



**WIT &  
WISDOM<sup>®</sup>**  
OREGON

MORE MEANINGFUL ENGLISH

Oregon English Language  
Arts and Literacy Standards  
Correlation to *Wit & Wisdom*  
with Foundations<sup>®</sup> and *Geodes*

**GRADE K**

June 2021

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

### **June 2021**

*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 Kindergarten, 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 K 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 K, students engage with the following module topics and Essential Questions:

#### **Module 1: *The Five Senses***

- Essential Question: How do our senses help us learn?

#### **Module 2: *Once Upon a Farm***

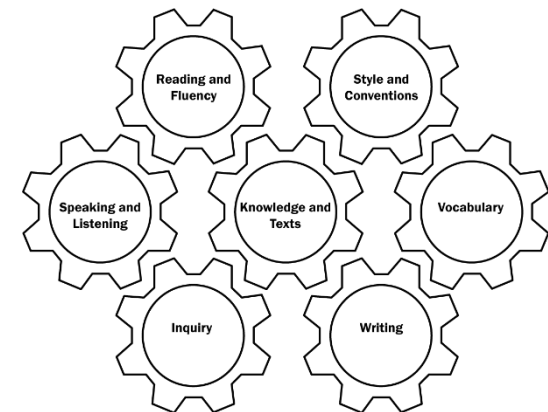
- Essential Question: What makes a good story?

#### **Module 3: *America, Then and Now***

- Essential Question: How has life in America changed over time?

#### **Module 4: *The Continents***

- Essential Question: What makes the world fascinating?



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 K 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*.

## KINDERGARTEN 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 &amp; Wisdom, Foundations®, and Geodes</i>
<p><b>Reading Foundational Skills</b></p>	<p><b>Print Concepts</b></p>	<p>K.RF.1                      Demonstrate understanding of the organization and basic features of print.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b>                      In Foundations®, print awareness is developed through varied practice designed to advance students’ understanding that print has different purposes and is an ordered system that must be approached in a way that unlocks its meaning. Print awareness is explicitly connected to books and stories during the Foundations® Storytime activity. Print awareness is also demonstrated and reinforced during several activities that use the Sentence Frames to teach concepts. Foundations® activities using Sentence Frames include <b>Introduce New Concepts, Teach Trick Words, Trick Word Practice, Word Play—Word Awareness, Word Play—Read Sentences, and Dictation/Sentences</b>. These activities emphasize that sentences are read left to right and words are separated by spaces in print. Also, key elements of sentence structure such as capitalization and punctuation are directly taught. Standard Sound Cards and Letter Tiles help to demonstrate the difference between individual letters and printed words, and that letters make up words. Kindergarten students not only learn to recognize and name letters; they simultaneously learn letter formation and the letter-sound correspondence; creating important linkages to the visual, motor, and phonological image of each letter. Students identify and name letters in the following daily activities: <b>Letter-Keyword-Sound, Drill Sounds/Warm-Up, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make It Fun</b>.</p> <p><b>Geodes Level K Classroom Library</b>                      Print awareness is provided with the books found in the <i>Geodes Level K Classroom Library</i>, which align specifically with the scope and sequence of Foundations® Level K. Geodes 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.  <b>Inside Geodes Level K:</b> pages 9, 25, 51, 111</p> <p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 9, 11, 20, 23  <b>Module 2:</b> Lesson 6  <b>Module 3:</b> Lessons 1, 16, 22, 23, 28</p>

		<p>K.RF.1a Follow words from left to right, top to bottom, and page by page.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b>  <b>Storytime</b> activities recommend books and direct teachers to discuss print and book awareness.  <b>Storytime</b> (description p. 48): (Unit 1: p. 122; p. 132; p. 182), (Unit 2: p. 99; p. 208; p. 218), (Unit 3: p. 285; p. 295), (Unit 4: p. 311; p. 321), (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406)  <b>Make It Fun</b> (description p. 48): (Unit 5: p. 395; p. 405)  Additional Storytime activities have students read text from top to bottom and left to right with a return sweep.  <b>Storytime:</b> (Unit 1: p. 102; p. 162), (Unit 3: p. 275), (Unit 4: p. 331; p. 341)</p> <p>Print awareness in Foundations® is also demonstrated and reinforced during several activities that use Sentence Frames, including <b>Teach Trick Words, Trick Word Practice, Word Play—Word Awareness, Word Play—Read Sentences, and Dictation/Sentences</b>. These activities emphasize that sentences are read left to right, and words are separated by print.  <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401)  <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)  <b>Word Play</b> ((description p. 48)—<b>Word Awareness:</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180)  <b>Word Play</b> ((description p. 48): —<b>Read Sentences:</b> (Unit 4: p. 317; p. 327; p. 336), (Unit 5: p. 352; p. 359, p. 363; p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403)  <b>Word Play</b> (description p. 48)—<b>Sentence Dictation/Write Sentences:</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)  <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 351, p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405)  <b>Make It Fun—Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the <b>Home Support Packet</b> (p. 16; p. 112).</p> <p><b>Geodes Level K Classroom Library</b>  The <i>Geodes® Level K Classroom Library</i>, which specifically aligns with the scope and sequence of Foundations® Level K, provides practice in following words from left to right, top to bottom, and page by page. The Duet Books include print awareness. (See <i>Inside Geodes® Level K</i>, p. 27.)</p>
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		<p>K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> Foundations® explicitly <i>demonstrates</i> that written and spoken words are made of up letters. The use of manipulatives (Standard Sound Cards and Letter Tiles) demonstrates the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. The Wilson® finger-tapping technique is used to analyze spoken words.</p> <p><b>Word Play—Make Words for Decoding (description p. 48):</b> (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402) <b>Introduce New Concepts:</b> (Unit 2: p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p.289), (Unit 4: p. 307; p. 313; p. 315; pp. 322–323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) <b>Dictation/Words (description p. 26):</b> (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p.317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) <b>Introduce New Concepts:</b> (Unit 3: p. 241; p. 277), (Unit 4: p. 307; p. 322; p. 332) Additional <b>Make It Fun</b> activities support the skill of blending spoken phonemes to form one-syllable words. <b>Make It Fun:</b> (Unit 2: p. 197; p. 216), (Unit 3: p. 253; p. 283), (Unit 4: p. 327; p. 337) Other <b>Word Play</b> and <b>Make It Fun</b> activities support the skill of segmenting spoken words into individual phonemes. <b>Word Play—Listen for Sounds:</b> (Unit 3: p. 239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) <b>Make It Fun:</b> (Unit 1: p. 68; p. 78; p. 98; p. 128; p. 148; p. 158), (Unit 3: p. 243; p. 263; p. 273; p. 293) Additional activities are provided in the <b>Home Support Packet</b> (p. 38; p. 57; p. 89; p. 95) and online teacher companion resource community called the Prevention Learning Community (PLC) for Foundations®.</p>
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		<p>K.RF.1c Understand that words are separated by spaces in print.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> Activities using the blue Sentence Frames allow students to learn that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include Teach Trick Words, Trick Word Practice, Word -Play—Word Awareness, Word Play— Read Sentences and Sentence Dictation, Dictation/Sentences, and Make It Fun—Change the Sentence. <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p.391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) <b>Word Play—Word Awareness:</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) <b>Word Play—Read Sentences</b> (Unit 4: p. 317, p. 327, p. 336), (Unit 5: p. 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403) During Sentence Dictation activities, students demonstrate many conventions of print, including letter formation, punctuation, spacing between words, and writing from left to right . <b>Word Play—Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 351, p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) <b>Make It Fun—Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375) Recognition that words are separated by spaces in print occurs during the Storytime activity and with the <i>Geodes Level K Classroom Library</i>. Activities are also provided in the Home Support Packet (p. 31) and the online teacher companion resource community called the Prevention Learning Community (PLC) for Foundations®. (See the Expert Tips/Ideas section.)</p>
		<p>K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence, creating important linkages to the visual, motor, and phonological image of each letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. In these activities, students identify and name letters: <b>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make It Fun.</b> <b>Letter-Keyword-Sound (description p. 38):</b> (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) <b>Drill Sounds (description p. 30):</b> (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72;</p>

