



**WIT &
WISDOM[®]**
OREGON

MORE MEANINGFUL ENGLISH

Oregon English Language
Arts and Literacy Standards
Correlation to *Wit & Wisdom*
with Foundations[®] and *Geodes*

GRADE 1

June 2021

***Wit & Wisdom*® Oregon with Foundations® and *Geodes*® correlation to Oregon English Language Arts and Literacy Standards**

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Wit & Wisdom® Oregon with Foundations® and *Geodes*® is a comprehensive solution for a 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. In Grade 1, the major tool of instruction contains three components:

- *Wit & Wisdom* as the core curriculum,
- Foundations®, a foundational skills program by Wilson Language Training for students in K–3, and
- *Geodes Level 1 Classroom Library*, a collection of accessible, knowledge-building books for emerging and developing readers, co-created by Great Minds and Wilson Language Training.

Together, the implementation of these resources ensures that all students will have access to comprehensive ELA instruction that thoroughly meets the demands of Oregon’s English Language Arts and Literacy Standards. Great Minds and Wilson Language Training have created a comprehensive solution to ELA instruction for the state of Oregon.

***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.

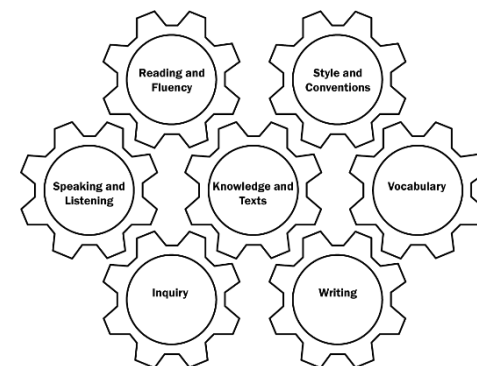
Powerful questions guide students’ learning across the 30–38 lessons in each module. In Grade 1, students engage with the following module topics and Essential Questions:

Module 1: *A World of Books*

- Essential Question: How do books change lives around the world?

Module 2: *Creature Features*

- Essential Question: What can we discover about animals’ unique features?



Module 3: *Powerful Forces*

- Essential Question: How do people respond to the powerful force of the wind?

Module 4: *Cinderella Stories*

- Essential Question: Why do people around the world admire Cinderella?

Using predictable yet flexible Content Stages with their associated Content Framing Questions, for close reading, *Wit & Wisdom* students build transferrable skills to comprehend texts across the content areas. Explicit, text-based writing and speaking and listening instruction follows a sequence of Craft 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, writing, speaking and listening, and vocabulary instruction and includes an aligned conventions or vocabulary Deep Dive (DD).

Foundations® by Wilson Language Training

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 ELA standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

As a multisensory, structured literacy program, Foundations® is systematic, cumulative, and explicit, with a clear and thoroughly documented research base that incorporates the science of reading in a carefully designed scope and sequence. 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. The highly integrated approach to skill instruction differentiates learning while actively engaging students.

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.

Geodes® Level 1 Classroom Library

Rooted in the belief that children are capable of reading to learn while learning to read, *Geodes* are a collection of accessible, knowledge-building books for emerging and developing readers. Named after the modest-looking rocks that contain countless crystals inside, *Geodes* books enable students to apply decoding skills while learning about important ideas in science, history, and the arts. *Geodes* Level K is a unique moment for early literacy. The books in each Level K classroom library are intentionally designed and written to support students early reading experiences as they build an understanding of story structure and then graduate from pictures to sounds to words to full books.

These texts were developed by Great Minds in partnership with Wilson Language Training, combining Wilson’s expertise in foundational reading skills instruction and Great Minds’ experience at building students’ content knowledge. *Geodes* align with both the scope and sequence of Foundations® and the module topics in *Wit & Wisdom*.

GRADE 1 ENGLISH LANGUAGE ARTS

The following alignment study provides illustrative examples of how *Wit & Wisdom* Oregon with Foundations® and *Geodes* addresses Oregon’s English Language Arts and Literacy Standards. The aligned examples included are not comprehensive (the full curriculum contains many more examples), but rather show where the knowledge and skills of each standard and substandard are taught, learned, or demonstrated. Because the instruction of standards in *Wit & Wisdom* Oregon with Foundations® and *Geodes* 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 lesson sections or a Deep Dive. Some individual examples may address components of the standard’s knowledge or skills, with the complete set of examples providing full coverage of the standard.

Through the implementation of the major tool of instruction—*Wit & Wisdom* for core ELA, Foundations® for foundational skills, and *Geodes* for early literacy—*Wit & Wisdom* Oregon with Foundations® and *Geodes* provides students with the proficiencies necessary to meet the Oregon English Language Arts and Literacy Standards while benefiting from the access to rich texts and knowledge building.

With *Wit & Wisdom* Oregon with Foundations® and *Geodes*, 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.

ONGOING SUPPORT

To support and sustain successful implementation, *Wit & Wisdom*’s team offers customizable professional development—virtually or on-site. *Wit & Wisdom* also includes the following free support resources available only from Great Minds:

Introducing *Wit & Wisdom*

- Implementation Guide
- Module Zero (GK–2, G3–5, G6–8)

Extending *Wit & Wisdom*

- Family Tip Sheets
- Volume of Reading text list
- *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets)
- The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum’s rich artwork)

Wilson Language Training

Integrated Teacher Support is available for all teachers. This includes extensive guidance in the Teacher’s Manual, which includes daily lesson plans, procedural guidelines, differentiation recommendations, formative/summative assessments, and Home Support.

Also available with the Teacher’s Manual is the Learning Community for Foundations, an online companion site containing demonstrations/animations, printable resources, lesson plan templates, expert tips, assessment trackers, discussion boards, and other resources.

Available directly from Wilson Language Training and separate from this adoption process, are a range of other professional learning opportunities. Wilson partners with districts to develop an implementation and sustainability plan to support teacher knowledge and proficiency that result in increased student success. Called COMPASS—Wilson’s COMprehensive Plans for Achieving Success and Sustainability, it is aligned with scientific principles of implementation science. COMPASS Plans include varying levels of support to meet the needs of schools/districts, which includes workshops, Virtual Implementation Support, certification programs, and coaching.

