

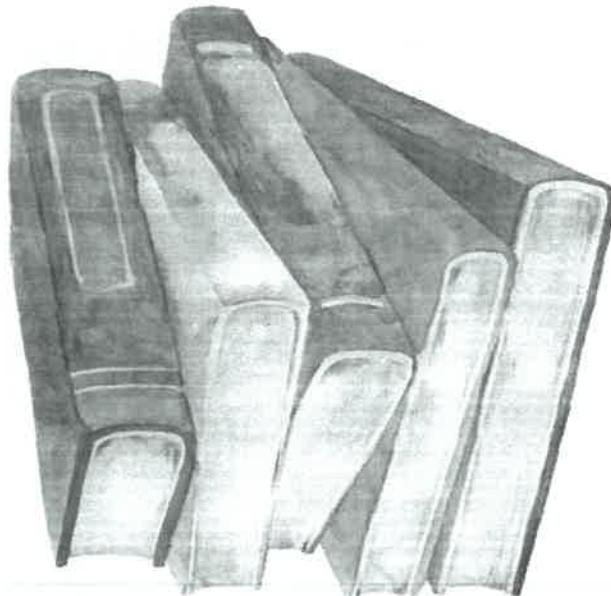
Vocabulary Instruction:

Why It Matters

Not every word in the English language can be taught to children directly. A small group of words makes up most of the words we encounter in texts; these words also represent important understandings across content areas. If we can teach children to "generate" the meanings of words on their own, they will have a significant advantage in accessing new meanings in texts. This **generative vocabulary instruction** focuses on morphology—that is, learning how prefixes, suffixes, roots, and base words combine to make most of the words in English. With each new word part that children learn, they suddenly have access to many more words containing the same word part.

Instruction in effective vocabulary strategies complements the picture to help children become word sleuths and develop their word knowledge over the course of their schooling and lifetime. Independent word-learning strategies include

- using context clues
- using knowledge of word relationships, such as synonyms and antonyms
- using reference sources
- using knowledge of multiple-meaning words
- understanding shades of meaning



HMH Into Reading

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Comprehension Skills

Why It Matters

Reading is not an easy process to master. It must be learned. Some children are able to learn to read and comprehend with little or no explicit instruction. They become skilled readers on their own, using comprehension strategies automatically.

However, for most children, research has shown that comprehension strategies can be taught—children who have been successfully taught are indistinguishable in their approach to reading from naturally skilled readers. Therefore, most children should receive explicit, systematic instruction in **comprehension skills and strategies** so that they can become effective readers who understand and remember what they have read.

Weekly Stories

Why It Matters

Shared reading is an interactive experience in which teachers model the strategies of proficient readers and children join in the reading as prompted by the teacher.

The practice of shared reading allows all children, regardless of reading level, to engage with on-level texts. It provides children with the tools they need to develop as readers, writers, and critical thinkers as they read a common text together. It provides meaningful opportunities for children to construct meaning and revisit a text for different purposes. It builds a classroom community where children feel empowered to talk about texts.

Children need to be able to express their ideas clearly and confidently in order to have productive conversations in school and beyond. Part of this important instruction should include guidance about knowing when and how to listen, knowing when and how to speak, knowing whether to use formal or informal language, and being aware of nonverbal communication skills.

Communication skills should be taught intentionally, with many opportunities to practice and receive feedback. By teaching children effective speaking and listening behaviors and by modeling them regularly, we can guide children to have successful academic conversations and social relationships.

Built into weekly lessons and assessed on Module tests

Foundational Skills

Decoding and Fluency

Why It Matters

Reading research is clear that explicit and systematic instruction in foundational reading skills results in improved reading abilities, and it is more effective than acquiring decoding skills indirectly. This means that the greatest number of students benefit from instruction that adheres to a research-based scope and sequence, so that students will not miss any critical sound-spellings in

- their learning
- follows a gradual release model that provides teacher modeling, guided practice, and independent practice

By helping students crack the code of the English language, you give them the tools they need to experience the thrill of reading connected text fluently—that is, with accuracy, automaticity, and appropriate prosody or expression.