			<p>p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406)</p> <p><b>Echo/Find Letters (description p. 32):</b> (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p><b>Dictation/Sounds (description p. 24):</b> Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405)</p> <p><b>Echo/Letter Formation (description p. 36):</b> (Orientation: p. 58), (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p> <p><b>Skywrite/Letter Formation (description p. 40):</b> (Orientation: p. 57, p. 58), (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181), (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226)</p> <p><b>Student Notebook (description p. 42):</b> (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115;</p>
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			<p>p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 350)</p> <p><b>Alphabetical Order (description p. 22):</b> (Unit 2: p. 195; p. 209; p. 219), (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287)</p> <p><b>Make It Fun (description p. 48):</b> (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178)</p> <p>Additional activities are provided in the <b>Home Support Packet</b> (pp. 7–19; pp. 21–23; pp. 25–30; pp. 32–37; pp. 39–51; pp. 62–79) and the online teacher companion resource community called the Prevention Learning Community (PLC) for Foundations®. Teachers have access to these resources with the purchase of the Level K manual (see the Expert Tips/Ideas section).</p>
	<p><b>Phonological Awareness</b></p>	<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b></p> <p>By design, Foundations® Level K focuses on the <b>most</b> complex phonemic awareness (PA) skill of phoneme blending and segmentation which research identifies as the <b>key</b> skill and the functional value in decoding/reading. Phonemic awareness instruction in Level K 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 <b>orally first (without letters)</b> in a spoken word is emphasized in the <b>Echo/Find Words and Dictation</b> activities. During these activities, students <b>first hear the word and must segment the sounds</b> 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).</p> <p>Foundations® spends some (but not extensive) time dedicated to lower-level PA skills (e.g., rhyming, alliteration, syllable awareness, onset-rime). Unit 1 does include phonological sensitivity skills in the Make It Fun, Storytime, and Word Play activities, including word awareness, syllable awareness, and rhyming activities. Once Kindergarten students understand the letter-sound correspondence, the primary focus is on phonemic awareness and is integrated into activities as described above. 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 1994). The important implication is that it is <b>not</b></p>

			<p><b>necessary</b> [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><b>Geodes Level K Classroom Library</b> The Sound Search books in the <i>Geodes Level K Classroom Library</i> also provide practice with identifying pictures that begin with the sound that was orally produced.</p>
		<p>K.RF.2a Recognize and produce rhyming words.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> Foundations® spends some (but not extensive) time dedicated to lower-level PA skills (e.g., rhyming). See above rationale. Unit 1 includes phonological sensitivity skills in the Make It Fun, Storytime, and Word Play activities, including rhyming activities.</p> <p>Teachers have access to supplemental phonological and phonemic awareness activities, including rhyming activities, provided in the online companion learning community that is available to teachers with the purchase of the Level K manual.</p>
		<p>K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> Foundations® spends some (but not extensive) time dedicated to lower-level PA skills (e.g., syllable awareness). See above rationale. Unit 1 includes syllable awareness in the Word Play activities.</p> <p>Teachers have access to supplemental phonological and phonemic awareness activities, including syllable awareness activities, provided in the online companion learning community that is available to teachers with the purchase of the Level K manual.</p>
		<p>K.RF.2c Delete syllables in compound words with two syllables.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> Foundations® spends some (but not extensive) time dedicated to lower-level PA skills (e.g., syllable awareness). See above rationale. Unit 1 includes syllable awareness in the Word Play activities.</p> <p>Teachers have access to supplemental phonological and phonemic awareness activities, including syllable awareness activities, provided in the online companion learning community that is available to teachers with the purchase of the Level K manual.</p>