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom, Foundations®</i> , and <i>Geodes</i>
Reading Foundational Skills	Print Concepts	<p>1.RF.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>Wilson Language Training’s Foundations® Level 1 Foundations® Level 1 continues to build upon the print awareness skills introduced in Kindergarten. During the Storytime activity, students demonstrate an understanding of the organization of basic features of print. During the Teach Trick Words activity, the concept of sentence structure is explicitly taught using manipulatives (Sentence Frames) to assist with the understanding that words make up sentences, and that sentences begin with a capital or uppercase letter and end with punctuation. During Sentence Dictation activities, students demonstrate many conventions of print, including letter formation, punctuation, spacing between words, and writing from left to right. Additional practice in print awareness activities is provided with the stories in the Fluency Kit and the Foundations® Stories Set 1 books as well as the 64 titles in the <i>Geodes® Level 1 Classroom Library</i>, which align specifically with the scope and sequence of Foundations® Level 1.</p> <p>Geodes Level 1 Classroom Library Print awareness is provided with the books found in the <i>Geodes Level 1 Classroom Library</i>, which align specifically with the scope and sequence of Foundations® Level 1. <i>Geodes</i> texts allow students authentic practice in constrained skills, such as letter naming, phonics, and concepts of print. The Book Notes for each title in the collection provide an opportunity for teachers to draw students’ attention to different book sections such as the front cover and title page. Inside Geodes® Level 1: pages 9, 53, 69, 93, 97, 119</p> <p>Wit & Wisdom Module 1: Lessons 7, 13, 17, 23, 28 Module 2: Lessons 2, 5, 10, 15, 21, 27 Module 3: Lessons 1, 8, 13, 17, 21, 26 Module 4: Lessons 2, 11, 17, 22</p>

		<p>1.RF.1a Recognize the distinguishing features of a sentence.</p>	<p>Wilson Language Training’s Foundations® Level 1 Students systematically learn features of a sentence. Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. During Teach Trick Words—Reading, students must recognize the features of the sentence and many conventions of print, including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14. Teach Trick Words—Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) During Dictation activities, students demonstrate many conventions of print, including letter formation, punctuation, spacing between words, and writing from left to right. Level 1 Foundations® students practice print concepts with Sentence Dictation in Dictation (Dry Erase), Dictation (Composition Book), and Unit Tests from Unit 2 through Unit 14. Dictation/Sentences (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) Geodes Level 1 Classroom Library Additional practice in print awareness activities is provided with the stories in the Fluency Kit and the Foundations® Stories Set 1 books, as well as the 64 titles in the <i>Geodes Level 1 Classroom Library</i>, which align specifically with the scope and sequence of Foundations® Level 1.</p>
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	<p>Phonological Awareness</p>		
		<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.</p>	<p>Wilson Language Training’s Foundations® Level 1 By design, Foundations® Level 1 efficiently focuses on the most complex phonemic awareness skill of phoneme blending and segmentation, which research identifies as the key skill and the functional value in decoding/reading. Phonemic awareness instruction in Level 1 tunes students into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). Although Foundations® doesn’t name an activity “Phonemic Awareness,” the oral language exercises of isolating phonemes in a spoken word are ample. The skill of isolating phonemes orally first (without letters) in a spoken word is emphasized in Echo/Find Words and Dictation activities and some Introduce New Concepts and Make It Fun activities. Students first hear the word and must segment the sounds using the Wilson® finger-tapping technique to analyze, segment, and clarify words into phonemes. Several words are studied with each lesson, which helps students recognize when a specified phoneme is added, changed, or removed (phoneme manipulation). Words with digraphs, blends, digraph blends, and words up to five sounds are segmented and blended. For multisyllabic words, the focus is on syllabic segmentation. The procedure for Echo/Find Words (multisyllabic words) and Dictation/Words (multisyllabic words) teaches students to first hear the word orally, then break the words into syllables.</p> <p>The Foundations® curriculum is built around the research-base that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD 2000). Thus, once Level 1 students understand the letter-sound correspondence (Unit 1), the primary focus is on phonemic awareness. Phonemic awareness is not just something performed at the beginning of the program and in isolation; rather, it is conducted (daily) throughout the year as it is directly integrated into the study of word structure. This is supported by research: “A key test of whether earlier phonological sensitivity skills are an essential step toward awareness of phonemes is whether students who have not yet learned how to segment syllables can be taught to identify and segment phonemes: the answer is ‘yes’” (Cary and Verhaeghe</p>

			<p>1994). The important implication is that it is not necessary [emphasis added] to devote the time and effort to foster skills in phonological sensitivity in order for children to acquire phoneme awareness” (Brady 2020, p. 21). “The necessity of proceeding in kindergarten and first grade from phonological sensitivity instruction to phoneme awareness instruction is not supported. Instead, teachers in these grades should target student mastery of phoneme awareness” (Brady 2020, p. 22).</p> <p>Because the focus of Foundations® is on the key skill of phoneme segmentation and blending, the other lower-level PA skills (i.e., rhyming, alliteration, syllable awareness, onset-rime) are provided as supplemental activities that can be found on the Learning Community should Foundations® students needed additional support in these tasks.</p>
		<p>1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>Wilson Language Training’s Foundations® Level 1 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 finger-tapping technique helps students develop their phonemic awareness skills and practice the alphabetic principle. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes, thus distinguishing the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. Words with both long and short vowel sounds are included in word resources for Units 11–14 for decoding and encoding activities. (Resources: pp. 397–398; pp. 435–436; pp. 473–474; pp. 501–502) Introduce New Concepts: (Unit 11 Introduction: p. 366, p. 368; p. 387) Make It Fun (description p. 60): (Unit 11: p. 371; p. 381; p. 391) Word of the Day (description p. 56): (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) Word Talk (description p. 58): (Unit 11: p. 374; p. 380; p. 390; p. 394) Word Play (description p. 60): (Unit 11: p. 386; p. 392)</p> <p>The vowel-consonant-e concept is reinforced in spelling activities in Echo/Find Words and Dictation/Words. Echo/Find Words (description p. 42): (Unit 11: p. 369; p. 371; p. 379; p. 387), Dictation/Words (description p. 26): (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p>

			<p>By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (Unit 9: p. 313).</p>
		<p>1.RF.2b Orally produce single-syllable words by blending phonemes, including consonant blends.</p>	<p>Wilson Language Training’s Foundations® Level 1: Instruction in Levels K and 1 ensures mastery of letter-sound correspondences, which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, Unit 8 (see Unit 8 Introduction: p. 270). The Wilson® finger-tapping technique is used to analyze spoken words (including words with consonant and digraph blends), segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word, applying the alphabetic principle. During each activity, teachers dictate several words, which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Dictation/Words (description p. 26): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p> <p>Echo/Find Words (description p. 42; p. 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>Introduce New Concepts: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; p. 341), (Unit 11: p. 368; p. 387)</p>

			<p>Make It Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>
		<p>1.RF.2c Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.</p>	<p>Wilson Language Training’s Foundations® Level 1 The skill of isolating phonemes in a spoken word is emphasized in the Dictation/Words and Echo/Find Words activities, and in some Introduce New Concepts 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 the word and then tap out the individual phonemes. This is conducted <i>orally</i>, before students then identify letter tiles or write the word, applying the alphabetic principle. During each activity, teachers dictate several words, which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation.</p> <p>Dictation/Words (description p. 26): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p> <p>Echo/Find Words (description p. 42; p. 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>Introduce New Concepts: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; p. 341), (Unit 11: p. 368; p. 387)</p> <p>Make It Fun (description p. 60) (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>

		<p>1.RF.2d Segment spoken single-syllable words, including words with initial and ending blends, into their complete sequence of individual phonemes.</p>	<p>Wilson Language Training’s Foundations® Level 1 The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the Dictation/Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, Unit 8 (see Unit 8 Introduction: p. 270). The Wilson® finger-tapping technique is used to analyze spoken words (including words with consonant and digraph blends), segmenting and clarifying them into phonemes. The teacher says a word; students echo the word and then tap out the individual phonemes. Students then identify letter tiles or write the word, applying the alphabetic principle. During each activity, teachers dictate several words, which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Dictation/Words (description p. 26): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p> <p>Echo/Find Words (description p. 42; p. 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>Introduce New Concepts: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387)</p> <p>Make It Fun (description p. 60): (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>
		<p>1.RF.2e Add, substitute, and delete syllables in compound two- and three-syllable words.</p>	<p>Wilson Language Training’s Foundations® Level 1 In Level 1 Foundations®, the concept of hearing and repeating multisyllabic words is practiced through explicit, multisensory instruction using blank syllable frames for manipulatives. Using the syllable frames, students point to each blank frame and name each syllable separately of the multisyllabic word that is given orally.</p> <p>Introduce New Concepts: (Unit 12: p. 404; p. 406; p. 414; p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462)</p>

