodes</i> GK M2 pp. 105, 179 <i>Geodes</i> GK M3 p. 232 <i>Geodes</i> GK M4 p. 247</p>
		<p>a. Locate a printed word on a page.</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>Storytime activities recommend books (both informational and narrative for a specific purpose) and direct teachers to discuss print and book awareness, such as handling a book, front and back cover, title, author and illustrator, and features of print including words on a page.</p> <p>Storytime (description p. 48): (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. 99; p. 208; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)</p> <p>During the Echo Stories Part IV, students are directed to find specific words on a page.</p> <p>Storytime: (Unit 1: p. 102; p. 172) (Unit 3: p. 275) Students mark words in decodable story as directed: (Unit 4: p. 331; p. 341)</p> <p>Additional activities are provided in the Home Support Packet (p. 16, 31).</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>b. Distinguish letters from words within sentences.</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>Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play-Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence:</p> <p>Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401)</p> <p>Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p>Word Play-Word Awareness: (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180)</p> <p>Word Play – Read Sentences: (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403)</p> <p>Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381);</p> <p>Dictation/Sentences: (description p. 28): (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405)</p> <p>Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 365; p. 375)</p>

			<p>Standard Sound Cards and Letter Tiles demonstrate the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all Word Play-Make Words for Decoding and Echo/Find Words, students visually emphasize that individual letters make up a word.</p> <p>Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349)</p> <p>Word Play-Make Words for Decoding (description p. 48): (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402)</p> <p>Make it Fun: (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375)</p> <p>Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401)</p> <p>Additional activities are provided in the Home Support Packet (p. 16, 31) and the online teacher companion resource community called the Prevention Learning Community for Foundations® (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
--	--	--	--

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>c. Match print to speech to demonstrate that language is represented by print.</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>Storytime (description p. 48): (Unit 1: p.102; p. 112–113; p. 122–123; p. 132–133; p. 172–173; p. 182–183),(Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341), (Unit 5: p. 356; p. 366–367; p. 376; p. 386–387; p. 396)</p> <p>Activities using the blue Sentence Frames allow students to match print to speech to demonstrate that language is represented by print. In the following activities, the teacher is directed to first say a sentence in phrases with expression and select the sentence frames to match the sentence, then write the words on the frames. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play-Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence:</p> <p>Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401)</p> <p>Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p>Word Play – Word Awareness (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180)</p> <p>Word Play – Read Sentences (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403;</p>

			<p>Word Play – Sentence Dictation/Write Sentences (Unit 5: p. 359, p. 361; p.369, p. 371; p. 373; p. 381)</p> <p>Dictation/Sentences (description p. 28): (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; p.. 399; p. 403 p. 405)</p> <p>Make it Fun – Change the Sentence: (Unit 5: p. 355; p. 365; p. 375)</p> <p><i>Geodes Level K Library</i> aligns with the scope and sequence of Foundations® Level K. The routine for The Duet Books includes print awareness. (See Inside Geodes® Level K p. 27.)</p>
--	--	--	--

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>d. Identify parts of a book (front cover, back cover, title page).</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 GK M1 L10 > Engage in New-Read Assessment 1 p. 130</p> <p>GK M1 L1 > Listen Actively p. 5 L2 > Partner Read p. 20 L16 > Engage in New-Read Assessment 2 p. 211</p> <p>GK M2 L13 > Launch p. 170 L24 > Listen Actively p. 331</p> <p>GK M3 L1 > Take a Gallery Walk p. 8</p> <p>GK M4 L18 > Launch p. 250</p> <p>Foundations® addresses this standard through the following:</p> <p>Storytime (description p. 48): (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. 99; p. 208; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)</p> <p>Make it Fun (Unit 5: p. 395; p. 405)</p> <p>Additional activities are provided in the Home Support Packet (p. 16, 112).</p>

			<p><i>Geodes Level K Library</i> aligns with the scope and sequence of Foundations® Level K. The routine for The Duet Books includes print awareness. (See Inside Geodes® Level K p. 27.)</p>
--	--	--	--

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</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>Storytime activities recommend books and direct teachers to discuss print and book awareness such as</p> <p>Storytime: (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. 99; p. 208; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)</p> <p>Make it Fun: (Unit 5: p. 395; p. 405) Additional Storytime activities have students read text from top to bottom and left to right with a return sweep:</p> <p>Storytime: (Unit 1: p. 102; p.162) (Unit 3: p. 275) (Unit 4: p. 331; p. 341)</p> <p>Print awareness is also demonstrated and reinforced during several activities that use Sentence Frames including Teach Trick Words, Trick Word Practice, Word Play – Word Awareness, Word Play – Read Sentences, and Dictation/Sentences. These activities emphasize that sentences are read left to right, words are separated by print.</p> <p>Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401)</p> <p>Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p>Word Play – Word Awareness: (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180)</p>

