

Course Description: This curriculum has been written to align with the revised MO Learning Standards for ELA (approved by the state board of education in April of 2016).

Fundations is a multisensory and systematic phonics, spelling, and handwriting program that is the primary word study resource for Kindergarten through Third Grade Macon Elementary classrooms. Students learn to read step-by-step, starting with the basic structure and rules of our language, then building to more advanced lessons over time. **Fundations** supports the Missouri Learning Standards across all elementary grades.

First Grade Phonics Scope and Sequence

	Unit	Timeframe
1	Unit 1	1 week
2	Unit 2	2-4 weeks
3	Unit 3	2 weeks
4	Unit 4	2 weeks
5	Unit 5	1 week
6	Unit 6	3 weeks
7	Unit 7	3 weeks
8	Unit 8	2 weeks
9	Unit 9	2 weeks
10	Unit 10	3 weeks
11	Unit 11	3 weeks
12	Unit 12	3 weeks
13	Unit 13	3 weeks
14	Unit 14	2 weeks

Unit 1

Standards addressed:

- 1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces
- 1.RF.2.A.a producing and identifying sounds and syllables in spoken words
- 1.RF.2.A.b distinguishing between long and short vowel sounds

1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends
 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes
 1.RF.3.A.a decoding words in context by using letter-sound knowledge
 1.RF.3.A.b identifying letters for the spelling of short and long vowels
 1.RF.3.A.c producing consonant blends
 1.RF.3.A.d producing consonant digraphs
 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words
 1.RF.3.A.f using syllabication patterns to decode words
 1.RF.3.A.g reading irregularly spelled words
 1.RF.3.A.h reading root words with inflectional endings
 1.RF.3.A.i reading contractions and compound words
 1.RF.3.A.j reading high-frequency words
 1.RF.3.A.k demonstrating decoding skills when reading

Standard(s)	Topic	Number of Days
K.RF.1.A.a	Letter-Keyword-Sound for Consonants	Ongoing
K.RF.1.A.a	Letter-Keyword-Sound for short vowels	Ongoing
K.L.1.B.a	Letter formation for lowercase letters	Ongoing
K.RF.1.A.b	Alphabetical Order	
K.RF.1.A.d	Sound recognition for consonants and short vowels	Ongoing

Unit 2

Standards addressed:

1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces
 1.RF.2.A.a producing and identifying sounds and syllables in spoken words
 1.RF.2.A.b distinguishing between long and short vowel sounds
 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends
 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes
 1.RF.3.A.a decoding words in context by using letter-sound knowledge
 1.RF.3.A.b identifying letters for the spelling of short and long vowels
 1.RF.3.A.c producing consonant blends

1.RF.3.A.d producing consonant digraphs
 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words
 1.RF.3.A.f using syllabication patterns to decode words
 1.RF.3.A.g reading irregularly spelled words
 1.RF.3.A.h reading root words with inflectional endings
 1.RF.3.A.i reading contractions and compound words
 1.RF.3.A.j reading high-frequency words
 1.RF.3.A.k demonstrating decoding skills when reading

Standard(s)	Topic	Number of Days
	Phonemic Awareness Skills: sound manipulation (initial, final, medial)	Ongoing
	Blending and reading three-sound short vowel words	Ongoing
	Segmenting and spelling three-sound short vowel words	Ongoing
	Sentence dictation procedures: capitalization, punctuation (period) and proofreading procedures	Ongoing
	Story retelling in detail and sequence	Ongoing
	High frequency trick words	Ongoing

Unit 3

Standards addressed:

1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces
 1.RF.2.A.a producing and identifying sounds and syllables in spoken words
 1.RF.2.A.b distinguishing between long and short vowel sounds
 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
 1.RF.2.A.d blending spoken phonemes to form one-or-two-syllable words including consonant blends
 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes
 1.RF.3.A.a decoding words in context by using letter-sound knowledge
 1.RF.3.A.b identifying letters for the spelling of short and long vowels
 1.RF.3.A.c producing consonant blends
 1.RF.3.A.d producing consonant digraphs
 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words
 1.RF.3.A.f using syllabication patterns to decode words
 1.RF.3.A.g reading irregularly spelled words
 1.RF.3.A.h reading root words with inflectional endings