			<p>Word Talk: (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)</p> <p>Foundations® integrates syllable awareness with explicit instruction for reading and spelling multisyllabic words. Level 1 does not include dedicated time for syllable manipulation within the daily plan. (See above rationale.) However, teachers have access to supplemental phonological sensitivity activities, including syllable manipulation activities, provided in the online companion learning community that is available to teachers with the purchase of the Level 1 Manual, should students need additional support in this task.</p>
	Phonics and Word Recognition	<p>1.RF.2f Substitute and delete parts of blends in the initial position in one-syllable words.</p>	<p>Wilson Language Training’s Foundations® Level 1 The skill of segmenting phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the Dictation/Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. Blends are introduced in Level 1, Unit 8 (see Unit 8 Introduction: p. 270) and included in word resources Units 9–14). The Wilson® finger-tapping technique is used to analyze spoken words (including words with consonant and digraph blends), segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word, applying the alphabetic principle. During each activity, teachers dictate several words, which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p>Teachers have access to supplemental phonemic awareness activities provided in the online companion learning community that is available to teachers with the purchase of the Level 1 manual, should students need additional support in this task.</p>
		<p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Wilson Language Training’s Foundations® Level 1 In Foundations® Level 1, sound mastery is a critical component reinforced in Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, and Make It Fun. Explicit and systematic study of the English sound system is scaffolded across each program level and vowel letter/sound</p>

			<p>recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable.</p> <p>Foundations® explicitly teaches total word structure, not just systematic phonics, in a comprehensive structured literacy approach across four levels (K, 1, 2, 3). Level 1 students decode and spell the closed and vowel-consonant-e syllables and multisyllabic words with these two syllable types. Foundations® students develop deep word-level knowledge and automatic word identification skills, beginning with strategies that target accuracy, such as tapping out sounds and marking word elements. The Wilson® tapping technique adds a powerful tactile component to clarifying phonemes before blending to decode. Lessons focus on quick automatic word recognition. Activities provide ample practice for decoding practice, including Introduce New Concepts, Word of the Day, Word Talk, Teach Trick Words—Reading, Make It Fun, and Storytime. Although not taught in depth in Level 1 for encoding, students are introduced to the sounds of r-controlled vowels and the vowel teams, including those with long vowel sounds.</p> <p>Foundations® emphasizes the mastery of word knowledge and transcription skills in two directions—decoding and encoding. This is because spelling is a foundational skill for writing and strongly reinforces reading. Spelling skills are taught with decoding skills through Introduce New Concepts, Echo/Find Words, Dictation/Words, and Dictation/Sentences.</p> <p>With Foundations®, automatic word recognition of Level 1 Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for the most common 100 words on both the Fry and American Heritage high-frequency word lists. Phonetically irregular high-frequency words and high-frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as Trick Words in Foundations®. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary.</p> <p>Additional single-word decoding practice for accuracy and automaticity, as well as application of emerging decoding skills with connected text, is provided in the Home Support Packet 1, Fluency Kit Level 1, the Foundations® Stories Set 1, and the 64 books in the <i>Geodes Level 1 Classroom Library</i>, which align specifically with the scope and sequence of Foundations® Level 1.</p>
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		<p>1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>Wilson Language Training’s Foundations® Level 1 The concept of digraphs was taught in Level K Foundations® and is again explicitly taught in Unit 3 (See Unit 3 pp. 130–153). Digraphs are included in word resources for all subsequent units for all decoding and encoding activities. (See Unit Resources: p. 179; p. 195; p. 231; pp. 267–268; pp. 295–296; p. 323; pp. 359–360; pp. 397–398; pp. 435–436; pp. 473–474; pp. 501–502.)</p> <p>Drill Sounds/Warm-Up (description p. 38) (Unit 3: p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150), (Unit 4: p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 176), (Unit 5: p. 184; p. 186; p. 188; p. 190; p. 192), (Unit 6: 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 7: pp. 237–238; 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. 266), (Unit 8: p. 274; p.276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340; p. 344; p. 346; p. 348; p. 350; p. 352; p. 354; p. 356), (Unit 11: 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), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 468; p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486; p. 488; p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>Introduce New Concepts: (Unit 3: p. 132; p. 135; p. 145), (Unit 8: p. 274; p. 284)</p> <p>Echo/Find Letters (description p. 40): (Unit 3: p. 139; p. 145), (Unit 4: p. 159; p. 173; p. 175), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379), (Unit 12: p. 387; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>Dictation/Sounds (description p. 28): (Unit 3: p. 135; p. 139; p. 147), (Unit 4: p. 163; p. 167; p. 169), (Unit 5: p. 185; p. 189), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 251; p. 253; p. 255), (Unit 8: p. 261; p. 281; p. 287; p. 291), (Unit 9: p. 305; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 376; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 409; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; pp. 457–458; pp. 460–461; p. 465; p. 467; p. 469), (Unit 14: p. 487; p. 489; p. 491; p. 493; p. 495)</p>
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			<p>Word Play (description p. 60) (Unit 3: p. 134) Make It Fun (description p. 60) (Unit 8: p. 287)</p> <p>Additional decoding practice is provided in the Home Support Packet, Fluency Kit Level 1, the Foundations® Stories Set 1, and the 64 books in the <i>Geodes Level 1 Classroom Library</i>, which align specifically with the scope and sequence of Foundations® Level 1.</p>
		<p>1.RF.3b Decode regularly spelled one-syllable words.</p>	<p>Wilson Language Training’s Foundations® Level 1</p> <p>In Foundations®, word analysis strategies for phonetically regular words are sequential and cumulative based on the six syllable types. 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 the letter <i>a</i> says /ă/, will not be able to decode an unfamiliar word. The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50 percent of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations® activities that include decoding words with these syllable types include the following:</p> <p>Introduce New Concepts: (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: pp. 366–367; p. 387), (Unit 12: p. 404; p. 406; p. 414; p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462)</p> <p>Word of the Day (description p. 56): (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p. 186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494)</p> <p>Word Talk (description p. 58): (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; p. 217; p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)</p> <p>Make It Fun (description p. 60): (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355),</p>

		<p>(Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467) Word Play (description p. 60): (Unit 2: p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: p. 488) Foundations® Fluency Kit 1 (included in the Teacher’s Kit)</p> <p>Also, the r-controlled vowels and vowel teams are introduced in the Quick Drill/Warm-Up activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we like to focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open, but they move on to an in-depth word study of open syllables in Level 2.</p> <p>Drill Sounds/Warm-Up (Unit 8: p. 276; p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498)</p> <p>Similarly, students in Level 1 are introduced to open syllables in the context of closed syllables, but they move on to an in-depth word study of open syllables in Level 2.</p>	
		<p>1.RF.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Wilson Language Training’s Foundations® Level 1 In Foundations®, letter-sound correspondences are taught in relation to the syllable type being studied. The vowel-consonant-e syllable type is taught in Unit 11: Introduce New Concepts (p. 366).</p> <p>The letter-sound correspondence is then practiced in daily in the Drill Sounds activity (description p. 38): (Unit 11: 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), (Unit 12: p. 404;</p>