			<p>Word Play – Read Sentences: (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403;</p> <p>Word Play – Sentence Dictation/Write Sentences: (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p> <p>Dictation/Sentences (description p. 28): (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405)</p> <p>Make it Fun –Change the Sentence: (Unit 5: p. 355; p. 365; p. 375) Additional activities are provided in the Home Support Packet (p. 16, 112).</p> <p>Geodes Level K Library aligns with the scope and sequence of Foundations® Level K. The routine for The Duet Books includes print awareness. (See Inside Geodes® Level K p. 27.)</p>
--	--	--	--

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>f. Identify all upper- and lowercase letters of the alphabet.</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>Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multi-modal/multisensory manner using engaging materials. In these activities, students identify and name letters: Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun.</p> <p>Letter-Keyword-Sound (description p. 38): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p.114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174)</p> <p>Drill Sounds (description p. 30): (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352;</p>

			<p>p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406)</p> <p>Echo/Find Letters (description p. 32): (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p>Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405)</p> <p>Echo/Letter Formation (description p. 36): (Orientation: P. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p> <p>Skywrite/Letter Formation (description p. 40): (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226)</p> <p>Student Notebook (description p. 42): (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175;</p>
--	--	--	--

			<p>p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350)</p> <p>Alphabetical Order (description p. 22): (Unit 2: p. 195; p. 209; p. 219)</p> <p>(Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287)</p> <p>Make it Fun (description p. 48): (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178)</p> <p>Additional activities are provided in the Home Support Packet (7–19, 21–23, 25–30, 32–37, 39–51, 6–79) and the online teacher companion resource community called the Prevention Learning Community for Foundations® (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
		<p>g. Recognize that print conveys specific meaning and pictures may support meaning.</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 multipart “Echo” stories allow teachers to guide students through the process of hearing a story, retelling it, drawing pictures to represent the story, writing words and sentences to correspond to the pictures, and then finally reading the story by scooping and reading sentences in phrases, one sentence at a time. This process helps students make the connection that printed language, like spoken language, carries messages for both information and for enjoyment. (Unit 1: p. 72, p. 82, P. 92, P. 102, p. 142, p. 152, p. 162; p. 172) (Unit 3: p. 245, p. 255, p. 265, p. 275)</p> <p>Geodes Level K Library aligns with the scope and sequence of Foundations® Level K. The routine for The Duet Books includes print awareness. (See Inside Geodes® Level K p. 27.*)</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Phonological Awareness</i> ELA.K.F.1.2: Demonstrate phonological awareness.</p>	
		<p>a. Blend and segment syllables in spoken words.</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>Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1. Word Play (description p. 48): (Unit 1: p. 100, p. 111; p. 120)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>Additional activities are provided in the <i>Foundations®</i> 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 <i>Foundations®</i> (PLC).</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>b. Identify and produce alliterative and rhyming 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>Instruction emphasizing phonological activities such as rhyming is included in Foundations® Level K during the Make It Fun and Storytime activities.</p> <p>Make it Fun (description p. 48): (Unit 1: p. 108; p. 118; p. 128), (Unit 2: p. 206)</p> <p>Storytime (description p. 48): (Unit 1: p. 112; p. 122; p. 182). Activities including alliteration or groups of words with the same initial sound include: p. 98, p.128, p 132</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>Additional activities 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>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>c. Blend and segment onset and rimes of single-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>Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. Make It Fun (description p. 48): (Unit 1: p. 108), (Unit 2: p. 206), Storytime (description p. 48): (Unit 1: p. 112, p. 122; p. 182)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>Additional activities 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>Additional activities are provided in the Home Support Packet (p.20, 57)</p>
		<p>d. Identify the initial, medial, and final sound of 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:</p> <p>Students identify the initial, medial, and final sounds with the Wilson tapping technique. The skill of isolating phonemes orally first in a spoken word is emphasized in the procedure of Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds.</p>

		<p>Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401)</p> <p>Dictation/Words (description p. 26): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. 319; p. 327; p. 329; p. 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Introduce New Concepts: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332).</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes:</p> <p>Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p>Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>GEODES Level K Library: The Sound Search books in the GEODES Level K Library also provides practice with identifying pictures that begin with the sound that was orally produced. (See Inside Geodes p 25, 26, 45, 46,56)*</p> <p>Additional activities 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>
--	--	---