		<p>K.RF.2d Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p><b>Wilson Language Training’s Foundations® Level K:</b> Foundations® spends some (but not extensive) time dedicated to lower-level PA skills (e.g., onset and rimes). See above rationale. Unit 1 does include phonological sensitivity skills in the Make It Fun, Storytime, and Word Play activities.</p> <p>Teachers have access to supplemental phonological and phonemic awareness activities, including onset-rime activities, provided in the online companion learning community that is available to teachers with the purchase of the Level K manual.</p>
		<p>K.RF.2e Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> Students identify the initial, medial, and final sounds with the Wilson finger-tapping technique. The skill of isolating phonemes <b>orally first</b> in a spoken word is emphasized in the procedure of <b>Dictation/Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. The Wilson® finger-tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students <b>then</b> identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds.</p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 307; p. 313; p. 315; pp. 322–323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p><b>Dictation/Words (description p. 26):</b> (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405)</p> <p><b>Introduce New Concepts:</b> (Unit 3: p. 241; p. 277), (Unit 4: p. 307; p. 322; p. 332)</p> <p>Additional <b>Word Play</b> and <b>Make It Fun</b> activities support the skill of segmenting spoken words into individual phonemes.</p> <p><b>Word Play—Listen for Sounds</b> (Unit 3: p. 239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p><b>Make It Fun</b> (Unit 1: p. 68; p. 78; p. 98; p. 128; p. 148; p. 158), (Unit 3: p. 243 p. 263; p. 273; p. 293)</p> <p>The Foundations® Progress Monitoring Tool for Level K assesses each student’s ability to isolate and pronounce sounds in consonant-vowel-consonant (CVC) words.</p> <p>Additional activities are provided in the Home Support Packet (p. 38; p. 57; p. 89; p. 95)</p> <p>Teachers have access to additional phonemic awareness resources provided in the companion learning community (PLC) that is available to teachers with the purchase of the Level K manual. (See the Expert Tips/Ideas section.)</p> <p><b>Geodes Level K Classroom Library</b></p>

			<p>The Sound Search books in the <i>Geodes Level K Classroom Library</i> also provides practice with identifying pictures that begin with the sound that was orally produced. (See <i>Inside Geodes Level K</i>, pages 25–26; 45–46; 56)</p>
		<p>K.RF.2f Add, delete, and substitute individual phonemes in simple, one-syllable words to make new words.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> During each Echo/Find Words activity, teachers dictate several words to help students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. <b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) <b>Word Play (description p. 48):</b> (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210) <b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239) <b>Make It Fun (description p. 48):</b> (Unit 2: p. 206) <b>Introduce New Concepts</b> (Unit 2: p. 190), (Unit 3: p. 236)  Teachers have access to additional phonemic awareness resources provided in the companion online learning community (PLC) that is available to teachers with the purchase of the Level K manual. (See the Expert Tips/Ideas section.)</p>
	<p><b>Phonics and Word Recognition</b></p>	<p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> In Foundations® Level K, students not only learn to recognize and name letters; they simultaneously learn letter formation and the letter-sound correspondence, creating important linkages to the visual, motor, and phonological image of each letter. Sound mastery is a key component of phonics. Students are directly taught a consistently used keyword to help them remember the sound represented by a letter(s). Many activities reinforce the alphabetic principle, including <b>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, and Make It Fun.</b>  Foundations® explicitly teaches total word structure, not just systematic phonics, in a comprehensive structured literacy approach. Explicit and systematic study of the English sound system is scaffolded across the four levels of Foundations®, and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. Level K focuses on decoding and spelling the closed syllable, and thus the short vowel sound, as this is by far the most common syllable type. Foundations® students develop deep word-level knowledge and automatic word</p>

			<p>identification skills, beginning with strategies that target accuracy, such as tapping out sounds and marking word elements. The Wilson® finger-tapping technique adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. Activities provide ample practice for decoding practice, including <b>Introduce New Concepts, Word Play—Decoding, Word Play—Read Sentences</b>, and <b>Storytime</b> activities. Although not taught in-depth word study in Level K, students are tuned into the long vowel sounds.</p> <p>Fundations® 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 in <b>Introduce New Concepts, Echo/Find Words, Dictation/Words</b>, and <b>Dictation/Sentences</b>.</p> <p>With Foundations®, automatic word recognition of Level K trick words, combined with students’ emerging phonetic knowledge, provides mastery instruction for all 25 of the most common words and 75 percent of the first 50 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 called Trick Words in Foundations®. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading and to aid in defining the word when necessary.</p> <p><b>Geodes Level K Classroom Library</b> Additional decoding practice is provided with the 32 Duet Books found in the <i>Geodes Level K Classroom Library</i>, which align specifically with the scope and sequence of Foundations® Level K. Each child-read text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations®, for students to practice taught phonetic elements and Foundations® Trick Words in connected text.</p>
		<p>K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> Kindergarten students not only learn to recognize and name letters; they simultaneously learn letter formation and the letter-sound correspondence, creating important linkages to the visual, motor, and phonological image of each letter. The following daily activities offer practice in a multimodal/multisensory manner using engaging materials. <b>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order</b>, and <b>Make It Fun</b>.</p> <p><b>Letter-Keyword-Sound (description p. 38)</b>: (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) <b>Drill Sounds (description p. 30)</b>: (Orientation: p. 58), (Unit 1: p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102;</p>