			<p>p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464, p. 466, p. 468, p. 470), (Unit 14: p. 480; p. 482; p. 484; p. 486, p. 488; p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>Sound mastery is taught in two directions: letter-to-sound and sound-to-letter. The Echo/Find Letters activity helps to solidify sound-to-symbol correspondence. Students will add the long-vowel sound in vowel-consonant-e syllables beginning in Unit 11.</p> <p>Echo/Find Letters (description p. 40): (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>Dictation/Sounds (description p. 28): (Unit 11: p. 369; p. 377; p. 379, p. 381; p. 383, p. 389; p. 391; p. 393)</p> <p>Vowel teams (vowel digraph/diphthong) are introduced in the Drill Sounds/Warm-Up activity beginning in Unit 9. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p> <p>Drill Sounds/Warm-Up (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498)</p>
		<p>1.RF.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>Wilson Language Training’s Foundations® Level 1</p> <p>Foundations® presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge of vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sound Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Foundations® Level 1, students first learn to decode closed syllables, then they learn the vowel-consonant-e syllable type, and then they examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards. (In Level 2, students progress to learn all six syllable types within multisyllabic words.)</p>

			<p>Introduce New Concepts: (Unit 9: p. 302, p. 312, p. 313), (Unit 11: p. 366, p. 367), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462)</p> <p>Word of the Day (description p. 56): (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494)</p> <p>Word Talk (description p. 58): (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)</p> <p>Make It Fun (description p. 60): (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)</p> <p>Word Play (description p. 60): (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490)</p> <p>Storytime (description p. 60): (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488)</p> <p>Students apply taught skills by using the Foundations® Fluency Kit 1 and Foundations® Stories Set 1 (included in the Teacher’s Kit). Also available is the <i>Geodes Level 1 Classroom Library</i>, which provides 64 titles explicitly corresponding to Foundations® scope and sequence for Grade 1.</p>
		<p>1.RF.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>Wilson Language Training’s Foundations® Level 1</p> <p>Foundations® presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques, including their knowledge of vowel sounds in syllables, to analyze single-syllable and multisyllabic words. Sound Cards and Syllable Cards are used to teach concepts of syllable types in a multisensory way. In Foundations® Level 1, students first learn to decode closed syllables, then they learn the vowel-consonant-e syllable type, and then they examine multisyllabic words with these two syllable types. Students are taught syllable division by the manipulation of cards.</p> <p>Introduce New Concepts: (Unit 12: p. 404; p. 406; p. 414; p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462)</p> <p>Word of the Day (description p. 56): (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494)</p> <p>Word Talk (description p. 58): (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)</p> <p>Make It Fun (description p. 60): (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)</p>

		<p>Word Play (description p. 60): (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) Storytime (description p. 60): (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: p. 488) Foundations® Fluency Kit 1 Foundations® Stories Set 1 (included in the Teacher’s Kit) Also available is the <i>Geodes Level 1 Classroom Library</i>, which provides 64 titles explicitly corresponding to Foundations® scope and sequence for Grade 1. Foundations® teaches word structure cumulatively and thoroughly across Grades K–3. All six syllable types are taught by the end of Grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on. Foundations® first teaches a new syllable type in isolation, and then combines it with only the other syllable types that students have already studied. In Grade 1, Foundations® establishes multisyllabic word work with closed-closed and closed-vowel-consonant-e syllable types only. Furthermore, the teaching of the syllable types is more thorough and intentional because Foundations® teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz 2003; Reed 2012). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options.</p>	<p>Word Play (description p. 60): (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) Storytime (description p. 60): (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: p. 488) Foundations® Fluency Kit 1 Foundations® Stories Set 1 (included in the Teacher’s Kit) Also available is the <i>Geodes Level 1 Classroom Library</i>, which provides 64 titles explicitly corresponding to Foundations® scope and sequence for Grade 1. Foundations® teaches word structure cumulatively and thoroughly across Grades K–3. All six syllable types are taught by the end of Grade 2. A step-by-step approach is necessary for students to internalize the concepts. The students must demonstrate proficiency before moving on. Foundations® first teaches a new syllable type in isolation, and then combines it with only the other syllable types that students have already studied. In Grade 1, Foundations® establishes multisyllabic word work with closed-closed and closed-vowel-consonant-e syllable types only. Furthermore, the teaching of the syllable types is more thorough and intentional because Foundations® teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz 2003; Reed 2012). R-controlled and vowel teams (vowel digraphs/diphthongs) involve spelling options.</p>
		<p>1.RF.3f Read words with inflectional endings.</p>	<p>Wilson Language Training’s Foundations® Level 1 Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in Unit 6 (see pp. 196–231) and are included in word resources for all units following for all decoding activities. (See Unit Resources pp. 267–268; pp. 295–296; p. 323; pp. 359–360; pp. 397–398; pp. 435–436; pp. 473–474; pp. 501–502.) Suffixes -ed and -ing added to unchanging base words is explicitly taught in Unit 10 (see pp. 324–360) and are included in word resources for all subsequent units for all decoding activities. (See Unit Resources pp. 397–398; pp. 435–436; pp. 473–474; pp. 501–502.) Suffix -es is explicitly taught in Unit 13 (see pp. 438–474) and Unit Resources pp. 501–502.) The</p>

			<p>activities that include decoding words include Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, Word Play, and Storytime.</p> <p>Students apply taught skills by using the Home Support Packet 1, Fluency Kit 1, and Foundations® Stories Set 1 (all included in the Teacher’s Kit).</p> <p><i>Geodes Level 1 Classroom Library</i> Additional practice is available through the texts in <i>Geodes Level 1 Classroom Library</i>, which provides 64 titles explicitly corresponding to Foundations®’ scope and sequence for Level 1.</p> <p><i>Wit & Wisdom</i> Module 1: Lessons 10DD, 12DD</p>
		<p>1.RF.3g Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Wilson Language Training’s Foundations® Level 1 Phonetically irregular high-frequency words and high-frequency words with regular sound and spelling patterns not yet introduced in the curriculum are taught as words to be automatically recognized. These sight words (called trick words in Foundations®) are taught separately from phonetically regular words. In Level 1 of Foundations®, students learn 107 Trick Words for both quick and automatic recognition and for spelling.</p> <p>During the Teach Trick Words—Reading activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students’ attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with flash cards during the Trick Words Drill (Drill Sounds/Warm-Up) and by entering each trick word into the Student Notebook.</p> <p>Teach Trick Words—Reading (description p. 52) (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>Students also practice trick words for automaticity by reading flashcards as a Trick Word Drill during the Drill Sounds/Warm-Up activity (Unit 3: p. 134; p. 138; p. 140; p. 150), (Unit 4: p. 158; p. 162; p. 166; p. 168; p. 172; p. 176), (Unit 5: p. 184; p. 188; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 212; p. 216; p. 218; p. 220; p. 224; p. 226; p. 228), (Unit 7: p. 237; p. 238; p. 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308;</p>

