

Foundations A-Z

Navigation Guide for Foundations A-Z



Getting Started Guide

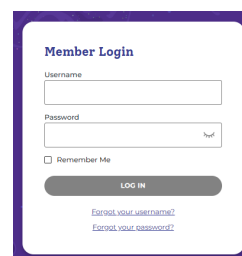
Getting Started

Foundations A-Z® provides essential K-5 foundational skills instruction with the explicit, systematic lesson plans and student practice opportunities needed for full foundational skills acquisition.

Built on Science of Reading research, Foundations A-Z offers a diverse range of assignable digital books, videos, games, and printable resources, all grounded in comprehensive lesson plans. These lesson plans are the backbone of the literacy solution, designed to engage and teach every student the foundational skills needed for confident reading.

Logging In

1. Visit FoundationsA-Z.com
2. Click MEMBER LOGIN
3. Enter your login credentials

A screenshot of the Member Login form. It has a title 'Member Login'. Below it are fields for 'Username' and 'Password'. There is a 'Remember Me' checkbox. A 'LOG IN' button is at the bottom. Below the button are two links: 'Forgot your username?' and 'Forgot your password?'.

Lesson Plans by Grade Level: Explicit, Systematic, and Cumulative Instruction

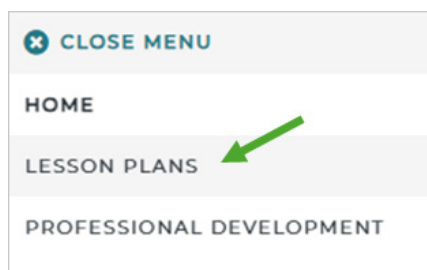
Follow these instructions to navigate through the menu to different lesson plans. The steps below follow an example lesson plan: **Grade 1, Unit 3, Module 1, Lesson 4: Words with Final Blends**. All grades and lessons are structured the same way and can be found by following these instructions.

Locating and Navigating the Lesson Plans

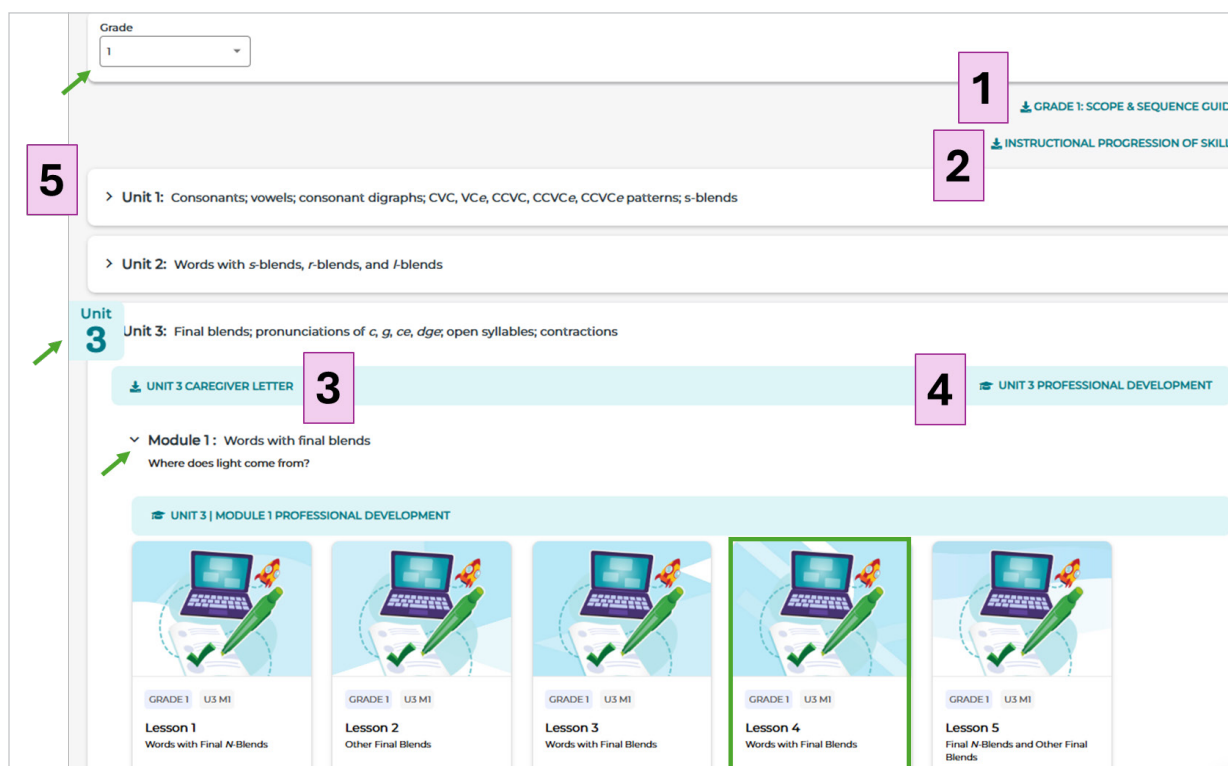
1. Click the **Menu** icon in the top left-hand corner underneath the Foundations A-Z logo.



2. Select **Lesson Plans**, which will bring you to the **Unit** page of the Lesson Plans.



3. Select the grade in the **Grade** dropdown menu.
4. Click on the **Unit 3** dropdown menu to open **Modules 1-4**.
5. Click on **Module 1**.
6. Click on **Lesson 4**. To navigate back to the **Unit** page, click the **Back** button.