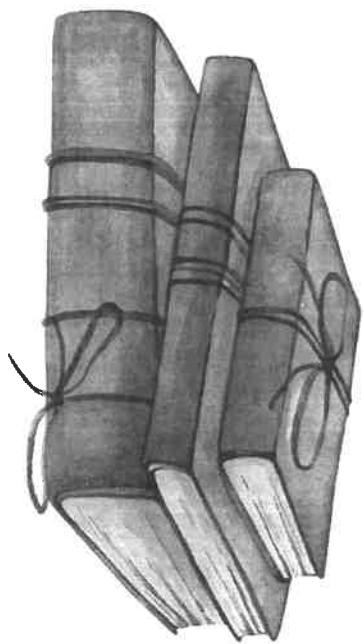
Foundational Skills

Spelling

Why It Matters

Developing an awareness of spelling patterns (orthography) is an important component of students' literacy instruction. Word lists organized by the developmental stages of word knowledge—from the level of foundational skills through the exploration of Latin and Greek word parts—will intentionally lead students to understand how words work and reinforce their knowledge of sound-spelling relationships. Explicit instruction in spelling patterns will also help students to use their developing phonics/decoding skills in their writing.

FAMILY LITERACY NIGHT



Fourth & Fifth Grade

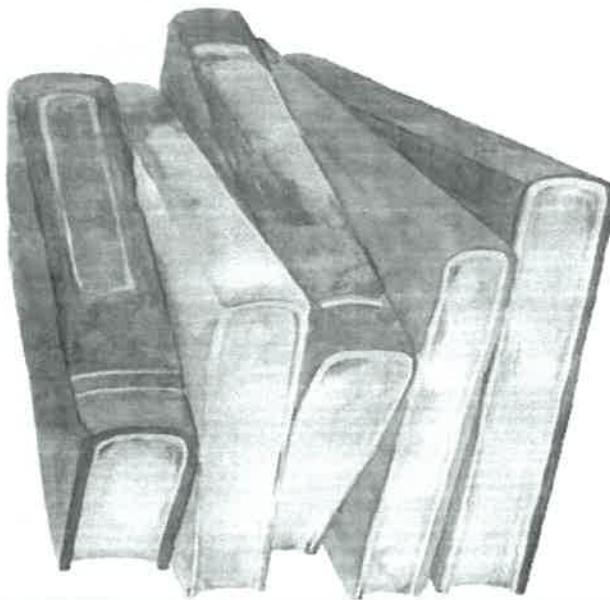
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Weekly Stories

Why It Matters

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- allows all children, regardless of reading level, to engage with **on-level texts**
- provides children with the tools they need to develop as **readers, writers, and critical thinkers** as they read a common text together
- provides meaningful opportunities for children to **construct meaning** and revisit a text for different purposes
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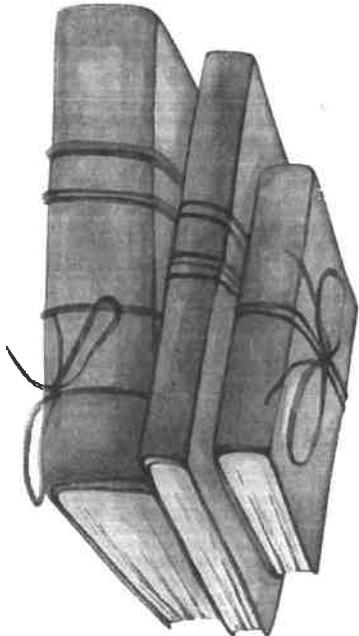
Built into weekly lessons and assessed on Module tests

Fundations Curriculum

By the end of Level 3, students will be able to:

- Identify parts of words (syllables, basewords, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge) open, r-controlled vowel/digraph/diphthong, consonant-le
- Identify the "exceptions" to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- !Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know the meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging basewords (strongest)

FAMILY LITERACY



Third Grade

- Form and use regular and irregular plural nouns that change (sliding)
- Apply spelling rules for adding suffixes to basewords
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)
- Determine and clarify the meaning of unknown and multiple meaning words (patient)
- Use a known root word as a clue to the meaning of an unknown word with the same root
- Construct simple, compound and complex sentences using vocabulary words using proper capitalization, punctuation, and incorporating coordinating and subordinating conjunctions
- Apply correct punctuation and capitalization rules for beginning of sentences and names of people
- Know meaning of targeted vocabulary words (Word of the Day) and different inflected forms of words when a known affix is added (confuse, confusing)
- Form and use comparative and superlative adjectives, adverbs, and regular verbs
- Acquire and use accurately grade-level conversational and general academic words
- Identify real-life connections between words and their use
- Use sentence-level context as a clue to the meaning of a word or phrase (Home Support Packet)
- Use knowledge of language and its conventions when writing and reading
- Apply dictionary skills and consult reference material to check and correct spelling and to determine and/or clarify precise meaning
- Use correct writing position and pencil grip
- Write clear, legible cursive at an appropriate rate