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</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>During each Echo Find Words, 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>Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401)</p> <p>Word Play (description p. 48): (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210), Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239)</p> <p>Make It Fun (description p. 48): (Unit 2: p. 206)</p> <p>Introduce New Concepts (Unit 2: p. 190), (Unit 3: p. 236)</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>Additional activities 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>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p>f. Segment and blend phonemes in single-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:</p> <p>The skill of isolating phonemes <i>orally first</i> in a spoken word is emphasized in the procedure of Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds.</p> <p>Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401)</p> <p>Dictation/Words (description p. 26): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405)</p> <p>Introduce New Concepts: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332).</p> <p>Additional Word Play and Make it Fun activities support the skill of segmenting spoken words into individual phonemes:</p> <p>Word Play – Listen for Sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p>

			<p>Make it Fun (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 2: p. 197; p. 216) (Unit 3: p. 243, p 253 p. 263; 273; 283, 293). (Unit 4: p. 327; p. 337)</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95).</p> <p>Teachers have access to additional phonemic awareness resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>Additional activities 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><i>Phonics and Word Analysis</i> ELA.K.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> GK M1 pp. 67–68</p> <p><i>Geodes</i> GK M2 p. 114</p> <p><i>Geodes</i> GK M3 pp. 185–186</p> <p><i>Geodes</i> GK M4 pp. 265–266</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p>a. Demonstrate knowledge of the most frequent sound for each consonant.</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>Kindergarten students not only learn to recognize and name letters; they simultaneously learn their formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun.</p> <p>Letter-Keyword-Sound (description p. 38): (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174)</p> <p>Drill Sounds (description p. 30): (Orientation: p. 58), (Unit 1: p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368;</p>

			<p>p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406)</p> <p>Echo/Find Letters (description p. 32): (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p>Dictation/Sounds (description p. 24): Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p.365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405)</p> <p>Echo/Letter Formation (description p. 36): (Orientation: p. 58), (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; ,p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181), (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 209; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 261; p. 269; p. 271; p. 279; p. 281; p. 289; p. 291;), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p> <p>Student Notebook (description p. 42): (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203 p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 305)</p> <p>Make It Fun (description p. 48): (Unit 1: p. 68; p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178), (Unit 4: p. 307)</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 52, 54–56, 84) Teachers have access to additional resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>
--	--	--	--

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p>b. Demonstrate knowledge of the short and long sounds for the five major vowels.</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®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when “a” says /ă/, will not be able to decode unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. The focus of Foundations® Level K is the closed syllable type and the short vowel sounds.</p> <p>Drill Sounds (description p. 30): (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 315; p. 318; p. 320; p. 322; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350;</p>

			<p>p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p.386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406)</p> <p>Echo/Find Letters (description p. 32): (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p>Letter-Keyword-Sound (description p. 38): (Unit 1: p. 84; p. 94; p. 105; p. 124)</p> <p>Echo/Letter Formation (description p. 36): (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 195; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 269; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p> <p>Student Notebook (description p. 42): (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p. 157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193,</p> <p>Word Play (description p. 48): Unit 3: 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p>Word Play – Listen for Sounds introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p>
--	--	--	--

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>c. Decode consonant-vowel-consonant (CVC) 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>In Level K, students learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants f, m, n, l, r and s. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with the Word Play-Make Words for Decoding and Make it Fun activities.</p> <p>Introduce New Concepts: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349)</p> <p>Word Play (description p. 48): (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402) Make it Fun: (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) Emphasize the fluent reading of sentences; using phrasing.</p> <p>Word Play – Read Sentences: (Unit 4: p. 317, 327, 336), (Unit 5: p. 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403)</p> <p>Make it Fun- Change the Sentence: (Unit 5: p. 355; p. 365; p. 375)</p>

			<p>Storytime: (Unit 4: p. 331; p. 341)</p> <p>Additional activities are provided in the Home Support Packet (58–61, 85–88, 93, 94, 96–98, 102–104) and the online teacher companion resource community called the Prevention Learning Community for Foundations® (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p> <p>Geodes Level K Library: Additional practice in decoding practice is provided with the 32 Duet Books found in the <i>Geodes Level K Library</i> which aligns specifically with the scope and sequence of Foundations® Level K. Each child-read text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units for students to practice taught phonetic elements and Foundations® Trick Words in connected text. See Inside Geodes K p. 5, 22, 23, 27, 43–47.*</p>
--	--	--	--