			<p>p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406)</p> <p><b>Echo/Find Letters (description p. 32):</b> (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: p. 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p><b>Dictation/Sounds (description p. 24):</b> Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405)</p> <p><b>Echo/Letter Formation (description p. 36):</b> (Orientation: p. 58), (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181), (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 209; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 261; p. 269; p. 271; p. 279; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p> <p><b>Student Notebook (description p. 42):</b> (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 305)</p> <p><b>Make It Fun (description p. 48):</b> (Unit 1: p. 68; p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178), (Unit 4: p. 307)</p> <p>Additional activities are provided in the Home Support Packet (p. 38; p. 52; pp. 54–56; p. 84). Teachers have access to additional resources provided in the companion learning community (PLC) that is available to teachers with the purchase of the Level K manual.</p>
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		<p>K.RF.3b Associate the long and short sounds with common spellings for the five major vowels.</p>	<p>(See the Expert Tips/Ideas section.)</p> <p><b>Wilson Language Training’s Foundations® Level K</b> 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 so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. The key to the vowel sound is identifying the type of syllable in which the vowel resides. A child who knows the short sound /ă/ but does not know when the letter <i>a</i> says /ă/ will not be able to decode unfamiliar words. 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. The focus of Foundations® Level K is the closed syllable type and the short vowel sounds.</p> <p><b>Drill Sounds (description p. 30):</b> (Unit 1: p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 178; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 400; p. 402; p. 404; p. 406)</p> <p><b>Echo/Find Letters (description p. 32):</b> (Unit 1: p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179), (Unit 2: 195; p. 209; p. 219), (Unit 3: p. 237; p. 239; p. 249; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 313; p. 315; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p><b>Letter-Keyword-Sound (description p. 38):</b> (Unit 1: p. 84; p. 94; p. 105; p. 124)</p> <p><b>Echo/Letter Formation (description p. 36):</b> (Unit 1: p. 87; p. 97; p. 107; p. 117; p. 127; p. 137; p. 147; p. 157; p. 167; p. 177), (Unit 2: p. 193; p. 195; p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 251; p. 259; p. 261; p. 269; p. 271; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p>
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			<p><b>Student Notebook (description p. 42):</b> (Unit 1: p. 85; p. 87; p. 89; p. 97; p. 99; p. 107; p. 109; p. 117; p. 119; p. 127; p. 129; p. 137; p. 147; p. 149; p. 157; p. 159; p. 167; p. 169; p. 177; p. 179), (Unit 2: p. 193)</p> <p><b>Word Play (description p. 48):</b> (Unit 3: p. 239, p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p><b>Word Play—Listen for Sounds</b> introduces students to the long vowel sound. This activity helps students distinguish between long and short sounds. (Unit 3: p. 239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325)</p> <p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 18–19, 22–24, 25DD  <b>Module 2:</b> Lesson 4</p>
		<p>K.RF.3c                  Read common grade-appropriate high-frequency words by sight.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b>                  Automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for all 25 of the most common words and 75% of the first 50 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 words to be automatically recognized, called Trick Words in Foundations®. Starting in Unit 3, several trick words are introduced and practiced in the <b>Teach Trick Words</b> and <b>Trick Word Practice</b> activities. 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><b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401)</p> <p><b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p>Words taught as Trick Words in Level K are <b>the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do; one</b>. Level K students will be able to <b>read</b> high-frequency words that have regular vowel-consonant (VC) and CVC sound spelling patterns, including the following words from Fry’s first 100 list: <b>in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get</b>. Additional activities are provided in the Home Support Packet (pp. 81–82, p. 91, pp. 100–101). Teachers have access to additional resources provided in the companion learning community (PLC) that is available to teachers with the purchase of the Level K manual. (See the Expert Tips/Ideas section.)</p> <p><b>Geodes Level K Classroom Library</b>                  Geodes Level K Classroom Library aligns with the scope and sequence of Foundations®</p>

			<p>Level K. The Duet Books child-read text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations®. Students practice taught phonetic elements and Foundations® Trick Words in connected text. (See <i>Inside Geodes</i> Level K, p. 5; pp. 22–23; p. 27; pp. 43–47.)</p>
		<p>K.RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC patterns. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added, or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises such as word chaining. <b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Word Play—Make Words for Decoding (description p. 48):</b> (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402) <b>Make It Fun:</b> (Unit 2: p. 206), (Unit 4: p. 307; p. 317; p. 355; p. 365; p. 375)</p>
		<p>K.RF.3e Decode CVC words.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> In Level K, students identify and fluently produce sounds of consonants (primary), short vowels, and basic digraphs. Students learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants <b>f, m, n, l, r, and s</b>. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC patterns. This is practiced daily with the Word Play—Make Words for Decoding and Make It Fun activities. <b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Word Play (description p. 48):</b> (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388;</p>

			<p>p. 390; p. 392; p. 398; p. 400; p. 402)  <b>Make It Fun:</b> (Unit 2: p. 206), (Unit 4: p. 307; p. 317; p. 355; p. 365; p. 375)                      Emphasize the fluent reading of sentences, using phrasing.  <b>Word Play—Read Sentences</b> (Unit 4: p. 317; p. 327; p. 336), (Unit 5: p. 352; p. 359; p. 363; p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403)  <b>Make It Fun—Change the Sentence</b> (Unit 5: p. 355; p. 365; p. 375)  <b>Storytime</b> (Unit 4: p. 331; p. 341)</p> <p>Additional activities are provided in the Home Support Packet (pp. 58–61; pp. 85–88; pp. 93–94; pp. 96–98; pp. 102–104) and the online teacher companion resource community called the Prevention Learning Community for Foundations® (PLC). Teachers have access to these resources with the purchase of the Level K manual. (See the Expert Tips/Ideas section.)</p>
<p><b>Fluency</b></p>	<p>K.RF.4                      Read emergent texts to develop fluency and comprehension skills.</p>		<p><b>Foundations® Wilson Language Training’s Foundations® Level K</b>                      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 <b>Storytime, Trick Word Practice, Sentence Reading, and Word Play-Read Sentences</b>. 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.</p> <p><b>Geodes Level K Classroom Library</b>                      Additional practice in decoding practice is provided with the 32 Duet Books found in the <i>Geodes Level K Classroom Library</i>, which align specifically with the scope and sequence of Foundations® Level K. Each child-read text is at least 90 percent decodable, as aligned with the scope and sequence of Foundations®, for students to practice taught phonetic elements and Foundations® Trick Words in connected text.</p>
		<p>K.RF.4a                      Read emergent texts with one-to-one correspondence with purpose and understanding.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b>  <b>Storytime (description p. 48)</b> (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 248; p. 255; p. 275; p. 285)                      Students also read connected text with prosody and expression in sentences in <b>Trick Word Practice (description p. 46)</b>: (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)  <b>Sentence Reading:</b> (Unit 5: p. 348; p. 350)  <b>Word Play—Read Sentences:</b> (Unit 5: p. 353; p. 359; p. 360; p. 363, p. 369; p. 370; p. 373; p. 378; p. 380; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403)  <b>Make It Fun</b> (Unit 5: p. 355; p. 365; p. 375)</p>