Within your selected grade level on the **Unit** page of the **Lesson Plans**, explore the following resources:

1. **The Scope and Sequence Guide:** This guide is the heart of instruction for Foundations A-Z, as it lays out what skills will be taught and in what order to students. The Scope and Sequence Guide helps you deliver explicit, systematic, and cumulative instruction and ensures that skills will be taught from simple to complex.
2. **Instructional Progression of Skills:** A comprehensive view of all skills covered from grades K-5 and the order in which they are taught. This provides you with a broader view of the Scope and Sequence for the entire curriculum in Foundations A-Z.
3. **A Caregiver Letter:** Guidance and tips on how caregivers can best support their child's foundational learning at home.
4. **Unit Professional Development:** View relevant, recommended resources from the Professional Development Library to boost knowledge about delivering instruction for that unit. After visiting this section, click the **Back** button to return to the **Unit page** of the **Lesson Plans**.
5. **Easy-to-Navigate View:** Explore the **Unit** page to experience the user-friendly interface navigating between units and modules. Each grade level has eight units broken down into four modules and containing five daily lessons, totaling 160 lesson plans.

Inside Each Lesson Plan

Follow these instructions to navigate through the lesson plans. The example below features steps to navigate **Grade 1, Unit 3, Module 1, Lesson 4: Words With Final Blends**.

At First Glance

1. Select your **state** in the drop-down menu to see standards alignment for this specific lesson.
2. Within every lesson, you have the option to **Print**, **Present**, or **Assign** resources from the lesson plan.

Print: All or some of the lesson plan resources can be printed, from **Objectives** through **Reteach & Enrich**, with the option to print **Sample Dialogue** and **Tips**.

Present: Project some of the resources on the big screen during whole class instruction. The **Present** feature allows you to preview material and annotate texts.

Assign: Digitally assign the “YOU DO” resources from this lesson to individual students, groups of students, or to the whole class. Students access their individual assignments in the Student Portal (KidsA-Z.com) with their dedicated login credentials.

3. Click on both the **Teacher Objectives** and **Student Objectives** dropdowns to read more about the goals for teaching and learning.

The screenshot displays the Lesson 4 interface for 'Words with Final Blends'. At the top, navigation links include '< BACK', 'HOME / LESSON PLANS', and 'Grade 1 | Unit 3 | Module 1'. Below this, the lesson title 'Lesson 4 Words with Final Blends' is shown, along with a duration of '45-65 mins'. A state selection dropdown is set to 'Florida Standards All...'. A list of standards is provided: [FLA1C11](#), [FLA1C31](#), [FLA1F12a](#), [FLA1F12d](#), [FLA1F12e](#), [FLA1F13a](#), [FLA1F13c](#), and [FLA1F13e](#). On the left, an illustration shows a laptop, a rocket, and a green pencil. Below the illustration are three buttons: 'PRINT', 'PRESENT', and 'ASSIGN'. In the center, there are two dropdown menus for 'Objectives', with 'Teacher Objectives' and 'Student Objectives' selected. On the right, the 'Teacher Objectives' section is expanded, showing a list of skills students will be able to do. On the left, the 'Student Objectives' section is expanded, showing a list of skills students can do. The interface is designed to be user-friendly and informative, providing clear instructions and resources for teachers and students.

Lesson 4
Words with Final Blends

Base Lesson Duration: 45-65 mins

Florida Standards All...

[FLA1C11](#), [FLA1C31](#), [FLA1F12a](#), [FLA1F12d](#), [FLA1F12e](#), [FLA1F13a](#), [FLA1F13c](#), [FLA1F13e](#)

Objectives

> Teacher Objectives

> Student Objectives

Teacher Objectives

Students Will Be Able To...

- decode words with phonogram -ump
- identify the first and the last word on a page
- segment one-syllable words with final consonant blends
- decode VCC, CVCC, and CCVCC words with final consonant blends
- recognize that every syllable has one vowel sound and that closed syllables end with a consonant
- spell words with final blends
- form upper- and lowercase letters in words, phrases, and sentences
- read at least 0-10 words per minute with at least 92 percent correct and with appropriate expression in a connected text with consonant blends
- read grade-level text aloud fluently with purpose and understanding, expression, and phrasing appropriate to punctuation and genre
- produce complete simple or compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Student Objectives

I Can...

- read words with the phonogram -ump (Phonics)
- identify the first and last word on a page (Print Concepts)
- break apart the sounds in a word and count them (Phonological Awareness)
- read words with final blends (Phonics)
- count syllables by counting vowel sounds and know that closed syllables end with a consonant (Phonics)
- spell words using the information I learned (Phonics)
- form upper- and lowercase letters (Handwriting)
- recognize and read words, phrases, and sentences with final blends in connected text (Fluency)
- read grade-level text with purpose and understanding (Fluency)
- speak in complete sentences (Language)

Pre-Instruction

Click on the **Materials & Preparation** dropdown. This unique feature in the Foundations A-Z lesson plans provides all hyperlinked materials within the lesson, saving you time from having to search for materials separately. Guidance on which version of the materials, whether printed, projected, or assigned, is also provided to support ease of use.

Digital Tools

Digital tools are accessible within the Foundations A-Z texts, offering multiple ways to highlight essential components and prepare text resources for instructional use.