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>d. Encode consonant-vowel-consonant (CVC) 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>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p>Echo/Find Words (description p. 34): (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p>Dictation/Words (description p. 26): (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405)</p> <p>Introduce New Concepts: (Unit 5: p. 351; p. 379)</p> <p>Dictation/Sentences (description p. 28): (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405)</p> <p>Word Play – Sentence Dictation/Write Sentences: (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p> <p>Make it Fun: (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p 89, 95, 106–110) and the online teacher companion resource community called the Prevention Learning Community for Foundations® (PLC). Teachers have access to these resources with the purchase of the Level K Manual.</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Fluency</i> ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency 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>GK M1 L6 > Practice Reading Fluency p. 80 L23 > Practice Fluency p. 295</p> <p><i>Geodes</i> lessons across Modules 3 and 4 include instruction and opportunities for students to practice demands of this benchmark in carefully sequenced, knowledge-building texts.</p> <p><i>Geodes</i> GK M3 pp. 43–44</p> <p><i>Geodes</i> GK M3 pp. 149–150</p> <p><i>Geodes</i> GK M4 pp. 283–284</p> <p><i>Geodes</i> GK M4 pp. 295–296</p> <p>Foundations® addresses this standard through the following:</p> <p>Automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be memorized, called Trick Words in Foundations®. Starting in Unit 3, several trick words are introduced and practiced in the Teach Trick Words and Trick Word Practice activities. Trick words are always introduced within the context of a</p>

			<p>sentence to promote automatic and fluent reading in to aid in defining the word when necessary.</p> <p>Teach Trick Words (description p. 44): (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401)</p> <p>Trick Word Practice (description p. 46): (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Words taught as Trick Words in Level K: the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do ; one; Level K students will be able to <i>read</i> high-frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry’s first 100 list: in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.</p> <p>Additional activities are provided in the Home Support Packet (81–82, 91, 100–101) Teachers have access to additional resources provided in companion learning community (PLC) that is available to teachers with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p> <p>Additional activities to specifically teach 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><i>Geodes Level K Library</i> aligns with the scope and sequence of Foundations® Level K. The Duet Books child-read text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations® Units. Students practice taught phonetic elements and Foundations® Trick Words in connected text. (See Inside Geodes® Level K p. 5, 22, 23, 27, 43–47.)</p>
--	--	--	--

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Reading	Reading Prose and Poetry	<i>Literary Elements</i> ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.	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 GK M2 L30 p. 411 GK M1 L13 > Analyze the Words and Illustrations in <i>Last Stop on Market Street</i> p. 169 L15 > Execute Focusing Question Task 3 p. 196 L20 > Annotate Repeating Words p. 259 GK M2 L26 > Identify the Importance of Sequencing Events p. 359 GK M3 L12 > Listen Actively and Share Observations p. 160 L13 > Identify Key Details p. 173 GK M4 L17 > Use Illustrations to Understand Events p. 235 L18 > Collect Evidence for Focusing Question Task 3 p. 253