			<p>Students proofread the written sentence, which requires them to read connected text. <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 351; p. 359; p. 361; p. 369; p. 370; p. 379; p. 381; p. 383; p. 389; p. 395; p. 403)</p> <p><b>Geodes Level K Classroom Library</b></p> <p>The <i>Geodes Level K Classroom Library</i> provides 32 Duet Books explicitly corresponding to Foundations®’ scope and sequence for Grade K. These Duet Books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations® scope and sequence along with Foundations® Trick Words, which include high-frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p>
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**Geodes**  
 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

<b>Reading Literature</b>	<b>Key Ideas and Details</b>	<p>K.RL.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> While Foundations® focus is on foundational skills, some of the <b>Storytime</b> activities support this standard. <b>Storytime:</b> (Unit 1: p. 72; p. 142), (Unit 3: p. 245, p. 285; p. 311)</p> <p><i>Wit &amp; Wisdom</i> <b>Module 1:</b> Lessons 2–3, 3DD, 4, 11, 11DD, 12–13, 13DD, 14–22, 29 <b>Module 2:</b> Lessons 1, 13–29, 31–32 <b>Module 3:</b> Lessons 2, 12, 15–17 <b>Module 4:</b> Lessons 5, 16–21, 23, 25, 36</p>
		<p>K.RL.2 With prompting and support, retell familiar stories, including key details.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> While Foundations® focus is on foundational skills, some of the <b>Storytime</b> activities support this standard. <b>Storytime:</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182), (Unit 2: p. 199; p. 208; p. 218), (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 311; p. 321; p. 331; p. 341); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406) <b>Make It Fun:</b> (Unit 5: p. 395; p. 405)</p> <p><i>Wit &amp; Wisdom</i> <b>Module 1:</b> Lessons 4, 12, 15, 18, 21 <b>Module 2:</b> Lessons 22, 24–27, 29–30 <b>Module 3:</b> Lessons 3, 6, 12–14, 16–17, 20, 24, 27 <b>Module 4:</b> Lessons 2–3, 17, 20</p>



		<p>K.RL.3 With prompting and support, identify characters, settings, and major events in a story. Identify beginning/middle/end.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> While Foundations®’ focus is on foundational skills, some of the <b>Storytime</b> activities support this standard. Students retell the narrative story and then the teacher asks questions and charts characters, setting, and main events. <b>Storytime:</b> (Unit 3: p. 295; p. 321)</p> <p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 11, 17, 20 <b>Module 2:</b> Lessons 9, 11–24, 24DD, 25–29, 29DD, 30–31 <b>Module 3:</b> Lessons 12–17 <b>Module 4:</b> Lessons 3, 18–19</p>
	<b>Craft and Structure</b>	<p>K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 3, 3DD, 4, 12DD, 17, L20DD <b>Module 2:</b> Lesson 15 <b>Module 3:</b> Lessons 2, 7–10, 12–13, 27–28 <b>Module 4:</b> Lessons 3, 16, 18–20, 23</p>
		<p>K.RL.5 Recognize common types of texts.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 12, 17, 30 <b>Module 2:</b> Lessons 1, 5, 7, 13, 18, 24, 29 <b>Module 3:</b> Lessons 1–2, 7, 12, 18, 22, 27 <b>Module 4:</b> Lesson 32</p>
		<p>K.RL.6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 13–21 <b>Module 2:</b> Lesson 1</p>
	<b>Integration of Knowledge and Ideas</b>	<p>K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 11, 11DD, 12–14, 15DD, 17, 17DD, 18, 18DD, 19–21 <b>Module 2:</b> Lessons 1, 1DD, 14–15, 21–22, 27 <b>Module 3:</b> Lessons 13, 15–16, 20, 27 <b>Module 4:</b> Lessons 3, 5, 17–19, 25</p>
		<p>K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 2:</b> Lessons 13, 16–17, 23–24, 27</p>

	<b>Range of Reading and Level of Text Complexity</b>	K.RL.10 Actively engage in group reading activities with purpose and understanding.	<b>Wit &amp; Wisdom Modules 1–4</b> <i>Wit &amp; 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.
<b>Reading Informational Text</b>	<b>Key Ideas and Details</b>	K.RI.1 With prompting and support, ask and answer questions about key details in a text.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 1, 1DD, 2–3, 3DD, 4–7, 7DD, 8–11, 17, 23, 23DD, 24, 26–28, 30–31 <b>Module 2:</b> Lessons 2, 4–12 <b>Module 3:</b> Lessons 1–11, 18–30 <b>Module 4:</b> Lessons 1–15, 22–36
		K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 2, 4–5, 7, 9–10, 24, 27 <b>Module 2:</b> Lessons 3, 5, 8–11 <b>Module 3:</b> Lessons 3–10, 19–28, 30 <b>Module 4:</b> Lessons 1–4, 6–8, 10, 23–24, 28–29
		K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 8–9, 23, 23DD, 24, 24DD <b>Module 2:</b> Lesson 3 <b>Module 3:</b> Lessons 10–11, 20–21, 23, 25–30 <b>Module 4:</b> Lessons 1, 24
	<b>Craft and Structure</b>	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 1, 1DD, 2–3, 3DD, 4, 6, 6DD, 9, 23, 25 <b>Module 2:</b> Lessons 5, 8–9 <b>Module 3:</b> Lessons 4–5, 10, 18, 20–21, 23, 25 <b>Module 4:</b> Lessons 2, 4–7, 11–13, 24–26, 30
		K.RI.5 Identify the front cover, back cover, and title page of a book.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 1–2, 5–6, 10, 23–24 <b>Module 2:</b> Lesson 2 <b>Module 3:</b> Lessons 20–21
		K.RI.6 With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 3, 5, 8, 23, 25 <b>Module 3:</b> Lessons 2, 20–21