Full Screen

Why do the kids have to come in?

→ Kent and Hank like to jump.
The sky is a soft pink. ✓
Light from the sun is dim. ✓
Dad called, "It is time to come in. STOP ✓

3

Available tools include:



Digital pens to circle, underline, or write notes in different colors.



Highlighters to call out key parts of text using different colors.



Text box for prepared questions and observations of the text.



Stamps to mark specific areas of the text using a variety of shapes.



Hide or display frames to focus the class on a narrow view of the text.



Eraser to remove a mark without deleting all of the mark-ups.



Reset and remove all mark-ups on the page or in the entire book.

Instruction

The **Instruction** section of the lesson plan follows a gradual release model, where responsibility shifts from teacher-led instruction to independent student work.

Whole-Class Introduction



> **Set the Stage**

5 mins

Whole-Group Instruction



> **I DO: Teach**

15 mins

Independent Practice,
Teacher-Led Small Group,
Collaborative Work



> **WE DO: Guided Practice**

15 mins



> **YOU DO: Independent Practice**

15 mins

Whole-Class Closure and Share



> **Closure**

5 mins

Small-Group Instruction



> **Reteach & Enrich**

10 mins

Click on each section below to read more about the instructional content in this lesson.

1. **Set the Stage:** Start here to read how to engage students' prior knowledge and interests before diving into the lesson. This approach allows students to connect new information to what they already know, making the new content more meaningful and easier to understand.

Instruction

▼ **Set the Stage**

5 mins

Activities that engage students' prior knowledge and interests, or pique students' interests; often referred to as an Anticipatory Set

Phonics: Read Words with Phonograms
5 mins

1. **Display** [Word cards, set 1](#) in a column of a pocket chart. Guide students to read the words aloud and make observations. Point out the *ump* phonogram in each word and the changing onset (initial consonant sounds). After reading each word, use the words in sentences and review the meaning of any unfamiliar words.

> [Sample Dialogue](#)

Check for Understanding

1 - Phonics
I can read words with the phonogram *-ump*.
Observe students reading the words and record in the [Observation checklist for Unit 3, Module 1, Lesson 4](#).
**See Reteach/Enrich section for follow-up activities if needed.

2. **I DO: Teach** Read how you can provide explicit instruction and model a new concept, strategy, or skill. In this stage, and in the subsequent **WE DO** stage, the lesson plan provides sample dialogue, teacher tips, and checks for understanding to offer flexibility and checkpoints when delivering instruction.

✓ I DO: Teach

15 mins


Lesson with a narrow focus where the teacher provides explicit instruction on a content-specific concept, strategy, or skill

Print Concepts: Shared Reading


5 mins

The shared reading text's main purpose is for students to build knowledge surrounding the unit and module question. It is an extra support and can be used in multiple ways. The shared reading text can be used to practice fluency, print concepts, high-frequency words (HFWs), and the phonetic skill, when applicable. Having students read and practice applying skills in different types of texts is a powerful way to build knowledge and expand on newly acquired skills.

1. **Project** [Shared reader: All About Light](#). Remind students what they have learned about light.
2. **Display** page 11 and review that a sentence starts with an uppercase letter and ends with a punctuation mark. Point out the first word and ending punctuation in each sentence on the page.
➤ [Sample Dialogue](#)
3. **Reread** page 11 aloud, tracking the print. Guide students in pointing out the first and last word on the page.
4. **Practice:** Using the [Shared reader: All About Light](#), have students point to the first and last word on pages 12 and 13.

 **ELL Tip**

Introduce or review the terms *first* and *last* prior to beginning the lesson.

 **Teacher Tip**

For students developing print awareness, have them identify the first and last word on a page with less text, such as page 6. For more advanced students, have them identify the first and last word on page 8. Students should recognize the first and last word on a page given text directionality.

Check for Understanding

2 - Print Concepts
I can identify the first and last word on a page.
Observe students during Practice and record your observations in the [Observation checklist for Unit 3, Module 1, Lesson 4](#).
**See Reteach/Enrich section for follow-up activities if needed.

3. **WE DO: Guided Practice** Learn how you and your students begin applying the content of the concept being taught, which may include think-alouds, handwriting practice, checks for understanding, and formal evaluation. Following research-based best practices, you can foster collaborative learning by utilizing diverse resources to deepen students' multisensory experience.

▼ WE DO: Guided Practice

15
mins

The teacher, with the help of students, applies the content of the concept being taught; may include think-alouds, whole group and small-group activities, checks for understanding, and formal evaluation

Phonics and Handwriting: Encode Sound, Word, and Sentence Dictation

5 mins

1. **Get** students ready by having them take out a pencil and [Handwriting paper](#).
2. **Say** the words below one at a time. Allow students to segment each sound in the words and write the words as they say each sound:
 - *end*
 - *wept*
 - *jump*
 - *went*
 - *sink*
 - *left*
 - *fact*
3. **Dictate** the short sentence that follows this instruction. Have students repeat the sentence and hold it in memory while they make a line for each word. Then have students write the sentence on the lines. *Hank slept in a tent.*
4. **Remind** students to use capital letters and end punctuation. Also, remind them to refer to the [Phoneme/grapheme alphabet chart](#) and [High-frequency word flash cards](#) if necessary.
5. **Write** the sentence correctly on the board and have students self-correct if there are errors.