			<p>p. 310; p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468, p. 470), (Unit 14: p. 480; p. 484; p. 486, p. 490; p. 492; p. 494; p. 496; p. 498)</p> <p>The Fluency Kit 1 (included in the Teacher’s Kit) includes the opportunity to read Trick Words in isolation, phrases with Trick Words, and sentences in connected text. <i>Geodes Level 1 Classroom Library</i> provides 64 titles explicitly corresponding to Foundations®’ scope and sequence for Grade 1, including Trick Words.</p>
	<p>Fluency</p>	<p>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Wilson Language Training’s Foundations® Level 1</p> <p>Quick and automatic word recognition is necessary for fluency, but it not sufficient. In addition to automaticity, students need to develop prosody and expression. In Foundations®, students have multiple opportunities to develop quick and automatic word recognition. They also work to develop prosody and expression with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students’ awareness of print; understanding of s tory structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories. Additional supported fluency practice is provided the Fluency Kit Level 1.</p> <p>Geodes Level 1 Classroom Library</p> <p>Fluency practice and reading for purpose and understanding is supported through use of the <i>Geodes Level 1 Classroom Library</i>. The collection of 64 knowledge building books is specifically aligned to the module topics in <i>Wit & Wisdom</i> Grade 1, as well as the Foundations® scope and sequence, allowing application of emerging decoding skills with meaningful text.</p>

			<p><i>Wit & Wisdom</i> <i>Wit & Wisdom</i> fluency instruction is designed to foster fluency development for all readers. It is grounded in the belief that the goal of fluent reading is rich comprehension, rather than a quantitative assessment of reading rate. Students learn to read grade-level complex text through repeatedly reading short, well-chosen text excerpts from module texts. Practicing these fluency excerpts builds students' overall fluency skills while also scaffolding understanding of specific module texts. In lessons and homework, repeated oral readings of these excerpts help students to understand the texts and communicate more effectively about them.</p>
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		<p>1.RF.4a Read grade-level text with purpose and understanding.</p> <p>1.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Wilson Language Training’s Foundations® Level 1</p> <p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency, because all readers encounter words they do not know by sight. In each unit, as students master accurate word reading, lessons focus on quick and automatic recognition of words. For example, students read words as you quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text with activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing. The Storytime activity is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories.</p> <p>Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423), (Unit 13: p. 460), (Unit 14: p. 488)</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p> <p>Word of the Day (description p. 56): (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494)</p> <p>Additionally, phrasing is modeled and practiced during the Teach Trick Words—Reading activity, with sentences written on sentence frames.</p> <p>Teach Trick Words—Reading (description p. 52): (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p>
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			<p>Fundations® provides Fluency Kits, which include exercises for sounds, word lists, and phrases to develop automaticity and provide controlled text material for fluency practice. For Units 1–7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8–14, a phrased and unphrased version of each story is provided for repeated guided reading. The kits offer an assessment component, in which teachers track progress on the Recording Form, including reading text orally with expression. The Progress Monitoring Tool also includes an oral reading fluency measure.</p> <p>Fundations® Stories Set 1 (included in the Teacher’s Kit) and the Books to Remember Set 1 and <i>Geodes Level 1 Classroom Library</i> provide additional decoding and fluency practice.</p> <p>Geodes Level 1 Classroom Library The 64 titles in <i>Geodes Level 1 Classroom Library</i> explicitly correspond to Foundations®’ scope and sequence for Grade 1. These books provide students with the opportunity to practice applying decoding skills aligned with the Foundations® scope and sequence, along with Foundations® Trick Words, which include high-frequency sight words, through authentic texts that bolster the background knowledge and vocabulary students are building through their study of <i>Wit & Wisdom</i> Grade 1 modules.</p> <p>Wit & Wisdom Module 1: Lessons 7, 9–12, 23–27, 31 Module 2: Lessons 4, 8–9, 17, 20, 24–25, 30–32 Module 3: Lessons 4, 6, 11, 20, 24, 32, 35 Module 4: Lessons 23, 35</p>
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Wilson Language Training’s Foundations® Level 1
 Although Foundations® is a supplemental program focusing on foundational skills, spelling, and handwriting, it does provide instruction in reading standards with the Storytime activity. Storytime involves listening and reading activities with narrative and informational text. Storytime is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime** provides opportunities for students to engage in reading for purpose and understanding. Starting in Unit 2, students learn to retell a narrative story in sequence and detail. In Unit 3, picture notes and visualization are introduced to enhance understanding and retelling, and students begin to answer questions about how characters are feeling and make connections between themselves and the text. In Unit 4, students learn to identify character, setting, and main events in narrative stories. In Units 6 and 7, students learn to distinguish the characteristics of informational vs narrative text. The online learning community for Foundations® provides a list of Guiding Questions for teachers to support understanding.

Storytime (description p. 60): (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209; p. 218; p. 228), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384; p. 395), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 451; p. 460; p. 470), (Unit 14: p. 488; p. 499)

Geodes Level 1 Classroom Library

Providing a bridge between Foundations® foundational skills instruction and the core ELA instruction provided in *Wit & Wisdom*, *Geodes* are accessible, knowledge-building books created to engage emerging and developing readers. *Geodes* reinforce sequentially and explicitly taught phonics, while building content knowledge about important ideas in science, history, and the arts. Each book in the collection is designed as an authentic reading experience, using a variety of text structures and features, sentence lengths, vocabulary, illustrations, and multiple layers of meaning. This approach empowers young students as they develop foundational reading skills, reading confidence, and intellectual curiosity.

Wit & Wisdom

In each *Wit & Wisdom* module, students build knowledge of a topic through engagement with a carefully selected text set that builds understanding of the topic and related vocabulary. Excellent texts are at the center of every *Wit & Wisdom* module. *Wit & Wisdom* core texts include fiction and nonfiction selected to build students' knowledge of rich topics in literature, history/social studies, science, and the arts. *Wit & Wisdom* texts represent award winners (e.g., Caldecott, Newbery, Coretta Scott King, ALA Notable) and showcase diverse viewpoints and genres, including essays, speeches, articles, interviews, memoirs, and poetry.

Wit & Wisdom texts are exceptional in both content and craft. Literary texts feature plot complexity, exemplary use of language and literary devices, and high-quality illustrations. Informational texts pique curiosity, build content knowledge, and introduce a range of perspectives and forms. Representing grade-level complexity expectations or higher, the literary and informational texts in *Wit & Wisdom* merit close reading, lend themselves to the development of content knowledge and the skills described in the Oregon ELA standards and, most importantly, engage students in productive—and joyful—struggle.

