

UFLI Foundations Correlation to **Common Core** Standards - 2024

LINK TO STANDARDS DOCUMENT: https://corestandards.org/wp-content/uploads/2023/09/ELA_Standards1.pdf

UFLI Foundations is an explicit and systematic program designed to address foundational reading skills including phonemic awareness, decoding, encoding, and fluency. UFLI Foundations is not a comprehensive language arts program. For optimal use, the program should be paired with curricula that address language comprehension and written expression.

Kindergarten

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

Standard	Code	Remarks
Reading Literature		
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
2. With prompting and support, retell familiar stories, including key details.	N	
3. With prompting and support, identify characters, settings, and major events in a story.	N	
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
5. Recognize common types of texts (e.g., storybooks, poems).	N	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	N	
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
8. (Not applicable to literature)	n/a	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	N	
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	S	Students chorally read words, sentences, and passages throughout each lesson.
Reading Informational Text		
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.

UFLI Foundations Correlation to **Common Core** Standards - 2024

Kindergarten

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

2. With prompting and support, identify the main topic and retell key details of a text.	N	
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	N	
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
5. Identify the front cover, back cover, and title page of a book.	N	
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	N	
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
8. With prompting and support, identify the reasons an author gives to support points in a text.	N	
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N	
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	S	Students chorally read words, sentences, and passages throughout each lesson.
Reading Foundational Skills		
Print Concepts		
1. Demonstrate understanding of the organization and basic features of print.	A	Students practice print concepts throughout each lesson. The Progress Monitoring Spelling Assessments evaluate students' ability to form letters, spell words, and write sentences with proper spacing.
a. Follow words from left to right, top to bottom, and page by page.	A	Students practice directionality while reading sentences and passages during Step 8 of each lesson.
b. Recognize that spoken words are represented in written language by specific sequences of letters.	A	This understanding of the alphabetic principle is the basis of UFLI Foundations. Students are taught grapheme-phoneme correspondences and how to blend and segment them to read and spell words.
c. Understand that words are separated by spaces in print.	A	Students practice appropriate spacing between words when reading and writing sentences during Step 8 of each lesson.

UFLI Foundations Correlation to **Common Core** Standards - 2024

Kindergarten

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

d. Recognize and name all upper- and lowercase letters of the alphabet.	A	Students learn uppercase letter names and formation during Getting Ready Lessons A-J and lowercase letter names and formation during Lessons 1-34 which are both part of the suggested kindergarten scope and sequence.
Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	A	Students learn to produce, blend, and segment phonemes in spoken words, which supports their decoding and encoding development. The Progress Monitoring Spelling Assessments evaluate students' ability to segment sounds in orally produced words and accurately spell them.
a. Recognize and produce rhyming words.	N	These phonological awareness activities are not included in UFLI Foundations because there is a lack of research evidence for their utility in teaching reading. However, this standard can be addressed in a language comprehension program with Literature standard 5.
b. Count, pronounce, blend, and segment syllables in spoken words.	A-	Students begin working with multisyllabic words in Lesson 63, which is at the very end of the suggested kindergarten scope and sequence.
c. Blend and segment onsets and rimes of single-syllable spoken words.	S	Lessons do not include explicit practice blending and segmenting syllables by onset and rime. However, body-coda division is suggested as a scaffold for use as needed. Lesson plans also include onset-rime level word chains for use as needed.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)* <small>*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</small>	A	Students orally blend and segment phonemes in Step 1: Phonemic Awareness. Students blend phonemes to read words in Step 4: Blending Drill. Students blend and segment phonemes to decode and encode in Step 5: New Concept and Step 8: Connected Text. Students blend, segment, and manipulate phonemes in Step 6: Word Work.
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	A	Students blend, segment, and manipulate phonemes to build and change words in Step 6: Word Work.
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words.	A	Students practice decoding words, sentences, and passages with previously introduced grapheme-phoneme correspondences (GPCs) throughout each lesson. The Progress Monitoring Spelling Assessments evaluate students' encoding and decoding abilities.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.	A	Letter-sound correspondences for the letters of the alphabet are taught in Lessons 1-34.