Check for Understanding

6 - Phonics

I can spell words using the information I learned.

7 - Handwriting

I can form upper- and lowercase letters.

Walk around and observe students as they write the words and sentences. Record in the [Observation checklist for Unit 3, Module 1, Lesson 4](#).


**See Reteach/Enrich section for follow-up activities if needed.

4. **YOU DO: Independent Practice** Observe your students working independently to practice and apply new skills using the digital resources for this lesson. These independent practice opportunities may include a combination of videos, games, and books. Students can experience the joy of learning through engaging, multimodal resources.

Note: Clicking on any of these individual resources will allow you to preview them using the **PRESENT** button.

▼ **YOU DO: Independent Practice** 15 mins


Students work independently to practice and apply new concepts and skills using the digital resources for each lesson; may include videos, games, or reading resources **ASSIGN**



Fixing Reading Mistakes: Frog Gets Help

Instructional Student Videos | Videos | Video | Grade 1


U3 M1 L4



Identify First and Last Words on a Page

Games | Games | Interactivity | Grade 1

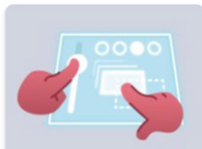
U3 M1 L4



Read Words and Sentences Fluently

Games | Games | Grade 1

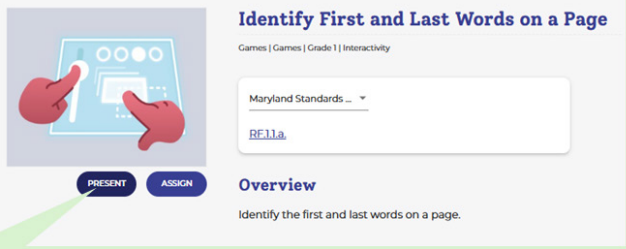
U3 M1 L4



Correct Reading Mistakes

Games | Games | Grade 1

U3 M1 L4



Identify First and Last Words on a Page

Games | Games | Grade 1 | Interactivity


Maryland Standards ...

RF.1.1.a

Overview

Identify the first and last words on a page.

PRESENT **ASSIGN**



Identify First and Last Words on a Page

Preview

Identify First and Last Words on a Page

Tap the first word on the page.

I am done with my drink. Mom said to put it in the sink.

BACK **NEXT**

- Closure:** You and your students revisit the learning objective and share reflections or what was applied during instruction. This practice promotes self-reflection and metacognition, encouraging students to think critically about what they've learned and apply it effectively in future scenarios.

✓ **Closure**
5 mins

Teacher and students revisit the learning objective and share their reflections, or what they applied during instruction; may include formative assessment (reflection, exit ticket, journal entry, etc.)

Return to Module Question
5 mins

1. **Display Shared reader:** *All About Light* and reread page 6.
2. **Return** to the module question: Where does light come from? Discuss what students learned about light and answer the module question using facts from the text.
> [Sample Dialogue](#)
3. **Use** the sources of light to have a scavenger hunt. Allow students to look for different sources of light. After the hunt, have the students discuss the light sources they located with a partner. Encourage them to use complete sentences in the discussion.
> [Sample Dialogue](#)
4. **Collaborative Practice:** Turn and talk to have students answer the question, "Where does light come from?" Remind students to use complete sentences.

Check for Understanding
10 - Language
I can speak in complete sentences.
Observe students during the Collaborative Practice section and record in the [Observation checklist for Unit 3, Module 1, Lesson 4.](#)
**See Reteach/Enrich section for follow-up activities if needed.

ELL Tip

Work with students to better understand the content-specific vocabulary when discussing sources of light: *light bulb, sun, fire*. If possible, show them the examples of the actual light source and provide sentence frames. For example: *I can see light _____.*

Post-Instruction

Scroll past **Instruction** to view **Post-Instruction**, which features a **Reteach and Enrich** section containing activities for students who need additional support to meet a learning objective and students who need more complex materials for a challenge. These opportunities help you tailor instruction to individual students' needs, promoting personalized learning.

Reteach
5 mins

Reteach activities provide support for students who need additional instruction and practice to meet a learning objective or skill.

Check for Understanding

1. Print Concepts: I can listen to a kindergarten text and say if it is fiction or nonfiction.
- Review previously read texts with students and discuss if they are fiction or nonfiction.
2. Print Concepts: I can point to each word being read aloud.
- Using *Shared reader: What Does the Wind Move?* have students practice pointing to each word as it is read. Be sure that they are touching each word.
3. Phonological Awareness: I can say the first sound in words that begin with Kk, Vv, and Yy.
4. Phonics: I can say the letter names and sounds for Kk, Vv, and Yy.
5. Phonics: I can tell the difference between a consonant and a vowel.
6. Phonics: I can identify that the letter y can be a consonant or a vowel.
- Give students the *Alphabet chant Kk*, *Alphabet chant Vv*, and *Alphabet chant Yy*. Have them say the name the upper- and lowercase letter Kk. Next, have them say the name the letter that represents that sound as a consonant or vowel. Have them continue with Vv and Yy. Remind them that Yy can be both a consonant and a vowel.

Enrich
5 mins

Enrich activities are for students who have demonstrated the need for more complex, challenging materials based on the unit's observation checklist objectives.