	<b>Integration of Knowledge and Ideas</b>	<p>K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 3–4, 8–10, 23, 23DD, 24, 24DD, 25, 25DD, 26–27  <b>Module 2:</b> Lessons 2–4, 8–11  <b>Module 3:</b> Lessons 3–5, 9–11, 18, 20–27, 30  <b>Module 4:</b> Lessons 1, 3–6, 8, 11–12, 24–26, 29–30, 32</p>
		<p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 7, 24  <b>Module 3:</b> Lessons 3–10, 19–21, 23, 25–28, 30  <b>Module 4:</b> Lessons 1–3, 6–7, 13</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p>K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 6, 8, 23–25  <b>Module 2:</b> Lesson 2  <b>Module 3:</b> Lessons 3–5, 10–11, 18, 20–21, 23, 25–27, 30  <b>Module 4:</b> Lessons 3, 8, 14, 27, 31–32</p>
		<p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Modules 1–4</b>  <i>Wit &amp; 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>
<b>Writing</b>	<b>Text Types and Purposes</b>	<p>K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 2:</b> Lessons 28DD, 31  <b>Module 3:</b> Lessons 4–10, 18–30  <b>Module 4:</b> Lessons 1–8, 10–15, 20–21, 25–31, 33–35</p>
		<p>K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 1, 9–10, 15–16, 18–19, 21–22, 22DD, 25DD, 26–28, 30–31  <b>Module 2:</b> Lessons 4–6, 10–12, 16–17, 28DD, 31  <b>Module 3:</b> Lessons 5–6, 8–11, 13–21, 23–29, 30DD    <b>Module 4:</b> Lessons 4, 6, 8, 19</p>

		<p><b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, sequence the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lesson 19 <b>Module 2:</b> 19–23, 25–28, 28DD, 30–32 <b>Module 3:</b> Lessons 5–6, 9, 12, 16–18, 23–29 <b>Module 4:</b> Lessons 4, 6</p>
	<b>Production and Distribution of Writing</b>	<p><b>K.W.5</b> With guidance and support, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 2:</b> Lesson 32DD <b>Module 4:</b> Lessons 17–19, 21–22, 24–25, 27, 29, 34</p>
		<p><b>K.W.6</b> With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 2:</b> Lessons 2, 4–6 <b>Module 3:</b> Lessons 14, 29</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>K.W.7</b> With guidance and support, participate in shared research and writing projects.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 3:</b> Lessons 14, 28–29 <b>Module 4:</b> Lessons 2, 13, 17, 32</p>
		<p><b>K.W.8</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 1, 4–5, 7DD, 8–10, 13–16, 20–21, 30–31 <b>Module 2:</b> Lessons 4–7, 11–12, 14–18 <b>Module 3:</b> Lessons 4–6, 9–11, 15–17, 21, 24–29 <b>Module 4:</b> Lessons 4–8, 11–15, 20–21, 25–27, 29–36</p>

**Wilson Language Training’s Foundations® Level K**

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).

**Wit & Wisdom**

Wit & Wisdom 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.

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><b>Language</b></p>	<p><b>Conventions of Standard English</b></p>	<p>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
		<p>K.L.1a Print all upper- and lowercase letters.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> Automatic, fluent handwriting instruction is an integral part of Foundations®, simultaneously linked with letter identification and letter-sound mastery. In Level K, students master the letter formations of <b>all 26 letters, upper- and lowercase</b>, using verbal cues, repetition, skywriting, tracking, and writing practice. 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. The following activities directly teach handwriting: <b>Echo/Letter Formation, Skywrite/Letter Formation, and Student Notebook.</b></p> <p><b>Echo/Letter Formation (description p. 36):</b> (Orientation: p. 58), (Unit 1: p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181), (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225), (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403)</p> <p><b>Skywrite/Letter Formation (description p. 40):</b> (Orientation: pp. 57–58), (Unit 1: p. 64; p. 66; p. 71; pp. 75–76; p. 81; p. 85; p. 87; p. 91; pp. 95–96; p. 101; pp. 105–106; p. 111; pp. 115–116; p. 121; pp. 125–126; p. 131; pp. 135–136; p. 141; p. 144; p. 146; p. 151; pp. 155–156; p. 161; pp. 165–166; p. 171; pp. 175–176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; pp. 221–222; p. 224; p. 226)</p> <p><b>Student Notebook (description p. 42):</b> (Orientation: p. 57), (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179), (Unit 2: p. 193; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227), (Unit 4: p. 303; p. 350)</p> <p>Additional activities are provided in the Home Support Packet (pp. 7–19; pp. 21–23; pp. 25–30; pp. 32–37; pp. 39–51; pp. 62–79) and the online teacher companion resource community called the Prevention Learning Community (PLC) for Foundations®.</p>