Wit & Wisdom's rigorous and joyful text-based approach to reading instruction creates skilled readers who love to read. Through inquiry-based engagement, students build their comprehension and deepen their analysis of texts. *Wit & Wisdom* reading lessons are precisely and deliberately crafted to ensure rigor, lead to authentic work arising from the texts, and create coherence across a module; require that learners do the cognitive work; are structured within and across lessons to guide purposeful engagement during each Content Stage of a text; and are sequenced across the module to cultivate content connections and skill development among multiple texts. Each lesson begins and ends with a Content Framing Question that provides an umbrella for the text-dependent tasks and text-dependent questions (TDQs) in the lesson. Framing each lesson with familiar questions helps students build the habits of mind they need to become independent close readers. The discussions, text-dependent tasks, and TDQs within each Content Stage serve a distinct purpose, illuminating key close reading habits:

- **Wonder:** Students generate their own observations and questions, forming an initial impression of the text.
- **Organize:** Readers get the gist of the text by sorting out characters, settings, and plot for literary texts; or speaker, audience, main ideas, and purpose for informational texts. TDQs and tasks in this stage focus on specific and challenging areas (e.g., domain-specific vocabulary, syntax, and background information) that are crucial to understanding the text and set the stage for deeper interpretation and analysis.
- **Reveal:** Readers focus intently on different and unique aspects of the text, such as language choice, literary devices, or structure, and analyze how each element affects meaning.
- **Distill:** Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.
- **Know:** Students articulate how a text builds their knowledge and expand their knowledge by connecting the text to other texts and topics of study.

Modules 1–4: Module Overview: Texts			
Reading Literature	Key Ideas and Details	1.RL.1 Ask and answer questions about key details in a text.	Wit & Wisdom Module 1: Lessons 1–12, 17–24, 27 Module 2: Lessons 1–7, 33 Module 3: Lessons 2–3, 5, 13, 15–17, 21, 23–26, 32–35 Module 4: Lessons 1–36
		1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Wit & Wisdom Module 1: Lessons 2–5, 7–11, 18, 21–24, 26–27, 29–31 Module 2: Lessons 2, 4, 6–9 Module 3: Lessons 14, 16, 18–19, 24, 27, 30 Module 4: Lessons 3, 6–7, 10, 13, 15, 18, 20, 23, 26
	Craft and Structure	1.RL.3 Describe characters, settings, and major events in a story, using key details.	Wit & Wisdom Module 1: Lessons 2–12, 17–26, 28–29, 31 Module 2: Lessons 2–3, 6–7, 25 Module 3: Lessons 14, 16–25, 27, 30 Module 4: Lessons 3–11, 13–14, 16, 18–19, 21–24, 27–29
		1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Wit & Wisdom Module 3: Lessons 15, 19, 22–25, 27–29, 31 Module 4: Lessons 20, 25
		1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Wit & Wisdom Module 3: Lessons 1, 7, 12–13, 20, 25, 31

		<p>1.RL.6 Identify who is telling the story at various points in a text.</p>	<p>Wit & Wisdom Module 1: Lesson 25 Module 4: Lessons 4–5, 8, 14, 17</p>
	<p>Integration of Knowledge and Ideas</p>	<p>1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Wit & Wisdom Module 1: Lessons 1–6, 8–12, 18–25, 28, 31 Module 2: Lessons 2–3, 6–7 Module 3: Lessons 9, 17–19, 21, 23, 25, 27–28 Module 4: Lessons 1, 3–11, 13–14, 16, 18–19, 21–25, 27, 29, 33</p>
		<p>1.RL.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Wit & Wisdom Module 1: Lesson 11 Module 2: Lesson 7 Module 3: Lesson 20 Module 4: Lessons 9, 16, 21, 33–34</p>
	<p>Range of Reading and Level of Text Complexity</p>	<p>1.RL.10 With prompting and support, read and understand prose and poetry of appropriate complexity for grade 1.</p>	<p>Modules 1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>
<p>Reading Informational Text</p>	<p>Key Ideas and Details</p>	<p>1.RI.1 Ask and answer questions about key details in a text.</p>	<p>Wit & Wisdom Module 1: Lessons 1–4, 6–8, 12–18, 21, 28 Module 2: Lessons 10–12, 14–16, 18, 20–21, 26–28, 30–31, 33–36 Module 3: Lessons 1–6, 8–10, 17, 26, 28–29, 35 Module 4: Lessons 30, 36</p>
		<p>1.RI.2 Identify the main topic and retell key details of a text.</p>	<p>Wit & Wisdom Module 1: Lessons 2–4, 8, 15–16, 21, 28 Module 2: Lessons 11, 13–14, 16–17, 21–22, 26, 31 Module 3: Lessons 3–4, 6, 11, 30</p>

		<p>1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Wit & Wisdom Module 1: Lessons 3–4, 6, 8, 12, 21, 30 Module 2: Lessons 11, 14, 16, 19, 23–24, 26, 30 Module 3: Lessons 7, 29–30</p>
	<p>Craft and Structure</p>	<p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Wit & Wisdom Module 1: Lessons 14, 24DD Module 2: Lessons 10–11, 16, 27, 29 Module 3: Lessons 2, 5, 8, 17, 26–28</p>
		<p>1.RI.5 Know and use various text features to locate key facts or information in a text.</p>	<p>Wit & Wisdom Module 1: Lessons 14–16, 28 Module 2: Lessons 12, 14, 18–19, 21, 23, 29 Module 3: Lesson 10 Module 4: Lesson 8</p>
		<p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Wit & Wisdom Module 3: Lessons 5, 8–10, 17, 27–28 Module 4: Lessons 25, 29</p>
	<p>Integration of Knowledge and Ideas</p>	<p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>Wit & Wisdom Module 1: Lessons 1–4, 7–8, 12–13, 15–17, 23, 28 Module 2: Lessons 10–12, 14, 17, 21–26, 30–31, 33, 35 Module 3: Lessons 3, 5–6, 8–11, 27–28</p>
		<p>1.RI.8 Identify the reasons an author gives to support points in a text.</p>	<p>Wit & Wisdom Module 2: Lessons 26, 28–30, 32 Module 3: Lesson 9</p>

		1.RI.9 Identify basic similarities in and differences between two texts on the same topic.	Wit & Wisdom Module 1: Lessons 6, 21 Module 2: Lessons 20, 26, 30 Module 3: Lessons 3–6, 31 Module 4: Lesson 27
	Range of Reading and Level of Text Complexity	1.RI.10 With prompting and support, read and understand informational texts appropriately complex for grade 1.	Module 1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
<p><i>Wit & Wisdom</i> students learn to write and write to learn about complex texts. Writing builds on a foundation of content knowledge developed through the close reading of texts about important topics. All writing is text-based or text-inspired. Through narrative, opinion/argument, and informative writing, students build and express understanding within and across texts. Through explicit learning-to-write instruction, teachers gradually release responsibility for a specific writing strategy through a series of lessons. One or more of the following Craft Stages shapes each lesson.</p> <ul style="list-style-type: none"> • Examine: Students analyze how an exemplar models one or more writing strategies. The exemplar can come from authentic texts, class collaborative writing, or a module resource. • Experiment: Students practice applying a target strategy. Scaffolded tasks provide significant support by limiting the volume of writing, providing parts of a writing piece, or focusing on a relatively simple topic. • Execute: Students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task. • Excel: Students revise, edit, and respond to feedback on the pieces they drafted in the Execute stage, focusing on the target strategy. They reflect on their use of the strategy to refine their thinking about its use in current and future writing. 			
Writing	Text Types and Purposes	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Wit & Wisdom Module 2: Lesson 26 Module 4: Lesson 4–16, 18–21, 23–27, 29–32