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Perspective and Point of View</i> ELA.K.R.1.3: Explain the roles of author and illustrator 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 GK M1 L16 > Engage in New-Read Assessment 2 p. 211</p> <p>GK M1 L3 > Analyze Pictures and Language in <i>My Five Senses</i> p. 34 L19 > Create Illustrations of the Text p. 248</p> <p>GK M2 L14 > Experiment with Describing Characters p. 190</p> <p>GK M3 L2 > Engage in New-Read Assessment 1 p. 21</p> <p>GK M4 L7 > Identify Reasons That Support a Point p. 97 L25 > Analyze Illustrations in <i>Moon Rope</i> p. 356</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Poetry</i> ELA.K.R.1.4: Identify rhyme in a poem.</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 GK M1 L26 p. 329</p> <p>GK M2 L18 > Practice Fluency p. 246</p> <p>GK M3 L6 > Welcome p. 77 L21 > Overview; Welcome p. 289</p> <p>GK M4 L5 > Welcome p. 65 L18 > Welcome p. 249 L19 > Welcome p. 265 L20 > Welcome p. 281</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Reading Informational Text	<i>Structure</i> ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.	<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 GK M1 L23 > Share Observations p. 292</p> <p>GK M1 L6 > Launch p. 76 L7DD p. 95 L8 > Close Reading with Illustrations and Language p. 102</p> <p>GK M2 L1 > Gallery Walk of Module Texts p. 9</p> <p>GK M3 L13 > Examine the Importance of Topic Statements p. 177 L24 p. 333 L26 > Welcome p. 363</p> <p>GK M4 L8 > Compare <i>Europe</i> with <i>World Atlas</i> p. 112</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Central Idea</i> ELA.K.R.2.2: Identify the topic of and multiple 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 GK M4 L10 > Identify the Main Topic and Key Details in <i>Antarctica</i>; Identify the Main Topic and Key Details in <i>Africa</i> p. 137</p> <p>GK M1 L2 > Act Out <i>My Five Senses</i> p. 21 L7 > Identify the Main Topic and Key Details; <i>Land/Wrap</i> p. 88</p> <p>GK M2 L3 > Identify Main Topic and Key Details; Collect Evidence for the Focusing Question Task p. 35 L10 > Analyze the Use of Repetition and Color in <i>The Cornell Farm</i> p. 134</p> <p>GK M3 L9 > Identify Main Topic; Annotate and Record Key Details p. 121</p> <p>GK M4 L3 > Identify the Main Topic and Key Details in <i>Europe</i> p. 36 L24 > Identify the Main Topic and Key Details in <i>Australia</i> p. 339 L29 p. 407</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Argument</i> ELA.K.R.2.4: Explain the difference between opinions and facts about a 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 GK M4 L12 > Experiment with Supporting an Opinion p. 170</p> <p>GK M1 L8 > Collect Text Evidence p. 103</p> <p>GK M2 L5 > Execute Focusing Question Task 1 p. 64 L29 > Participate in a Socratic Seminar p. 402</p> <p>GK M3 L8 > Examine Informative Writing p. 108 L27 > Participate in a Socratic Seminar p. 379</p> <p>GK M4 L5 > Experiment with Expressing an Opinion p. 71 L11 > Experiment with Supporting an Opinion p. 155 L31 > Execute Focusing Question Task 5 p. 439 L35DD p. 496</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Reading Across Genres	<i>Interpreting Figurative Language</i> ELA.K.R.3.1: Identify and explain descriptive words 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 GK M2 L26 > Annotate Words Describing Size in <i>The Three Billy Goats Gruff</i> p. 361</p> <p>GK M1 L13DD p. 174 L14 > Interpret Descriptive Words in <i>Last Stop on Market Street</i> p. 181</p> <p>GK M2 L13DD p. 179 L14 > Experiment with Describing Characters p. 190 L15 > Experiment with Describing Characters p. 202 L16 > Execute Focusing Question Task 3 p. 219</p> <p>GK M3 L2DD p. 28 L24DD p. 344</p> <p>GK M4 L12 > Collect Evidence for Focusing Question Task 2 p. 168</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Paraphrasing and Summarizing</i> ELA.K.R.3.2: Retell a text orally to enhance comprehension:</p>	
		<p>a. Use main character(s), setting, and important events for 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 GK M2 L26 > Identify the Importance of Sequencing Events; Act Out the Text p. 359</p> <p>GK M1 L12 > Retell Events p. 158 L18 > Act Out <i>Chicka Chicka Boom Boom</i> p. 235</p> <p>GK M2 L13 > Examine the Importance of Describing Characters p. 174 L22 > Identify the Essential Meaning of <i>The Little Red Hen</i>; Retell <i>The Little Red Hen</i> p. 305 L24 > Engage in New-Read Assessment 2 p. 332 L30 > Verbally Rehearse for the EOM Task p. 416</p> <p>GK M3 L14 > Retell <i>The Little House</i> p. 191</p> <p>GK M4 L17 > Use Illustrations to Understand Events p. 235</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		b. Use topic and 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 GK M3 L23 > Retell Key Details; Record the Main Topic and Key Details p. 321</p> <p>GK M1 L15 > Identify Essential Meanings; Execute Focusing Question Task 3 p. 194 L24 > Act Out <i>Rap a Tap Tap</i> p. 306</p> <p>GK M2 L9 > Share Key Details p. 116</p> <p>GK M4 L2 > Identify the Main Topic and Key Details p. 22 L20 > Interpret the Essential Meaning of <i>Carta Marina</i> and <i>Earth from Space</i> p. 288 L23 > Identify the Main Topic and Key Details in <i>South America</i> p. 324</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Comparative Reading</i> ELA.K.R.3.3: Compare and contrast characters' experiences in stories.</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 GK M2 L27 > Compare Characters p. 376</p> <p>GK M1 L15DD p. 200 L19 > Compare Illustrations p. 249</p> <p>GK M2 L16 > Collect Evidence for the Focusing Question Task p. 215 L21 > Identify the Problem and Resolution in <i>Three Little Pigs</i> p. 296 L24 > Engage in New-Read Assessment 2 p. 332</p> <p>GK M3 L15 > Analyze the Composition of a Painting p. 203</p> <p>GK M4 L18 > Collect Evidence for Focusing Question Task 3 p. 253 L19 > Collect Evidence for Focusing Question Task 3 p. 269</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Vocabulary	Finding Meaning	<p><i>Academic Vocabulary</i> ELA.K.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>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example GK M3 L12 > Use Vocabulary While Writing p. 163</p> <p>GK M1 L5 > Express Understanding of <i>The Five Senses</i> p. 62 L16 > Examine Formal and Informal Language p. 206</p> <p>GK M2 L18DD p. 249 L22DD p. 310</p> <p>GK M3 L14DD p. 197 L19DD p. 268</p> <p>GK M4 L1DD p. 13 L31DD p. 445 L35 > Engage in a Socratic Seminar p. 492</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> GK M1 p. 57 <i>Geodes</i> GK M2 p. 211 <i>Geodes</i> GK M3 p. 235 <i>Geodes</i> GK M4 p. 249</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Morphology</i> ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.</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 GK M3 L27DD p. 384</p> <p>GK M1 L1DD p. 13 L6DD p. 83 L23DD p. 300</p> <p>GK M2 L15DD p. 206 L20DD p. 284</p> <p>GK M3 L1DD p. 12</p> <p>GK M4 L16 > Answer Questions about Unknown Words p. 220 L19DD p. 275 L32 > Examine the Importance of Verbal Descriptions p. 456</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Context and Connotation</i> ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.</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 GK M2 L2DD p. 29</p> <p>GK M1 L2DD p. 28 L4DD p. 55 L5DD p. 69 L9DD p. 121</p> <p>GK M2 L9DD p. 122 L27DD p. 382</p> <p>GK M3 L3DD p. 43 L21DD p. 299</p> <p>GK M4 L12DD p. 173</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.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.</p> <p>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 understandings through writing or speaking.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example GK M2 L3 > Collect Evidence for the Focusing Question Task p. 36</p> <p>GK M1 L30 > Introduce the EOM Task p. 381</p> <p>GK M2 L15 > Collect Evidence for the Focusing Question Task p. 201</p> <p>GK M3 L27 > Participate in Socratic Seminar p. 379</p> <p>GK M4 L18 > Collect Evidence for Focusing Question Task 3 p. 253</p>