			<p>Teachers have access to these resources with the purchase of the Level K manual. (See Expert Tips/Ideas section.)</p> <p><b>Wit &amp; Wisdom</b>  <b>Module 2:</b> Lessons 5DD, 6, 6DD, 11–12, 16–17, 19, 22–23, 27–28, 31–32</p>
		<p>K.L.1b                  Use frequently occurring nouns and verbs.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 2:</b> Lessons 2DD, 4DD, 13–15, 19–20, 20DD, 21DD, 23DD, 28DD  <b>Module 3:</b> Lessons 1DD, 13DD, 15DD, 16–17, 17DD, 20–21, 23DD, 25–26, 26DD, 28–30  <b>Module 4:</b> Lesson 3DD</p>
		<p>K.L.1c                  Form regular plural nouns orally by adding /s/ or /es/.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 2:</b> Lesson 20DD  <b>Module 3:</b> Lessons 23DD, 25DD, 26DD, 30</p>
		<p>K.L.1d                  Understand and use question words.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 1, 1DD, 6, 6DD, 11, 11DD, 17, 23, 23DD, 29  <b>Module 2:</b> Lessons 1, 18, 29  <b>Module 3:</b> Lessons 1–2, 7, 12, 17–18, 22  <b>Module 4:</b> Lessons 1, 9, 16, 22, 28</p>
		<p>K.L.1e                  Use the most frequently occurring prepositions.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 24DD, 26DD, 27DD, 28DD  <b>Module 2:</b> Lessons 8, 10–12, 12DD  <b>Module 4:</b> Lessons 8DD, 21DD</p>
		<p>K.L.1f                  Produce and expand complete sentences in shared language activities.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 3DD, 4DD, 5, 5DD, 7DD, 8DD, 9DD, 10DD, 13DD, 14DD, 15, 15DD, 19DD, 26, 27DD, 28DD, 30DD, 31DD  <b>Module 2:</b> Lessons 1DD, 2DD, 3DD, 4, 6–8, 10, 10DD, 11–12, 12DD, 14DD, 15–16, 16DD, 17, 17DD, 19–21, 21DD, 22–23, 23DD, 27, 30–31, 31DD, 32, 32DD  <b>Module 3:</b> Lessons 4, 10–12, 14–17, 20–21, 24–26, 28–29, 29DD, 30DD  <b>Module 4:</b> Lessons 2, 4, 4DD, 5–6, 8DD, 11–13, 13DD, 21DD, 24DD, 25, 25DD, 27DD, 28DD, 29DD, 30, 30DD, 31, 32DD, 33–34, 34DD, 35, 35DD</p>

		<p>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Wilson Language Training’s Foundations® Level K</b> Foundations® teaches <b>both reading (decoding) and spelling (encoding) simultaneously with a multisensory, structured language and literacy approach</b> which explicitly teaches total word structure, not just phonics. <b>Encoding (spelling) skills</b> 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).</p> <p>Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation.</p>	
		<p>K.L.2a Capitalize the first word in a sentence and the pronoun /</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> The following dictation activities have students writing sentences with attention to capitalization and punctuation: <b>Introduce New Concepts:</b> (Unit 5: p. 351; p. 379) <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) <b>Word Play—Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) <b>Make It Fun:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>The following activities also reinforce the key elements of sentence structure, such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation. <b>Word Play (description p. 48):</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p>Additional activities are provided in the Home Support Packet (p. 89; p. 95; pp. 106–110) and the online teacher companion resource community called the Prevention Learning Community (PLC) for Foundations®. Teachers have access to these resources with the purchase of the Level K manual. (See the Expert Tips/Ideas section.)</p> <p><b>Wit &amp; Wisdom</b> <b>Module 3:</b> Lessons 4DD, 5, 5DD, 6, 7DD, 9DD, 11DD</p>



			<p><b>Module 4:</b> Lessons 24DD, 25DD, 27DD, 30–31, 32DD, 33–35</p>
		<p>K.L.2b Recognize and name end punctuation.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> The following dictation activities have students writing sentences with attention to capitalization and punctuation: <b>Introduce New Concepts:</b> (Unit 5: p. p. 351; p. 379) <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405) <b>Word Play—Sentence Dictation/Write Sentences:</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) <b>Make It Fun:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>The following activities also reinforce the key elements of sentence structure, such as capitalization and punctuation. All activities that use Sentence Frames provide a multisensory way to explicitly teach capitalization, including proper nouns, and punctuation. <b>Word Play (description p. 48):</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p> <p>Additional activities are provided in the Home Support Packet (p. 89; p. 95; pp. 106–110) and the online teacher companion resource community called the Prevention Learning Community (PLC) for Foundations®. Teachers have access to these resources with the purchase of the Level K manual. (See the Expert Tips/Ideas section.)</p> <p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 7, 24 <b>Module 2:</b> Lessons 11, 21 <b>Module 3:</b> Lessons 18DD, 20DD, 21 <b>Module 4:</b> Lessons 12, 28DD, 29DD, 30DD, 31, 32DD, 34</p>
		<p>K.L.2c Write a letter or letters for all consonant and short-vowel phonemes.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b> Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns. <b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401)</p>

			<p><b>Dictation/Words (description p. 26):</b> (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405)</p> <p><b>Introduce New Concepts:</b> (Unit 5: p. 351; p. 379)</p> <p><b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405)</p> <p><b>Word Play—Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p> <p><b>Make It Fun:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p. 89; p. 95, pp. 106–110) and the online teacher companion resource community called the Prevention Learning Community (PLC) for Foundations®. Teachers have access to these resources with the purchase of the Level K manual. (See the Expert Tips/Ideas section.)</p> <p><b>Wit &amp; Wisdom</b></p> <p><b>Module 1:</b> Lessons 17DD, 18–19, 21–22, 22DD, 23–24, 25DD, 26–28, 30–31</p> <p><b>Module 2:</b> Lessons 4–5, 5DD, 6, 6DD, 7, 8DD, 10DD, 11–12, 16–17, 17DD, 22–23, 27–28, 28DD, 31–32</p> <p><b>Module 3:</b> Lesson 4</p> <p><b>Module 4:</b> Lesson 36</p>
		<p>K.L.2d Spell simple words phonetically.</p>	<p><b>Wilson Language Training’s Foundations® Level K</b></p> <p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289), (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335), (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401)</p> <p><b>Dictation/Words (description p. 26):</b> (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 353; p. 355; p. 363; p. 365; p. 373; p. 375; p. 379; p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405)</p> <p><b>Introduce New Concepts:</b> (Unit 5: p. 351; p. 379)</p> <p><b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405)</p> <p><b>Word Play—Sentence Dictation/Write Sentences:</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381)</p> <p><b>Make It Fun:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p. 89; p. 95;</p>