		<p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Wit & Wisdom Module 1: Lessons 3, 16 Module 2: Lessons 2–6, 8–14, 16–19, 22–24, 28–36 Module 3: Lessons 6–7</p>
		<p>1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Wit & Wisdom Module 1: Lessons 4–5, 11–12, 21–22, 25–26, 26DD, 27, 27DD, 28–30, 30DD, 31–32 Module 3: Lessons 9–12, 14–16, 18–19, 24–25, 28–29, 32–35</p>
	Production and Distribution of Writing	<p>1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Wit & Wisdom Module 1: Lessons 6, 28–29, 29DD, 30, 30DD, 31, 31DD Module 2: Lessons 14, 32, 34DD, 35 Module 3: Lessons 33DD, 34 Module 4: Lesson 33</p>
		<p>1.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Wit & Wisdom Module 2: Lessons 24–25</p>
	Research to Build and Present Knowledge	<p>1.W.7 With guidance and support, participate in shared research and writing projects.</p>	<p>Wit & Wisdom Module 2: Lessons 26, 33–35 Module 3: Lessons 3–7 Module 4: Lesson 30</p>

		<p>1.W.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Wit & Wisdom Module 1: Lessons 3–5, 10–11, 16, 21, 23, 26, 28–31 Module 2: Lessons 8–9, 12–13, 18–19, 23–24, 26, 30, 33–35 Module 3: Lessons 3–7 Module 4: Lessons 8–9, 15–16, 24–26, 29–32</p>
<p>Wilson Language Training’s Foundations® Level 1 Foundations® teaches both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach, which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills (Shaywitz 2003; Reed 2012). In addition to the foundational skills, Foundations® also strongly supports several language standards as described below.</p> <p>Wit & Wisdom <i>Wit & Wisdom</i> lessons provide explicit language instruction across modules. While Deep Dives are the primary vehicle for explicit language skill development, students apply language skills in core lessons to understand and discuss complex texts. Throughout the year, students apply their knowledge of style and conventions with increasing depth and independence. The language standards for each module were assigned based on a consideration of the language demands of the major module writing tasks, the language found in the core module texts, and the connections between the language standards and other module standards.</p> <p>L.4 and L.5 are a focus in many modules, as students determine and demonstrate understanding of word meanings to deepen their understanding of module content. L.6 is an ongoing standard, as it represents the cumulative results of mastering a range of vocabulary knowledge. Students’ work in their Vocabulary Journals offers a clear picture of the volume of new words students acquire throughout the year and of the strategies they employ to learn and practice new vocabulary.</p>			
<p>Language</p>	<p>Conventions of Standard English</p>	<p>1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Wilson Language Training’s Foundations® Level 1 Students use gross-motor memory to learn letter formation following the teacher’s 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. Skywrite/Letter Formation (description p. 50): (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96) Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. Echo/Letter Formation (description p. 46): (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115).</p>
		<p>1.L.1a Print all upper- and lowercase letters.</p>	

			<p>Students are held accountable for legible handwriting in all dictation activities and on the Unit Tests.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31) and Dictation/Sentences: (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p>The Home Support Packet also reinforces letter formation (see pages 8–21). A note on uppercase letter formations: Foundations® students are explicitly taught the letter formations of all 26 letters, upper- and lowercase, in Level K. Given the systematic and cumulative nature of Foundations®, and the expectation that the program is implemented across grades, skills are well established in Kindergarten. The lowercase letters are reviewed in Level 1; the uppercase letters are not retaught unless needed. The Level 1 Teacher’s Manual (p. 7) includes an explicit note about the potential need to review or teach uppercase letters in Level 1, depending on the background of the students. The Level 1 manual includes explicit instructions to teach letter formation (Echo/Letter Formation p. 46, Skywrite/Letter Formation p. 50), and the Level 1 Teacher’s Kit includes the cue cards for verbalizations for all upper- and lowercase letters (see the Formation Guides Teacher’s Kit).</p> <p>Wit & Wisdom Module 4: Lessons 30DD, 31, 31DD, 32, 32DD</p>
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		<p>1.L.1b Use common, proper, and possessive nouns.</p>	<p>Wit & Wisdom Module 1: Lessons 1DD, 3DD, 4DD, 14–16, 21, 23, 28–29, 29DD, 30–31 Module 4: Lesson 13DD</p>
		<p>1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p>	<p>Wit & Wisdom Module 3: Lessons 4DD, 5DD, 6DD, 7, 7DD</p>
		<p>1.L.1d Use personal, possessive, and indefinite pronouns.</p>	<p>Wit & Wisdom Module 4: Lessons 12DD, 13DD, 15DD, 16DD, 18DD, 19DD, 24–26, 33</p>
		<p>1.L.1e Use verbs to convey a sense of past, present, and future.</p>	<p>Wit & Wisdom Module 1: Lessons 7DD, 9DD, 12DD Module 3: Lessons 15DD, 17DD, 18–19, 19DD, 20DD, 24–25</p>
		<p>1.L.1f Use frequently occurring adjectives.</p>	<p>Wit & Wisdom Module 1: Lessons 17DD, 19, 20DD, 21–22, 22DD, 23, 28 Module 3: Lessons 8DD, 10DD, 11DD, 23–25, 25DD, 27–34, 34DD, 35</p>
		<p>1.L.1g Use frequently occurring conjunctions.</p>	<p>Wit & Wisdom Module 4: Lessons 2DD, 3DD, 4DD, 6DD, 9DD, 11DD, 15–16</p>
		<p>1.L.1h Use determiners.</p>	<p>Wit & Wisdom Module 2: Lessons 10DD, 13DD, 14DD, 15DD, 17DD, 19, 19DD, 30, 34, 34DD</p>
		<p>1.L.1i Use frequently occurring prepositions.</p>	<p>Wit & Wisdom Module 1: Lessons 26DD, 27DD Module 2: Lessons 21DD, 23DD, 25DD, 29DD, 31, 31DD, 34</p>

		<p>1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Wit & Wisdom Module 1: Lessons 2, 7, 10–13, 13DD, 16, 21, 23, 23DD, 25DD, 28–29, 29DD, 30, 30DD, 31, 31DD Module 2: Lessons 5, 7DD, 9, 12–14, 19, 22–25, 30–32, 34, 34DD, 35, 35DD Module 3: Lessons 30, 33, 33DD, 34 Module 4: Lessons 6DD, 7DD, 9DD, 11DD, 17, 31</p>
		<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
		<p>1.L.2a Capitalize dates and names of people.</p>	<p>Wilson Language Training’s Foundations® Level 1 Students systematically learn capitalization. Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places, as well as dates, begin with uppercase letters. The Dictation (Composition Book) activity requires students to write sentences with attention to capitalization and uses tall Sentence Frames to reinforce capitalization. Dictation/Sentences: (description p. 36): (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; 163; 167; 169; 171; 175), (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The Teach Trick Words—Reading activity also reinforces the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provides a multisensory way to explicitly teach capitalization. Teach Trick Words—Reading (description p. 52): (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; p. 376),</p>