Check for Understanding

1. Print Concepts: I can listen to a kindergarten text and say if it is fiction or nonfiction.
- Give students books to sort into fiction and nonfiction categories.
2. Print Concepts: I can point to each word being read aloud.
- Students can use their finger to point to each word while the *Alphabet chant Kk*, *Alphabet chant Vv*, or *Alphabet chant Yy* is being read aloud. While reading, stop in the middle of the sentence and have the students circle the word you stopped on. Ensure that they have all circled the correct word. Do this numerous times.
3. Phonological Awareness: I can say the first sound in words that begin with the sound for Kk, Vv, and Yy.
- Have students draw pictures of different things that start with the Kk, Vv, or Yy sound.
4. Phonics: I can say the letter names and sounds for Kk, Vv, and Yy.
8. Phonics: I can find the letters Kk, Vv, and Yy in a text and say their sounds.
- Have students read one of the *Alphabet chant Kk*, *Alphabet chant Vv*, and *Alphabet chant Yy* on their own.

Professional Development: Options for Microlearning

Foundations A-Z offers professional development resources at point-of-use within the lesson plans or in the **Professional Development** library. These resources provide insights for delivering research-based instruction in as little as five minutes. Follow the instructions below to experience the wide array of resources available.

1. Click the **Menu** icon in the top left-hand corner underneath the Foundations A-Z logo.



2. Select **Professional Development**.
3. If desired, narrow resources in the library using the **Grade**, **Resource Type**, and/or **Topic** filters.
4. Click on any professional development resource that interests you!

Professional Development


Grade: Resource Type: Topic:

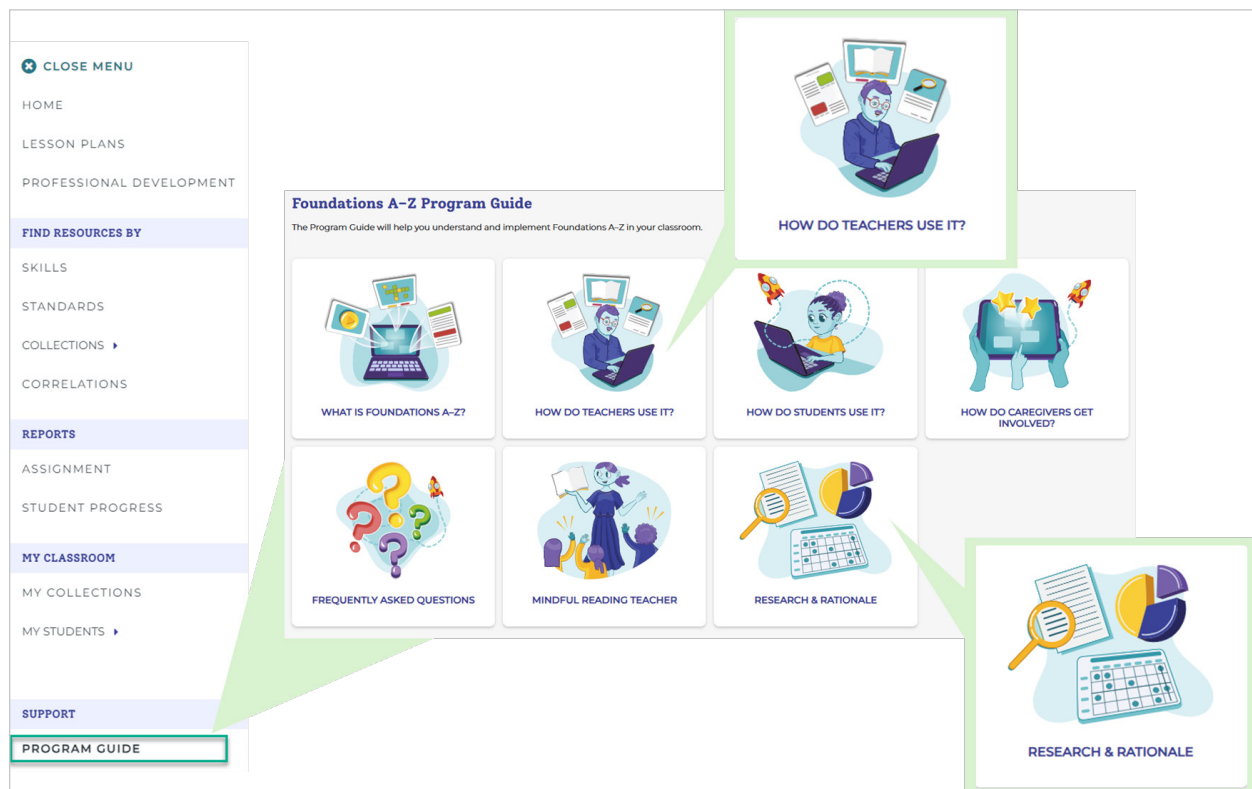
 Active Listening Professional Development Put Into Practice Video-5 mins Grades K-5 CI US MS	 Alphabetic Principle Professional Development Put Into Practice Video-4 mins Grades K-2 CI UI MI	 Building Knowledge Professional Development Put Into Practice Video-4 mins Grades K-5 CI	 Building Students' Vocabulary Through Morphology Instruction Professional Development Read the Research Article Grades K-5 CI US MS	 Choosing Books for Independent Reading Professional Development Put Into Practice Video-4 mins Grades K-5 CI UI MS	 Creating a Language-Rich Classroom Professional Development Put Into Practice Video-4 mins Grades K-5 CI UI	 Cultural Responsiveness and Overcoming Biases Professional Development Learn From Experts Video-7 mins Grades K-5 CI	 Culturally Responsive Teaching Professional Development Read the Research Article Grades K-5 CI
 Decoding and Encoding Professional Development Put Into Practice Video-4 mins Grades K-5 CI U2	 Decoding: One-Syllable Words Professional Development Put Into Practice Video-5 mins Grades K-5 CI	 Decoding: Syllable Division Professional Development Put Into Practice Video-4 mins Grades K-5 CI	 Dictation Professional Development Put Into Practice Video-4 mins Grades K-5 CI	 Differentiating Content Professional Development Put Into Practice Video-4 mins Grades K-5 CI UI	 Differentiating Process Professional Development Put Into Practice Video-4 mins Grades K-5 CI UI	 Differentiating Product Professional Development Put Into Practice Video-4 mins Grades K-5 CI US MI	 Differentiating the Learning Environment Professional Development Put Into Practice Video-5 mins Grades K-5 CI