			<p>pp. 106–110) and the online teacher companion resource community called the Prevention Learning Community (PLC) for Foundations®. Teachers have access to these resources with the purchase of the Level K manual. (See the Expert Tips/Ideas section.)</p> <p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 17DD, 18–19, 21–22, 22DD, 23–24, 25DD, 26–28, 30–31  <b>Module 2:</b> Lessons 4–5, 5DD, 6, 6DD, 7, 8DD, 10DD, 11–12, 16–17, 17DD, 22–23, 27–28, 28DD, 31–32  <b>Module 3:</b> Lessons 4–6, 11–12, 16–17, 21–22, 25–26, 28–29  <b>Module 4:</b> Lesson 36</p>
	<p><b>Vocabulary Acquisition and Use</b></p>		
<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p>			
<p>K.L.4a Identify new meanings for familiar words and apply them accurately.</p>		<p><b>Wilson Language Training’s Foundations® Level K</b> While Foundations®’ focus is on foundational skills, teachers are prompted to develop vocabulary while doing word-building activities: p. 4; p. 34; p. 151; p. 171; p. 196; p. 206; p. 212; p. 238; p. 249; p. 263; p. 349</p> <p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 2DD, 4, 6DD, 9, 12DD, 20DD  <b>Module 2:</b> Lessons 14, 18DD, 25DD  <b>Module 3:</b> Lesson 21DD  <b>Module 4:</b> Lessons 5DD, 16DD, 20DD</p>	
<p>K.L.4b Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lesson 20DD  <b>Module 2:</b> Lesson 20DD  <b>Module 3:</b> Lessons 1DD, 6DD, 27DD  <b>Module 4:</b> Lessons 14DD, 15DD, 17DD, 19DD, 22DD, 23</p>		

		<p>K.L.5 With guidance and support, explore word relationships and nuances in word meanings.</p>
	<p>K.L.5a Sort common objects into categories to gain a sense of the concepts the categories represent.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 4DD, 5DD, 8DD, 9DD, 10DD, 13DD  <b>Module 2:</b> Lessons 4DD, 7DD, 9DD, 11–12, 24DD, 27DD, 29DD  <b>Module 3:</b> Lessons 8DD, 12, 19DD, 27  <b>Module 4:</b> Lessons 1DD, 31DD</p>
	<p>K.L.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 2:</b> Lessons 11DD, 26DD  <b>Module 3:</b> Lessons 1DD, 2DD, 3DD, 12DD  <b>Module 4:</b> Lessons 2DD, 3DD, 9DD, 10DD, 11DD, 18DD, 23</p>
	<p>K.L.5c Identify real-life connections between words and their use.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 4DD, 5DD, 8DD, 9DD, 10DD, 11DD, 13DD, 18DD  <b>Module 2:</b> Lessons 2DD, 4DD, 7DD, 9DD, 11–12, 13DD, 27DD, 29DD  <b>Module 3:</b> Lessons 2, 4, 7–8, 8DD, 10DD, 12, 19DD, 24DD, 27  <b>Module 4:</b> Lessons 1DD, 11–12, 19, 32</p>
	<p>K.L.5d Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lesson 13  <b>Module 2:</b> Lessons 15DD, 19DD, 26  <b>Module 3:</b> Lessons 1DD, 12DD, 14DD, 17DD, 22DD  <b>Module 4:</b> Lessons 3DD, 6DD, 7DD, 12DD, 16, 21, 23DD</p>
	<p>K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Modules 1–4</b>  <i>Wit &amp; 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.

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 K. Students apply the crafts of speaking and listening to express and extend what they have learned from their reading and writing.

<b>Speaking and Listening</b>	<b>Comprehension and Collaboration</b>	K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
		K.SL.1a With guidance and support, follow agreed-upon rules for discussions.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 1–16, 19, 21–23, 25, 27, 29–31 <b>Module 2:</b> Lessons 1, 3, 5, 7–8, 11–16, 18–22, 24–32 <b>Module 3:</b> Lessons 1–2, 4–6, 12, 15, 17, 21–23, 26 <b>Module 4:</b> Lessons 1, 9, 16–17, 19, 21
		K.SL.1b Continue conversations through multiple exchanges.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 6, 16, 22, 25, 27, 29–31 <b>Module 2:</b> Lesson 28
		K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 1–2, 4, 6, 8–15, 19, 22–23, 25–27 <b>Module 2:</b> Lessons 1, 3, 7, 13–15, 18–21, 24–28, 30–32 <b>Module 3:</b> Lessons 1–26 <b>Module 4:</b> Lessons 1–7, 9–28, 30–32, 35–36
		K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 1, 4, 6–7 <b>Module 3:</b> Lessons 7, 10–11, 17–22 <b>Module 4:</b> Lesson 7
	<b>Presentation of Knowledge and Ideas</b>	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 4DD, 5DD, 8DD, 9, 9DD, 10DD, 17, 18DD, 23, 24DD, 26DD, 28DD <b>Module 2:</b> Lessons 9DD, 12DD, 15, 17, 19 <b>Module 4:</b> Lessons 32–33, 35–36

		<p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b><i>Wit &amp; Wisdom</i></b> <b>Module 3:</b> Lessons 23–30</p>
		<p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b><i>Wit &amp; Wisdom</i></b> <b>Module 1:</b> Lessons 10, 19–22, 27, 30–31 <b>Module 2:</b> Lessons 2–6, 9–10, 16–17, 20, 23, 28–32 <b>Module 4:</b> Lessons 15, 35</p>