1.RF.3.A.i reading contractions and compound words 1.RF.3.A.j reading high-frequency words 1.RF.3.A.k demonstrating decoding skills when reading 1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary		
Standard(s)	Topic	Number of Days
	Phonemic segmentation	Ongoing
	Concept of consonant digraph, keywords, and sounds	Ongoing
	Spelling of -ck at the end of words	Ongoing
	Punctuation (question mark)	Ongoing
	Narrative story form: character, setting, main events	Ongoing
	Reading with accuracy and prosody	Ongoing
	Retelling with picture notes and visualization	Ongoing
	High frequency word (trick words)	Ongoing

Unit 4
<p>Standards addressed:</p> 1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces 1.RF.2.A.a producing and identifying sounds and syllables in spoken words 1.RF.2.A.b distinguishing between long and short vowel sounds 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes 1.RF.3.A.a decoding words in context by using letter-sound knowledge 1.RF.3.A.b identifying letters for the spelling of short and long vowels 1.RF.3.A.c producing consonant blends 1.RF.3.A.d producing consonant digraphs 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words 1.RF.3.A.f using syllabication patterns to decode words 1.RF.3.A.g reading irregularly spelled words 1.RF.3.A.h reading root words with inflectional endings 1.RF.3.A.i reading contractions and compound words 1.RF.3.A.j reading high-frequency words 1.RF.3.A.k demonstrating decoding skills when reading

1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary		
Standard(s)	Topic	Number of Days
	Bonus letter spelling rule: ff, ll, and ss and sometimes zz	Ongoing
	Glued sound: all	Ongoing
	Narrative story form: character, setting, main events	Ongoing
	Punctuation: exclamation point, quotation marks	Ongoing
	Reading with accuracy and prosody	Ongoing
	High frequency words (trick words)	Ongoing

Unit 5		
Standards addressed:		
1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces 1.RF.2.A.a producing and identifying sounds and syllables in spoken words 1.RF.2.A.b distinguishing between long and short vowel sounds 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes 1.RF.3.A.a decoding words in context by using letter-sound knowledge 1.RF.3.A.b identifying letters for the spelling of short and long vowels 1.RF.3.A.c producing consonant blends 1.RF.3.A.d producing consonant digraphs 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words 1.RF.3.A.f using syllabication patterns to decode words 1.RF.3.A.g reading irregularly spelled words 1.RF.3.A.h reading root words with inflectional endings 1.RF.3.A.i reading contractions and compound words 1.RF.3.A.j reading high-frequency words 1.RF.3.A.k demonstrating decoding skills when reading 1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary		
Standard(s)	Topic	Number of Days
	Glued sounds: am, an	Ongoing

	Reading with accuracy and prosody	Ongoing
	Proofreading	Ongoing
	High frequency words (trick words)	Ongoing

Unit 6

Standards addressed:

- 1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces
- 1.RF.2.A.a producing and identifying sounds and syllables in spoken words
- 1.RF.2.A.b distinguishing between long and short vowel sounds
- 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
- 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends
- 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes
- 1.RF.3.A.a decoding words in context by using letter-sound knowledge
- 1.RF.3.A.b identifying letters for the spelling of short and long vowels
- 1.RF.3.A.c producing consonant blends
- 1.RF.3.A.d producing consonant digraphs
- 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words
- 1.RF.3.A.f using syllabication patterns to decode words
- 1.RF.3.A.g reading irregularly spelled words
- 1.RF.3.A.h reading root words with inflectional endings
- 1.RF.3.A.i reading contractions and compound words
- 1.RF.3.A.j reading high-frequency words
- 1.RF.3.A.k demonstrating decoding skills when reading
- 1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary

Standard(s)	Topic	Number of Days
	Baseword and suffix with the suffix -s	Ongoing
	Pluralization	Ongoing
	Narrative fiction vs. informational books	Ongoing
	Reading with accuracy and prosody	
	High frequency words (trick words)	Ongoing

Unit 7

Standards addressed:

1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces
 1.RF.2.A.a producing and identifying sounds and syllables in spoken words
 1.RF.2.A.b distinguishing between long and short vowel sounds
 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends
 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes
 1.RF.3.A.a decoding words in context by using letter-sound knowledge
 1.RF.3.A.b identifying letters for the spelling of short and long vowels
 1.RF.3.A.c producing consonant blends
 1.RF.3.A.d producing consonant digraphs
 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words
 1.RF.3.A.f using syllabication patterns to decode words
 1.RF.3.A.g reading irregularly spelled words
 1.RF.3.A.h reading root words with inflectional endings
 1.RF.3.A.i reading contractions and compound words
 1.RF.3.A.j reading high-frequency words
 1.RF.3.A.k demonstrating decoding skills when reading
 1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary

Standard(s)	Topic	Number of Days
	Glued sounds: ang, ing, on, ung, ank, ink, onk, unk	Ongoing
	Blending and reading words with ng or nk	
	Segmenting and spelling words with ng or nk	
	Narrative fiction vs. informational books	
	Reading with accuracy and prosody	Ongoing
	High frequency words (trick words)	Ongoing

Unit 8**Standards addressed:**

1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces
 1.RF.2.A.a producing and identifying sounds and syllables in spoken words
 1.RF.2.A.b distinguishing between long and short vowel sounds
 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends
 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes
 1.RF.3.A.a decoding words in context by using letter-sound knowledge

1.RF.3.A.b identifying letters for the spelling of short and long vowels
 1.RF.3.A.c producing consonant blends
 1.RF.3.A.d producing consonant digraphs
 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words
 1.RF.3.A.f using syllabication patterns to decode words
 1.RF.3.A.g reading irregularly spelled words
 1.RF.3.A.h reading root words with inflectional endings
 1.RF.3.A.i reading contractions and compound words
 1.RF.3.A.j reading high-frequency words
 1.RF.3.A.k demonstrating decoding skills when reading
 1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary

Standard(s)	Topic	Number of Days
	Consonant blends and digraph blends	Ongoing
	Blending and reading words with up to four sounds	
	Segmenting and spelling words with up to four sounds	
	Suffix -s added to words with four sound	
	R-controlled vowel sounds: ar, or, er, ir, ur	
	Reading with accuracy and prosody	Ongoing
	High frequency words (trick words)	Ongoing

Unit 9

Standards addressed:

1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces
 1.RF.2.A.a producing and identifying sounds and syllables in spoken words
 1.RF.2.A.b distinguishing between long and short vowel sounds
 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends
 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes
 1.RF.3.A.a decoding words in context by using letter-sound knowledge
 1.RF.3.A.b identifying letters for the spelling of short and long vowels
 1.RF.3.A.c producing consonant blends
 1.RF.3.A.d producing consonant digraphs
 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words
 1.RF.3.A.f using syllabication patterns to decode words
 1.RF.3.A.g reading irregularly spelled words
 1.RF.3.A.h reading root words with inflectional endings

1.RF.3.A.i reading contractions and compound words 1.RF.3.A.j reading high-frequency words 1.RF.3.A.k demonstrating decoding skills when reading 1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary		
Standard(s)	Topic	Number of Days
	Closed syllable concept with short vowels	Ongoing
	Closed syllable vs. open syllable	
	Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy	
	Reading with accuracy and prosody	Ongoing
	Narrative fiction vs. informational books	Ongoing
	High frequency words (trick words)	Ongoing

Unit 10		
Standards addressed: 1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces 1.RF.2.A.a producing and identifying sounds and syllables in spoken words 1.RF.2.A.b distinguishing between long and short vowel sounds 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes 1.RF.3.A.a decoding words in context by using letter-sound knowledge 1.RF.3.A.b identifying letters for the spelling of short and long vowels 1.RF.3.A.c producing consonant blends 1.RF.3.A.d producing consonant digraphs 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words 1.RF.3.A.f using syllabication patterns to decode words 1.RF.3.A.g reading irregularly spelled words 1.RF.3.A.h reading root words with inflectional endings 1.RF.3.A.i reading contractions and compound words 1.RF.3.A.j reading high-frequency words 1.RF.3.A.k demonstrating decoding skills when reading 1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary		
Standard(s)	Topic	Number of Days
	Segmenting and blending up to 5 sounds	Ongoing

	Suffix -s added to words with 5 sounds	
	Suffix -ed, -ing added to unchanging base words with closed syllables	
	Vowel team sounds for: oa, oe, ow, ou, oo, ue, ew, au, aw	
	Reading with accuracy and prosody	Ongoing
	Narrative fiction vs. informational books	Ongoing
	High frequency words (trick words)	Ongoing

Unit 11

Standards addressed:

- 1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces
- 1.RF.2.A.a producing and identifying sounds and syllables in spoken words
- 1.RF.2.A.b distinguishing between long and short vowel sounds
- 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
- 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends
- 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes
- 1.RF.3.A.a decoding words in context by using letter-sound knowledge
- 1.RF.3.A.b identifying letters for the spelling of short and long vowels
- 1.RF.3.A.c producing consonant blends
- 1.RF.3.A.d producing consonant digraphs
- 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words
- 1.RF.3.A.f using syllabication patterns to decode words
- 1.RF.3.A.g reading irregularly spelled words
- 1.RF.3.A.h reading root words with inflectional endings
- 1.RF.3.A.i reading contractions and compound words
- 1.RF.3.A.j reading high-frequency words
- 1.RF.3.A.k demonstrating decoding skills when reading
- 1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary

Standard(s)	Topic	Number of Days
	Vowel-consonant--e syllable in one-syllable words	Ongoing
	Long vowel sounds	
	Reading with accuracy and prosody	Ongoing
	Narrative fiction vs. informational books	Ongoing

	High frequency words (trick words)	Ongoing
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Unit 12

Standards addressed:

- 1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces
- 1.RF.2.A.a producing and identifying sounds and syllables in spoken words
- 1.RF.2.A.b distinguishing between long and short vowel sounds
- 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
- 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends
- 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes
- 1.RF.3.A.a decoding words in context by using letter-sound knowledge
- 1.RF.3.A.b identifying letters for the spelling of short and long vowels
- 1.RF.3.A.c producing consonant blends
- 1.RF.3.A.d producing consonant digraphs
- 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words
- 1.RF.3.A.f using syllabication patterns to decode words
- 1.RF.3.A.g reading irregularly spelled words
- 1.RF.3.A.h reading root words with inflectional endings
- 1.RF.3.A.i reading contractions and compound words
- 1.RF.3.A.j reading high-frequency words
- 1.RF.3.A.k demonstrating decoding skills when reading
- 1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary

Standard(s)	Topic	Number of Days
	Concept of syllable in multisyllabic words	Ongoing
	Compound words	
	Syllable division rules	
	Reading and spelling words with two closed syllables or closed and v-e syllables	
	Reading with accuracy and prosody	Ongoing
	Paragraph structure	Ongoing
	High frequency words (trick words)	Ongoing

Unit 13

Standards addressed:

1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces
 1.RF.2.A.a producing and identifying sounds and syllables in spoken words
 1.RF.2.A.b distinguishing between long and short vowel sounds
 1.RF.2.A.c recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends
 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes
 1.RF.3.A.a decoding words in context by using letter-sound knowledge
 1.RF.3.A.b identifying letters for the spelling of short and long vowels
 1.RF.3.A.c producing consonant blends
 1.RF.3.A.d producing consonant digraphs
 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words
 1.RF.3.A.f using syllabication patterns to decode words
 1.RF.3.A.g reading irregularly spelled words
 1.RF.3.A.h reading root words with inflectional endings
 1.RF.3.A.i reading contractions and compound words
 1.RF.3.A.j reading high-frequency words
 1.RF.3.A.k demonstrating decoding skills when reading
 1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary

Standard(s)	Topic	Number of Days
	Suffixes -s, -ing, -ed added to multisyllabic words	Ongoing
	Suffix -es added to base words with closed syllabled	
	Reading with accuracy and prosody	Ongoing
	Paragraph structure	Ongoing
	High frequency words (trick words)	Ongoing

Unit 14**Standards addressed:**

1.RF.1.A.a recognizing that sentences are comprised of words separated by spaces
 1.RF.2.A.a producing and identifying sounds and syllables in spoken words
 1.RF.2.A.b distinguishing between long and short vowel sounds
 1.RF.2.A.d blending spoken phonemes to form one-or two-syllable words including consonant blends
 1.RF.2.A.e segmenting spoken words of three to five phonemes into individual phonemes
 1.RF.3.A.a decoding words in context by using letter-sound knowledge
 1.RF.3.A.b identifying letters for the spelling of short and long vowels
 1.RF.3.A.c producing consonant blends
 1.RF.3.A.d producing consonant digraphs
 1.RF.3.A.e combining sounds from letters and common spelling patterns to create and decode recognizable words

1.RF.3.A.f using syllabication patterns to decode words
 1.RF.3.A.g reading irregularly spelled words
 1.RF.3.A.h reading root words with inflectional endings
 1.RF.3.A.i reading contractions and compound words
 1.RF.3.A.j reading high-frequency words
 1.RF.3.A.k demonstrating decoding skills when reading
 1.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary

Standard(s)	Topic	Number of Days
	Review of word structure and concepts	Ongoing
	Review sentence construction and proofreading	Ongoing
	Review narrative vs. informational text	Ongoing
	High frequency words (trick words)	Ongoing