			<p>(Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>Wit & Wisdom Module 1: Lessons 4DD, 14, 16, 21, 28–29, 29DD, 30–31 Module 4: Lessons 20DD, 21DD, 31–33</p>
		<p>1.L.2b Use end punctuation for sentences.</p>	<p>Wilson Language Training’s Foundations® Level 1 Beginning concepts of sentence structure are taught using manipulatives (Sentence Frames) to help students understand that words make up sentences, and that sentences begin with a capital or uppercase letter and end with punctuation. The Dictation activity requires students to write sentences with attention to punctuation.</p> <p>Dictation/Sentences (description p. 36): (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p>The Teach Trick Words—Reading activity also reinforces the key elements of sentence structure such as capitalization and punctuation. The punctuation squares that are part of the Sentence and Syllable Frames are used to explicitly teach about end punctuation.</p> <p>Teach Trick Words—Reading (description p. 52): (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; p. 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>Wit & Wisdom Module 1: Lessons 4–5, 7, 10–13, 16, 21, 23, 25DD, 28–29, 29DD, 30–31, 31DD Module 2: Lessons 4DD, 6DD, 7DD, 9, 9DD, 12–14, 19, 22–25, 30–32, 34–35, 35DD</p>

		<p>1.L.2c Use commas in dates and to separate single words in a series.</p>	<p>Wit & Wisdom Module 4: Lessons 6DD, 7DD, 9DD, 11DD, 17, 33</p>
		<p>1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>Wilson Language Training’s Foundations® Level 1 Foundations® sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high-frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31) Dictation/Sentences (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p>Make It Fun (description p. 60): (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p> <p>Teach Trick Words—Spelling (description p. 54): (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137, p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 215; p. 223), (Unit 7: p. 241; p. 249; p. 259; p. 263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; p. 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p>Echo/Find Words (description p. 42; p. 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>The Home Support Packet activities reinforce encoding skills.</p>

			<p>Wit & Wisdom Module 4: Lessons 23DD, 24DD, 27DD, 29, 31–32, 33DD</p>
		<p>1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Wilson Language Training’s Foundations® Level 1 Foundations® sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high-frequency words and proofreading skills. The goal is for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31) Dictation/Sentences (description p. 36): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; p. 163; p. 167; p. 169; p. 171; p. 175), (Unit 5: p. 185; p. 187; p. 189; p. 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p>Make It Fun (description p. 60): (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p> <p>Echo/Find Words (description p. 42; p. 44): (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; p. 211; p. 221; p. 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; p. 341; p. 345; p. 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p>The Home Support Packet activities reinforce encoding skills.</p> <p>Wit & Wisdom Module 2: Lessons 9, 13, 19, 23, 32</p>

Vocabulary Acquisition and Use	1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
	1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.	Wit & Wisdom Module 1: Lessons 2DD, 8DD, 14, 18DD, 21DD, 24DD Module 2: Lessons 10–11, 14, 16, 27, 29, 30DD Module 3: Lessons 5, 13, 14DD, 17, 21, 26, 27DD, 28, 29DD Module 4: Lessons 3, 5DD, 8, 10DD, 11, 13, 18, 22, 33
	1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.	Wit & Wisdom Module 1: Lessons 10DD, 12DD Module 2: Lesson 27 Module 3: Lessons 21, 26, 26DD, 27DD, 28DD, 31 Module 4: Lessons 3, 26DD
	1.L.4c Identify frequently occurring root words and their inflectional forms.	Wit & Wisdom Module 1: Lessons 10DD, 12DD Module 3: Lessons 18DD, 22DD, 24DD, 31
	1.L.5 With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.	
	1.L.5a Sort words into categories to gain a sense of the concepts the categories represent.	Wit & Wisdom Module 2: Lessons 1DD, 8DD, 16DD, 18DD, 22DD, 24DD, 26DD, 27DD, 28DD Module 3: Lesson 3DD Module 4: Lessons 14DD, 17DD, 25DD, 28DD, 29DD, 33
	1.L.5b Define words by category and by one or more key attributes.	Wit & Wisdom Module 2: Lessons 1DD, 16DD, 18DD, 22DD, 24DD, 26DD, 27DD, 28DD, 32 Module 3: Lesson 3DD

		<p>1.L.5c Identify real-life connections between words and their use.</p>	<p>Wit & Wisdom Module 3: Lessons 2DD, 3DD, 9DD, 13DD, 17, 30DD Module 4: Lesson 1DD</p>
		<p>1.L.5d Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p>	<p>Wit & Wisdom Module 2: Lessons 2DD, 3DD, 5DD, 11DD, 12DD, 21, 30DD, 32, 32DD Module 3: Lessons 1DD, 12DD, 16DD, 23DD, 31 Module 4: Lesson 8DD</p>
		<p>1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>	<p>Module 1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>

Wit & Wisdom
Wit & Wisdom builds students’ ability to communicate orally by maximizing the quality, quantity, and variety of their speaking and listening experiences.

- **Quality:** Students learn speaking and listening just as they would any other discipline—through rich, rigorous, and joyful instruction. From explicit modeling to experimentation to independent expression, students build capacity in discrete speaking and listening skills that make their communications stronger. As with writing instruction, this speaking and listening instruction is always text-based or text-inspired.
- **Quantity:** Daily lessons intentionally shift the balance of talking to students, engaging them in multiple, meaningful opportunities to speak and listen.
- **Variety:** Students hone their skills and awareness of the many purposes for speaking and listening, and they learn to tailor their speaking and listening for a specific purpose and audience. For example, students learn how to participate informally in daily academic conversations and also how to deliver a formal presentation.

<p>Students develop and practice their speaking and listening skills through a variety of embedded instructional routines and engaging activities designed to foster conversations around the topics and texts studied in grade 1. Students apply the crafts of speaking and listening to express and extend what they have learned from their reading and writing.</p>			
<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>1.SL.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	
		<p>1.SL.1a With guidance and support, follow agreed-upon rules for discussions.</p>	<p>Wit & Wisdom Module 1: Lessons 1–32 Module 2: Lessons 1–32, 34, 36 Module 3: Lessons 1, 5–6, 14, 17, 21 Module 4: Lessons 34–35</p>
		<p>1.SL.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Wit & Wisdom Module 1: Lessons 18–19, 21–27, 31–32 Module 2: Lessons 9, 20, 36 Module 4: Lesson 34</p>
		<p>1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Wit & Wisdom Module 3: Lessons 2, 7–8, 13, 29, 35</p>
		<p>1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Wit & Wisdom Module 1: Lessons 1–4, 7–12, 14–18, 20 Module 2: Lessons 1–2, 5–6, 10–16, 21, 26–28 Module 3: Lessons 2–6, 8–17, 19, 21–23, 27, 29, 35 Module 4: Lessons 1–2, 4, 7, 10, 12, 17–18, 20, 22–23, 25, 27–28, 34</p>

		<p>1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Wit & Wisdom Module 3: Lessons 8, 13, 20, 26, 29, 35</p>
	Presentation of Knowledge and Ideas	<p>1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Wit & Wisdom Module 4: Lessons 17–18, 22, 28, 34</p>
		<p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Wit & Wisdom Module 2: Lessons 17–19, 22–25, 30, 34–35</p>
		<p>1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	<p>Wit & Wisdom Module 1: Lessons 2, 6, 9, 28–29 Module 2: Lessons 7, 9, 14, 20, 22–23, 36 Module 3: Lessons 1, 24–25, 28–30, 33, 35 Module 4: Lessons 1DD, 8–9, 15–16, 26, 28, 31, 34–36</p>