UFLI Foundations Correlation to **Common Core** Standards - 2024

Kindergarten

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	A	Short sounds for vowel letters are introduced in lessons 1-18. Long vowel sounds are first introduced in the context of VCe words in lessons 54-62 then in the context of open syllables in lessons 66-68.
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	A	By the end of the suggested kindergarten sequence, students are taught the grapheme-phoneme correspondences necessary to decode over 900 words including 136 Dolch words, 157 Fry words, and 80 Power 109 words.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	A	Students practice reading and spelling words, including those with similar spelling patterns, in each lesson.
Fluency		
4. Read emergent-reader texts with purpose and understanding.	A	Students read decodable passages in each lesson during Step 8: Connected Text.
Writing		
Text Types and Purposes		
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 (e.g., <i>My favorite book is...</i>).	N	UFLI Foundations only addresses foundational reading skills. This standard should be addressed by a language comprehension and/or writing program.
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.	N	
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	N	
Production and Distribution of Writing		
4. (Begins in grade 3)	n/a	n/a
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	N	UFLI Foundations only addresses foundational reading skills. This standard should be addressed by a language comprehension and/or writing program.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	N	
Research to Build and Present Knowledge		

UFLI Foundations Correlation to **Common Core** Standards - 2024

Kindergarten

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	N	UFLI Foundations only addresses foundational reading skills. This standard should be addressed by a language comprehension and/or writing program.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	N	
9. (Begins in grade 4)	n/a	n/a
Range of writing		
10 (Begins in grade 3)	n/a	n/a
Speaking and Listening		
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners <i>about kindergarten topics and texts</i> with peers and adults in small and larger groups.	N	UFLI Foundations only addresses foundational reading skills. This standard should be addressed by a language comprehension program.
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	N	
b. Continue a conversation through multiple exchanges.	N	
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.	S	Students actively participate in the routine of each lesson through oral and written responses. Teachers should monitor for understanding and provide support as needed.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	S	
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	N	UFLI Foundations only addresses foundational reading skills. This standard should be addressed by a language comprehension program.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	N	
6. Speak audibly and express thoughts, feelings, and ideas clearly.	N	
Language		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	A-	Students learn to read and write sentences and read passages, focusing on decoding and encoding automaticity. Explicit instruction in grammar and language usage is

Kindergarten

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

		beyond the scope of this program and should be addressed by a language comprehension and/or writing program.
a. Print many upper- and lowercase letters.	A	Students learn uppercase letter formation during Getting Ready Lessons A-J and lowercase letter formation during Lessons 1-34 which are both part of the suggested kindergarten scope and sequence.
b. Use frequently occurring nouns and verbs.	S	Students read sentences and passages and write dictated sentences with common nouns and verbs. Specific grammar instruction in noun and verb usage is not included.
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	A	The suffix -s is introduced in lessons 20 and 21, -es is introduced in lesson 63. These are both part of the suggested kindergarten scope and sequence.
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	S	Students read sentences and passages and write dictated sentences with question words as these words become decodable. Specific instruction on the meaning and usage of these words is not included.
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	A-	Students read sentences and passages and write dictated sentences with prepositions as they become decodable. Specific instruction on the meaning and usage of prepositions is not included.
f. Produce and expand complete sentences in shared language activities.	N	Students receive models of complete sentences through reading and dictated spelling in Step 8 of each lesson, but do not generate their own.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	A	Students write dictated sentences in Step 8 of each lesson checking for appropriate capitalization, punctuation, and spelling. The sentence writing portion of the Progress Monitoring Spelling Assessments evaluates students' ability to use appropriate capitalization, punctuation, and spelling.
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	A	Students write dictated sentences in Step 8 of each lesson checking for appropriate capitalization.
b. Recognize and name end punctuation.	A	Students write dictated sentences in Step 8 of each lesson checking for appropriate end punctuation.
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	A	Grapheme-phoneme correspondences for the letters of the alphabet are introduced in Lessons 1-34, which are part of the kindergarten scope and sequence.
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	A	Students use their knowledge of grapheme-phoneme correspondences to spell words and sentences throughout each lesson.
Knowledge of Language		
3. (Begins in grade 2)	n/a	n/a
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	S	Teachers define unknown words as they appear in UFLI lessons, but explicit vocabulary instruction is not included.