DECODING AND ENCODING
with Coach Rachel

0:00 / 3:59

The Program Guide: Research and Implementation

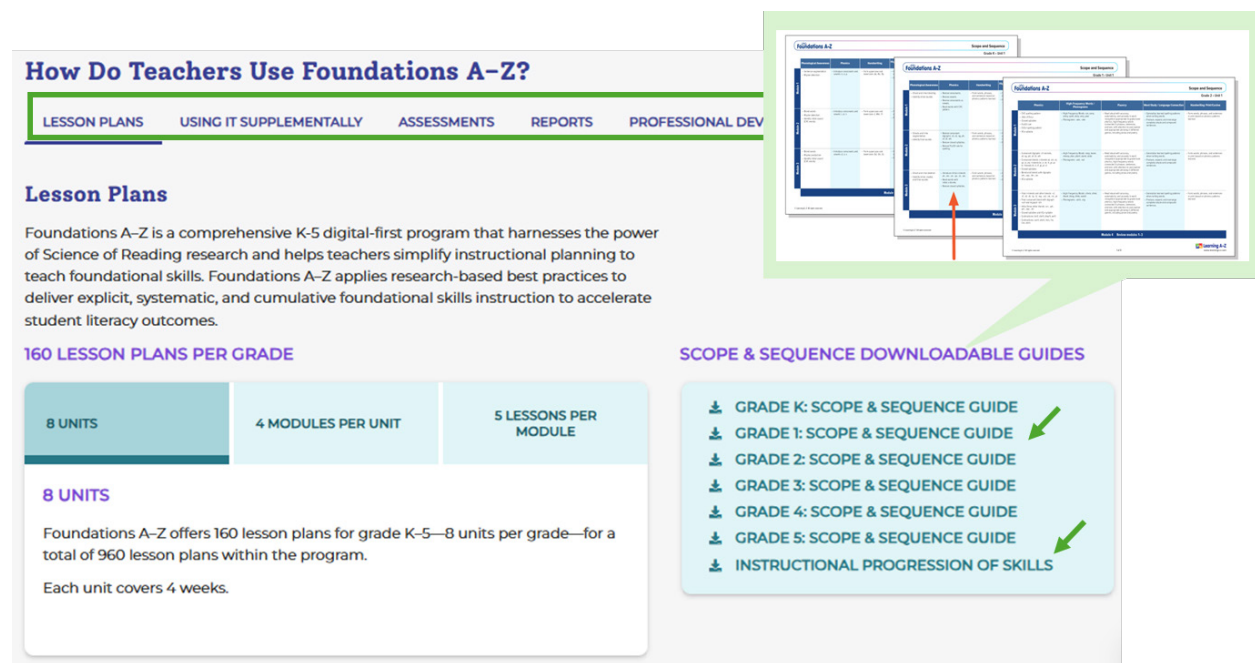
Click the **Menu** icon  in the top left-hand corner underneath the Foundations A-Z logo and select **PROGRAM GUIDE**. The Foundations A-Z Program Guide offers comprehensive details on the research that influenced the curriculum's development, implementation strategies, frequently asked questions, extension to caregivers, and a general overview. The **RESEARCH & RATIONALE** and the **HOW DO TEACHERS USE IT?** are helpful starting points.



Teacher Implementation

This section of the **Program Guide** provides a detailed overview of the program layout, including sections on the Foundations A-Z lesson plans, assessments, reports, professional development, and guidance on supplementing a core curriculum.

1. Within the **Program Guide**, click on **HOW DO TEACHERS USE IT?** to learn more about how you can use Foundations A-Z in your classroom.
2. Explore and view the different tabs in the top center of the page.
3. This **LESSON PLANS** tab is a great place to download the **Scope & Sequence Guide** for your grade(s) and the **Instructional Progression of Skills** document.



How Do Teachers Use Foundations A-Z?

LESSON PLANS USING IT SUPPLEMENTALLY ASSESSMENTS REPORTS PROFESSIONAL DEV

Lesson Plans

Foundations A-Z is a comprehensive K-5 digital-first program that harnesses the power of Science of Reading research and helps teachers simplify instructional planning to teach foundational skills. Foundations A-Z applies research-based best practices to deliver explicit, systematic, and cumulative foundational skills instruction to accelerate student literacy outcomes.