<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, GK 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>
--	--

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida
<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 GK M2 L15 > Collect Evidence for the Focusing Question Task p. 201</p> <p>GK M1 L16 > Participate in a Socratic Seminar p. 207</p> <p>GK M2 L9 > Identify Key Details p. 113</p> <p>GK M3 L12DD p. 166</p> <p>GK M4 L21 > Record Knowledge p. 302</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.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 GK M2 L17 > Examine the Difference between Active Listening and Hearing p. 233</p> <p>GK M1 L16 > Participate in Socratic Seminar p. 207</p> <p>GK M2 L2 > Examine Speaking with a Strong Voice p. 24 L29 > Participate in a Socratic Seminar p. 402</p> <p>GK M3 L17 > Participate in a Socratic Seminar p. 229 L27 > Participate in a Socratic Seminar p. 379</p> <p>GK M4 L15 > Participate in a Socratic Seminar p. 209</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 GK M4 L35DD p. 496</p> <p>GK M1 L30DD p. 385</p> <p>GK M2 L32DD p. 442</p> <p>GK M3 L30DD p. 420</p> <p>GK M4 L10 > Examine the Importance of Showing Understanding p. 142</p>

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida
<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 GK M1 L16 > Participate in Socratic Seminar p. 207</p> <p>GK M1 L25 > Examine Having Conversations p. 318</p> <p>GK M2 L4 > Welcome p. 47</p> <p>GK M3 L15 > Welcome p. 201</p> <p>GK M4 L21 > Execute Responding to a Peer’s Writing p. 299</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:</p> <p>GK 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:</p> <p>GK M1–4</p>

*About *Geodes Level K Library*: Great Minds® and Wilson Language Training® have collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. *Geodes* Level K Library aligns with the scope and sequence of Foundations® Level K. The Library is published by Great Minds and sold separately. Wilson Language Training is a distributor.