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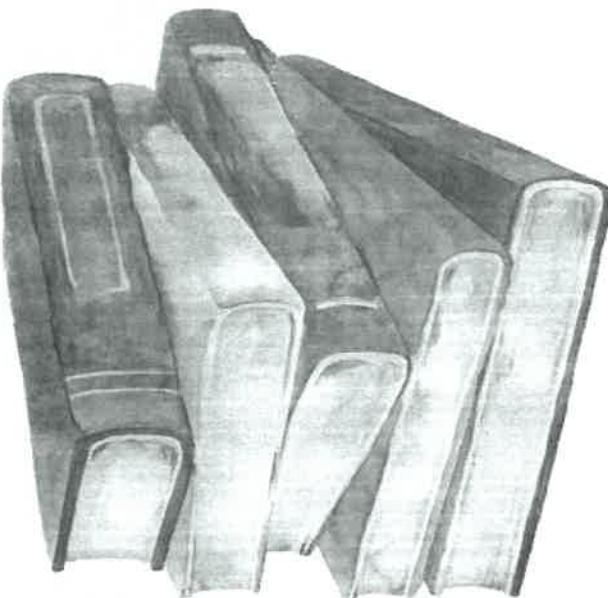
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Comprehension Skills

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- provides meaningful opportunities for children to construct meaning and revisit a text for different purposes
- builds a classroom community where children feel empowered to talk about texts

Fundations Curriculum

By the end of 2nd grade, students will be able to:

- Know and apply grade-level phonics and word-analysis skills in decoding words
- Segment syllables into sounds (phonemes)—up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, and digraph blends
- Identify parts of words (syllables, basewords, suffixes) identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Read and spell words with unexpected vowel sounds (old, iid, ind, ost, oft, ive)
- Read and spell words with suffixes (-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y-ful, -ment, -less, -ness, -ly, -ty)
- Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-)
- Read and spell phonetically regular one-, two- and three-syllable words
- Identify words with inconsistent but common spelling-sound correspondences
- Read and spell the first 200 high frequency words including irregular words
- Divide multisyllabic words
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Use synonyms
- Know some multiple meaning words

Apply dictionary skills
Use correct writing position and pencil grip

Write clear, legible manuscript at an appropriate rate
Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary

- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people
- Read controlled stories with fluency, expression and understanding
- Read approximately 90 words per minute with fluency and understanding
- Retell short narrative stories, recounting key ideas and details
- Retell facts from informational text
- Locate facts and details in narrative and informational writing
- Skim for information

Make judgments, predictions from given facts
Use sentence-level context as a clue to the meaning of a word or phrase

Determine the meaning of a new word when a prefix is added to a known word

Use knowledge of the meaning of individual words to predict the meaning of a compound word

Identify real life connections between words and their use — answer who, what, where, when, why and how

Questions with narrative and informational texts

Answer who, what, where, when, why and how questions with narrative and informational text

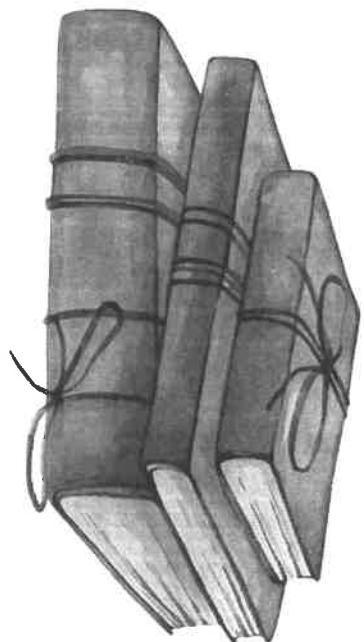
Describe how characters in a story respond to major events and challenges

Determine the central message of a story

Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

FAMILY LITERACY



Second Grade

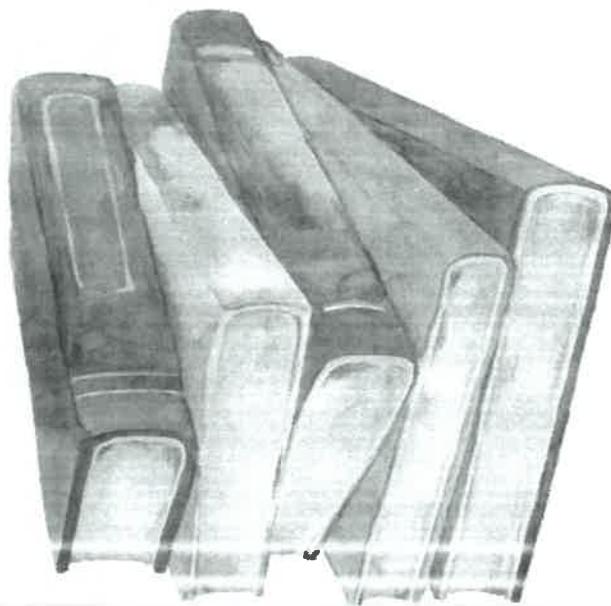
Vocabulary Instruction:

Why It Matters

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Instruction in effective vocabulary strategies completes the picture to help children become word sleuths and develop their word knowledge over the course of their schooling and lifetime. Independent word learning strategies include:

- using context clues
- using knowledge of word relationships, such as synonyms and antonyms
- using reference sources
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- understanding shades of meaning



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Comprehension Skills

Built into weekly lessons and assessed on Module tests

Why It Matters

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Weekly Stories

Why It Matters

Shared reading is an interactive experience in which teachers model the strategies of proficient readers and children join in the reading as prompted by the teacher. The practice of shared reading allows all children, regardless of reading level, to engage with on-level texts:

- provides children with the tools they need to develop as readers, writers, and critical thinkers as they read a common text together
- provides meaningful opportunities for children to construct meaning and revisit a text for different purposes
- builds a classroom community where children feel empowered to talk about texts

Fundations Curriculum

By the end of Level 1, students will be able to:

- Segment syllables into sounds (phonemes)—up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for short vowel sounds
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places and dates
- Explain major differences between fictional stories and informational text

• Explain narrative story structure including characters, settings and main events

Retell key details of a fictional story and demonstrate understanding

Use illustrations and/or details in a story to describe its characters, settings, and events

Ask and answer questions about key details in a text

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

Identify specific words in a story that tell or suggest details

Identify who is telling the story at various points in a text

Identify the main topic and retell key details of informational text

Identify and explain new meanings for familiar words and newly taught words

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts

Construct complete sentences using vocabulary words

Use sentence-level context as a clue to the meaning of a word or phrase

Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)

Sort words into categories to gain a sense of the concept the category represents

Define words by category and by one or more key attributes

Apply beginning dictionary skills

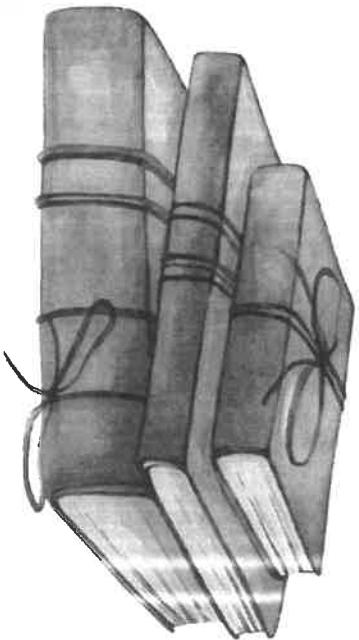
Identify real-life connections between words and their use

Use verbs to convey a sense of past, present, and future

Read controlled stories with fluency, expression and understanding

LITERACY

FAMILY NIGHT



First Grade

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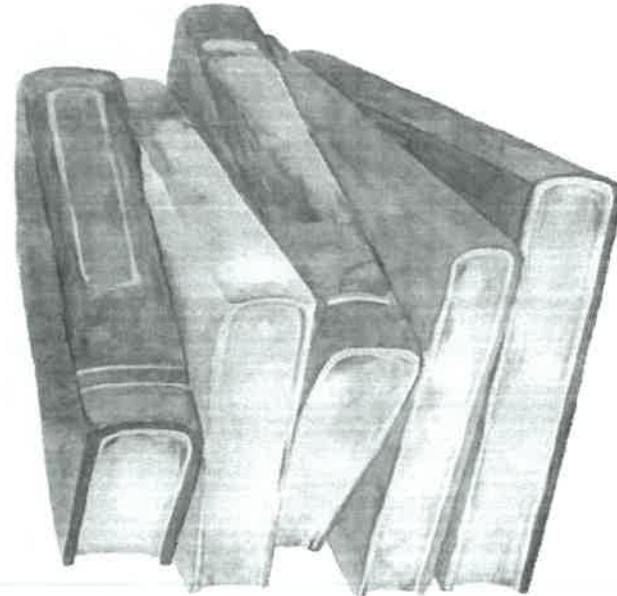
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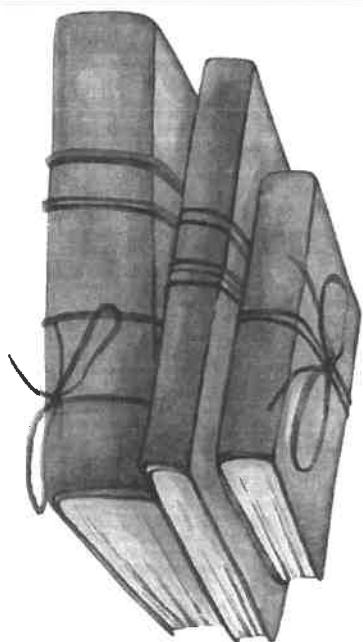
Fundations Curriculum K-3