160 LESSON PLANS PER GRADE

8 UNITS	4 MODULES PER UNIT	5 LESSONS PER MODULE
8 UNITS Foundations A-Z offers 160 lesson plans for grade K-5—8 units per grade—for a total of 960 lesson plans within the program. Each unit covers 4 weeks.		

SCOPE & SEQUENCE DOWNLOADABLE GUIDES

- GRADE K: SCOPE & SEQUENCE GUIDE
- GRADE 1: SCOPE & SEQUENCE GUIDE
- GRADE 2: SCOPE & SEQUENCE GUIDE
- GRADE 3: SCOPE & SEQUENCE GUIDE
- GRADE 4: SCOPE & SEQUENCE GUIDE
- GRADE 5: SCOPE & SEQUENCE GUIDE
- INSTRUCTIONAL PROGRESSION OF SKILLS

The inset image shows three overlapping lesson plan documents for 'Foundations A-Z' with a red arrow pointing to the 'Scope & Sequence' tab.

	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> Onset and rime blending Identify initial sounds. 	<ul style="list-style-type: none"> Review consonants. Review vowels. Review consonants vs. vowels. Read words with CVC pattern. 	<ul style="list-style-type: none"> Form words, phrases, and sentences based on phonics patterns learned. 	<ul style="list-style-type: none"> High-frequency words: <i>box, dog, its, name, were</i> Phonograms: <i>-an, -ed, -in, -op, -um</i> 	<ul style="list-style-type: none"> Return sweep between sentences and paragraphs Identify first and last word on a page. 	<ul style="list-style-type: none"> Accuracy and automaticity in word recognition appropriate to grade-level phonics Use high-frequency words connected in phrases, sentences, and text. 	<ul style="list-style-type: none"> Print all upper- and lowercase letters. Use conventional spelling. Spell untaught words phonetically. Produce and expand sentences.
Module 2	<ul style="list-style-type: none"> Onsets and rime segmentation Identify final sounds. 	<ul style="list-style-type: none"> Review consonant digraphs: <i>ch, ck, ng, ph, sh, th, wh</i>. Review closed syllables. Review FLoSS rule for spelling. 	<ul style="list-style-type: none"> Form words, phrases, and sentences based on phonics patterns learned. 	<ul style="list-style-type: none"> High-frequency words: <i>add, called, note, one, once</i> Phonograms: <i>-ake, -ash, -ine, -ock</i> 	<ul style="list-style-type: none"> Return sweep between sentences and paragraphs Identify first and last word on a page. 	<ul style="list-style-type: none"> Accuracy and automaticity in word recognition appropriate to grade-level phonics Use high-frequency words connected in phrases, sentences, and text. 	<ul style="list-style-type: none"> Print all upper- and lowercase letters. Use conventional spelling. Spell untaught words phonetically. Produce and expand sentences.
Module 3	<ul style="list-style-type: none"> Onset and rime deletion Identify initial, medial, and final sounds. 	<ul style="list-style-type: none"> Introduce initial s-blends: <i>sk-, sm-, sn-, sp-, st-, sw-</i>. Read words with initial s-blends. Review closed syllables. 	<ul style="list-style-type: none"> Form words, phrases, and sentences based on phonics patterns learned. 	<ul style="list-style-type: none"> High-frequency words: <i>next, stop, still, stop</i> Phonograms: <i>-ell, -ill, -ing</i> 	<ul style="list-style-type: none"> Identify text features on a page and read them in order. 	<ul style="list-style-type: none"> Accuracy and automaticity in word recognition appropriate to grade-level phonics Use high-frequency words connected in phrases, sentences, and text. 	<ul style="list-style-type: none"> Print all upper- and lowercase letters. Use conventional spelling. Spell untaught words phonetically. Produce and expand sentences.
Module 4 Review modules 1–3							