By the end of Level K, students will be able to:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words

- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as *the, was, of*
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Name the author and illustrator of a story and define their roles
- Explain narrative story structure including character, setting and main events
- Use a combination of drawing and dictating to narrate linked events to tell about a story in sequence
- Re-tell key details of narrative and informational text, using pictures or prompts as a guide
- Identify characters, settings and main events in a story, with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text
- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete sentences in shared language activities

FAMILY LITERACY NIGHT

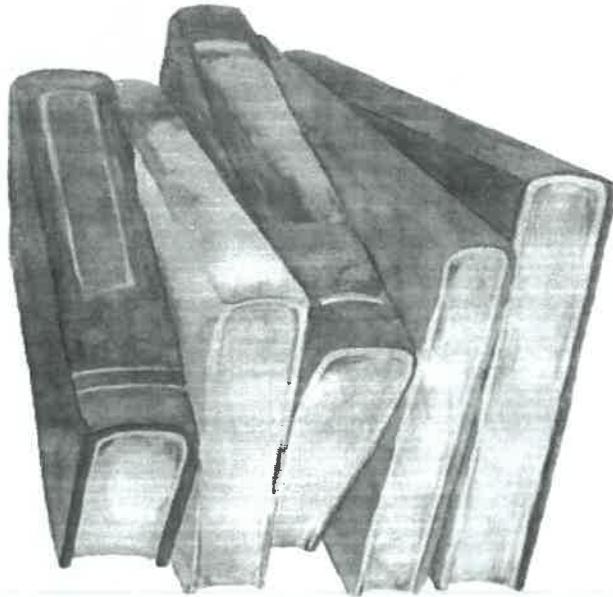


Kindergarten

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Communication Skills

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Fundations Curriculum K-3

Fundations and Standards In Foundational Skills

Fundations thoroughly teaches the Foundational Skills in states' college- and career-readiness standards, including Common Core State Standards, and strongly supports the reading, writing, and language standards, providing mastery instruction for many of the goals in each of those areas. Students learn through explicit instruction:

- Fundamentals of reading, including systematic phonics (such as phonological awareness, phonics, and word recognition) and the study of word structure.
- Rules of the English language, including the six syllable types, digraphs, blends, vowel teams, prefixes, roots, and suffixes.
- Recognition of words that do not follow predictable patterns.
- Decoding mastery through many engaging activities. Emphasis is on the application of skills so that students read with sufficient fluency to support comprehension. Differentiation for the amount of practice is achieved through Unit tests, and bi-weekly progress monitoring for students in Tier 2 small groups.

Fundations and States' ELA Language Standards

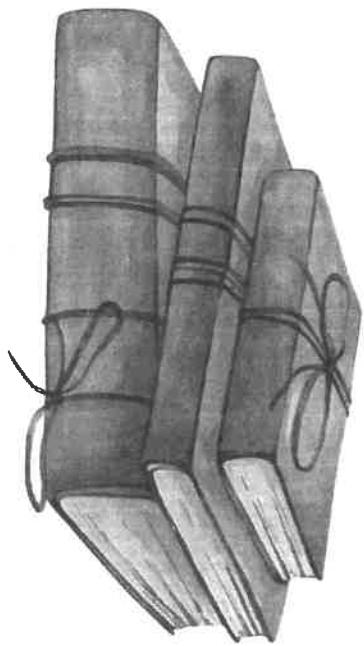
Fundations provides direct and systematic instruction in:

- Uppercase and lowercase letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling.
- Conventions of standard English spelling for common spelling patterns.
- Spelling of irregular words and frequently confused words (e.g., their, there, they're).
- Conventions of standard English capitalization and punctuation.
- Reference skills, including application of skills through extensive dictionary work.
- Multiple meaning words and affixes.
- Production and expansion of complete sentences of varied kinds in response to prompts.

Lessons provide daily opportunities to develop phoneme awareness and proficiency through:

FAMILY LITERACY NIGHT

FAMILY LITERACY NIGHT



Elementary English Language Arts Curriculum Overview K-5