Phonics, Word Study, and High-Frequency Words

GRADE 1					
Unit and Module	Phonics Patterns	Dolch/Fry High-Frequency Words		Decodable Books	Explore Zone
		Regular Words: Decodable	Irregular: Partially regular, but parts of the word are not decodable so students need to memorize. Temporarily Irregular: These become regular as students learn the phonics necessary to decode them.		
1.1	<ul style="list-style-type: none"> Review consonants Review vowels Review consonants vs. vowels Read words with CVC pattern 	name, box, its, dog	were	Ted	World 1, Mission 1 Levels 1, 2, 3 and 4
1.2	<ul style="list-style-type: none"> Review consonant digraphs <i>sh, th, wh, ph, ch, ck, ng</i> Review closed syllables Read words with CVC and VCe pattern Review the FLoSS rule 	add, note	called, one, once	Cut Back on Waste	World 1, Mission 2 Levels 5, 6, 7 and 8
1.3	<ul style="list-style-type: none"> Introduce initial s-blends (<i>st, sp, sk, sn, sm, sw</i>) Read words with initial s-blends Review closed syllables 	stop, still, next, step		At the Park	World 2, Mission 3 Levels 9, 10, 11 and 12
Review 1.1–1.3				Beck Swell Can Shine	World 2, Mission 4 Levels 13, 14, 15 and 16
2.1	<ul style="list-style-type: none"> Introduce final s-blends: (<i>st, sp, sk</i>) Read words with initial and final s-blends Review closed syllables 	ask, fast, last, list, best	most	Tusk Task	World 2, Mission 5 Levels 17, 18, 19 and 20
2.2	<ul style="list-style-type: none"> Introduce initial r-blends: (<i>cr, dr, pr, br, fr, gr, tr</i>) Read words with initial and final s-blends and initial r-blends Review closed syllables 	just, must, rest		Britt's Best Story Ever	World 2, Mission 6 Levels 21, 22, 23 and 24
2.3	<ul style="list-style-type: none"> Introduce initial and final l-blends: (<i>sl, gl, pl, bl, cl, fl</i>) (<i>-ld, -lf, -lk, -lp, -lt</i>) Review closed syllables 		come, some, done, from, want	The Big Sled	World 2, Mission 7 Levels 25, 26, 27 and 28
Review 2.1–2.3				Bob and the Ducks	World 2, Mission 8 Levels 29, 30, 31 and 32
3.1	<ul style="list-style-type: none"> Introduce final n-blends and other final blends (<i>-nd, -nk, -nt</i>) (<i>-ft, -pt, -ct, -mp</i>) Read words with final blends Review closed syllables 	went, help, left, jump, end, hand		Click! Lights Off	World 2, Mission 9 Levels 33, 34, 35 and 36
3.2	<ul style="list-style-type: none"> Review hard <i>c</i>, hard <i>g</i> Introduce soft <i>c</i>, soft <i>g</i> Final soft <i>g</i> spelled <i>-ge</i> and <i>-dge</i> Final soft <i>c</i> spelled <i>-ce</i> Review closed syllables 		into, their, there, where	Shine On	World 3, Mission 10 Levels 37, 38, 39 and 40
3.3	<ul style="list-style-type: none"> Introduce open syllables Introduce open syllable words with long vowel endings <i>e, o, y</i> (long /i/ sound) 	me, we, go, so, be, no	also	We Set the Stage	World 4, Mission 11 Levels 41, 42, 43 and 44
Review 3.1–3.3				Big and Small Sound	World 4, Mission 12 Levels 45, 46, 47 and 48

Explore the Research

This section of the **Program Guide** provides insight into the research that influenced the design and development of Foundations A-Z. Read more about the research to better understand how you can deliver effective instruction in your classroom(s).

1. Within the **Program Guide**, click on **RESEARCH & RATIONALE**.
2. Under **THE RESEARCH** tab, you can download the **Research Guide** or **Full Research Base** used in the development of the Foundations A-Z program.
3. Explore and view the different tabs in the top center of the page to learn more about how the research influenced the instructional content.

Research and Rationale

[THE RESEARCH](#)
[ALPHABETIC PRINCIPLE](#)
[AUTHENTIC CLASSROOM TEXTS](#)
[DECODABLE BOOKS & WORD STUDY PASSAGES](#)
[FLUENCY](#)
[HIGH-FREQUENCY WORDS](#)
[LANGUAGE CONNECTION](#)
[PHONICS](#)
[PHONOLOGICAL AWARENESS](#)
[PRINT CONCEPTS](#)
[WORD STUDY & MORPHOLOGY](#)

The Research Behind Foundations A-Z

The Research Guide is a companion to this Program Guide. Foundations A-Z was created from high-quality research in English Language Arts instruction including but not limited to print concepts, phonological awareness, phonics and word recognition, fluency, vocabulary, and background knowledge.

SCARBOROUGH'S READING ROPE

Decoding, Phonological Awareness, Sight Recognition, Word Recognition, Vocabulary Knowledge, Background Knowledge, Language Structures, Literacy Knowledge, Verbal Reasoning, Skilled Reading.

DOWNLOAD THE RESEARCH

RESEARCH GUIDE

FULL RESEARCH BASE

← PROGRAM GUIDE

Research and Rationale

[THE RESEARCH](#)
[ALPHABETIC PRINCIPLE](#)
[AUTHENTIC CLASSROOM TEXTS](#)
[DECODABLE BOOKS & WORD STUDY PASSAGES](#)
[FLUENCY](#)
[HIGH-FREQUENCY WORDS](#)
[LANGUAGE CONNECTION](#)
[PHONICS](#)
[PHONOLOGICAL AWARENESS](#)
[PRINT CONCEPTS](#)
[WORD STUDY & MORPHOLOGY](#)

Decodable Books & Word Study Passages

WHAT ARE DECODABLE BOOKS AND WORD STUDY PASSAGES, AND WHY ARE THEY IMPORTANT?

Decodable Books

Decodable books and texts are intentionally written using mostly words that students can read based on their cumulative knowledge of **phonics** elements and **high-frequency words** (HFWs). Decodable texts are defined by a high degree of phonic regularity, which is the percentage of words with common and consistent patterns, and lesson-to-text match (Mesmer 2000, 2005), which is the degree to which letter-sound combinations or words have been taught during previous phonics lessons.

Not all of the words in a decodable text will match patterns taught previously. Additional content and structure words are needed to round out the text and maintain meaning. Some content words (also known as story words), which enhance the meaning of texts, might contain elements that have not yet been explicitly taught and, therefore, require support. Structure words, which are often among the most frequent words in the language, are required for proper grammar and syntax. While some of these structure words may be familiar from previous HFWs instruction, some will not yet be familiar.

UNIT REVIEW

Every fourth module in a unit includes a new decodable book that supports spiral review. Decodable books from the review modules are rhyming poetry and include most of the unit's phonics elements and HFWs.

Foundations A-Z