UFLI Foundations Correlation to **Common Core** Standards - 2024

Kindergarten

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	S	Teachers define unknown words as they appear in UFLI lessons, but explicit vocabulary instruction is not included.
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	A-	The suffixes <i>-s</i> , <i>-es</i> , <i>-ed</i> , and <i>-ing</i> are included in the suggested kindergarten scope and sequence. Additional affixes are introduced later in the scope and sequence.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	N	UFLI Foundations only addresses foundational reading skills. This standard should be addressed by a language comprehension program.
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	N	
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	N	
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	N	
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	N	
6. Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	S	Students will acquire words and phrases through reading in each lesson. Explicit instruction in usage is not included.

UFLI Foundations Correlation to **Common Core** Standards - 2024

UFLI Foundations is an explicit and systematic program designed to address foundational reading skills including phonemic awareness, decoding, encoding, and fluency. UFLI Foundations is not a comprehensive language arts program. For optimal use, the program should be paired with curricula that address language comprehension and written expression.

First Grade		
Codes: A : fully aligned. A- : partially aligned. S : Supported. N : Not aligned.		
Standard	Code	Remarks
Reading Literature		
Key Ideas and Details		
1. Ask and answer questions about key details in a text.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	N	
3. Describe characters, settings, and major events in a story, using key details.	N	
Craft and Structure		
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	N	
6. Identify who is telling the story at various points in a text.	N	
Integration of Knowledge and Ideas		
7. Use illustrations and details in a story to describe its characters, setting, or events.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
8. (Not applicable to literature)	n/a	
9. Compare and contrast the adventures and experiences of characters in stories.	N	
Range of Reading and Level of Text Complexity		
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	S	Students chorally read sentences and passages throughout each lesson.
Reading Informational Text		
Key Ideas and Details		
1. Ask and answer questions about key details in a text.	N	

UFLI Foundations Correlation to **Common Core** Standards - 2024

First Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

2. Identify the main topic and retell key details of a text.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	N	
Craft and Structure		
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	N	
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	N	
Integration of Knowledge and Ideas		
7. Use the illustrations and details in a text to describe its key ideas.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
8. Identify the reasons an author gives to support points in a text.	N	
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N	
Range of Reading and Level of Text Complexity		
10. With prompting and support, read informational texts appropriately complex for grade 1.	S	Students chorally read sentences and passages throughout each lesson.
Reading Foundational Skills		
Print Concepts		
1. Demonstrate understanding of the organization and basic features of print.	A	The sentence writing portion of the Progress Monitoring Spelling Assessments evaluates students' ability to use appropriate capitalization, punctuation, and spelling.
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	A	Students write dictated sentences in Step 8 of each lesson checking for appropriate capitalization, punctuation, and spelling.
Phonological Awareness		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	A	Students orally blend and segment phonemes in Step 1: Phonemic Awareness. Students blend phonemes to read words in Step 4: Blending Drill. Students blend and segment phonemes to decode and encode in Step 5: New Concept and Step 8: Connected Text. Students blend, segment, and manipulate phonemes in Step 6: Word Work. The Progress Monitoring Spelling Assessments evaluate students' ability to segment sounds in orally produced words and accurately spell them.

First Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

a. Distinguish long from short vowel sounds in spoken single-syllable words.	A	Short sounds for vowel letters are reviewed (from kindergarten) in Lessons 35-41. Long vowel sounds are first introduced in the context of VCe words in lessons 54-62 then in the context of open syllables in lessons 66-68.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	A	Students orally blend the phonemes in words in each lesson during Step 1: Phonemic Awareness.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	A	Students orally segment the phonemes in words in each lesson during Step 1: Phonemic Awareness.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	A	Students orally segment the phonemes in words in each lesson during Step 1: Phonemic Awareness.
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words.	A	Students practice decoding words, sentences, and passages with previously introduced grapheme-phoneme correspondences (GPCs) throughout each lesson. The Progress Monitoring Spelling Assessments evaluate students' encoding and decoding abilities.
a. Know the spelling-sound correspondences for common consonant digraphs.	A	Spelling-sound correspondences for common consonant digraphs are addressed in lessons 42-53.
b. Decode regularly spelled one-syllable words.	A	Students decode regularly spelled words in Step 4: Blending Drill, Step 5: New Concept, Step 6: Word Work and Step 8: Connected Text.
c. Know final -e and common vowel team conventions for representing long vowel sounds.	A	Final-e is taught in lessons 54-62. Common vowel team conventions are addressed in Lessons 77-96.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	A	The concept of a syllable is introduced in Lessons 63-68 and applied throughout the rest of the scope and sequence.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	A	Multisyllabic word instruction begins in Lesson 63.
f. Read words with inflectional endings.	A	Inflectional endings are introduced in Lesson 63.
g. Recognize and read grade-appropriate irregularly spelled words.	A	Students learn to read and spell irregular words during Step 7: Irregular Words. The detailed scope and sequence on p. 339 in the UFLI Foundations manual provides an irregular word scope and sequence.
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension.	A	Students read decodable passages in each lesson during Step 8: Connected Text. The Fluency Checks evaluate students' oral reading fluency.
a. Read on-level text with purpose and understanding.	A	Students read decodable passages in each lesson during Step 8: Connected Text.

UFLI Foundations Correlation to **Common Core** Standards - 2024

First Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	A	Students reread decodable passages after whole group instruction as needed for additional fluency practice.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	A	Students are taught to use their knowledge of grapheme-phoneme correspondences to decode unfamiliar words and reread for fluency after decoding a challenging word.
Writing		
Text Types and Purposes		
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	N	UFLI Foundations only addresses foundational reading skills. This standard should be addresses by a writing program.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	N	
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	N	
Production and Distribution of Writing		
4. (Begins in grade 3)	n/a	n/a
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	N	UFLI Foundations only addresses foundational reading skills. This standard should be addresses by a writing program.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	N	
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	N	UFLI Foundations only addresses foundational reading skills. This standard should be addresses by a language comprehension and/or writing program.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	N	
9 (begins in grade 4)	n/a	n/a
Range of writing		
10 (begins in grade 3)	n/a	n/a

First Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

First Grade		
Codes: A : fully aligned. A- : partially aligned. S : Supported. N : Not aligned.		
Speaking and Listening		
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	N	UFLI Foundations only addresses foundational reading skills. This standard should be addresses by a language comprehension program.
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	N	
b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	N	
c. Ask questions to clear up any confusion about the topics and texts under discussion.	N	
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	S	Students actively participate in the routine of each lesson through oral and written responses. Teachers should monitor for understanding and provide support as needed.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	S	
Presentation of Knowledge and Ideas		
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	N	UFLI Foundations only addresses foundational reading skills. This standard should be addresses by a language comprehension program.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	N	
6. Produce complete sentences when appropriate to task and situation.	N	
Language		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	In UFLI Foundations, students write dictated sentences to practice letter formation and spelling. These sentences include the conventions listed below as they become decodable. However, explicit instruction in these conventions, beyond spelling and letter formation, is not included. This standard should be addressed in its entirety by a language comprehension and/or writing program.
a. Print all upper- and lowercase letters.		
b. Use common, proper, and possessive nouns.		
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).		
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).		

First Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home</i>).		
f. Use frequently occurring adjectives.		
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).		
h. Use determiners (e.g., articles, demonstratives).		
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).		
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	A-	Students write dictated sentences in Step 8 of each lesson checking for appropriate capitalization, punctuation, and spelling. The sentence writing portion of the Progress Monitoring Spelling Assessments evaluates students' ability to use appropriate capitalization, punctuation, and spelling.
a. Capitalize dates and names of people.	S	Proper nouns are included in sentences as they become decodable but explicit instruction in their usage is not included.
b. Use end punctuation for sentences.	A	Students learn to appropriately use periods, exclamation points, and question marks to end sentences.
c. Use commas in dates and to separate single words in a series.	S	Commas are included in sentences but explicit instruction in their usage is not included.
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	A	Students apply their knowledge of grapheme-phoneme correspondences to accurately spell regular and irregular words.
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	A	Students apply their knowledge of grapheme-phoneme correspondences to accurately spell regular and irregular words.
Knowledge of Language		
3. (Begins in grade 2)	n/a	n/a
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	S	Teachers define unknown words as they appear in UFLI lessons, but explicit vocabulary instruction is not included.
a. Use sentence-level context as a clue to the meaning of a word or phrase.	N	Teachers define unknown words as they appear in UFLI lessons, but explicit vocabulary instruction is not included.

UFLI Foundations Correlation to **Common Core** Standards - 2024

First Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

b. Use frequently occurring affixes as a clue to the meaning of a word.	A-	The prefix un- and the suffixes –s, -es, -ed, -ing, -er, -est, and –ly are included in the suggested first grade scope and sequence. Additional affixes are introduced later in the scope and sequence.
c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	A	Inflectional endings -s, -es, -ed, and -ing are introduced in Lessons 63-65.
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	N	UFLI Foundations only addresses foundational reading skills. This standard should be addressed by a language comprehension program.
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	N	
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	N	
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	N	
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	N	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	A	Students acquire words and phrases by listening to teacher instruction and by reading words, sentences, and passages throughout each lesson.

UFLI Foundations Correlation to **Common Core** Standards - 2024

UFLI Foundations is an explicit and systematic program designed to address foundational reading skills including phonemic awareness, decoding, encoding, and fluency. UFLI Foundations is not a comprehensive language arts program. For optimal use, the program should be paired with curricula that address language comprehension and written expression.

Second Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

Standard	Code	Remarks
Reading Literature		
Key Ideas and Details		
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	N	
3. Describe how characters in a story respond to major events and challenges.	N	
Craft and Structure		
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	N	
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	N	
Integration of Knowledge and Ideas		
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
8. (Not applicable to literature)	n/a	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	N	

UFLI Foundations Correlation to **Common Core** Standards - 2024

Second Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

Second Grade		
Codes: A : fully aligned. A- : partially aligned. S : Supported. N : Not aligned.		
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	Students chorally read sentences and passages throughout each lesson.
Reading Informational Text		
Key Ideas and Details		
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	N	
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	N	
Craft and Structure		
4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	N	
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	N	
Integration of Knowledge and Ideas		
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
8. Describe how reasons support specific points the author makes in a text.	N	
9. Compare and contrast the most important points presented by two texts on the same topic.	N	
Range of Reading and Level of Text Complexity		
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	Students chorally read sentences and passages throughout each lesson.

Second Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

Reading Foundational Skills		
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words.	A	Students practice decoding words, sentences, and passages with previously introduced grapheme-phoneme correspondences (GPCs) throughout each lesson. The Progress Monitoring Spelling Assessments evaluate students’ encoding and decoding abilities.
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	A	Short vowels are reviewed in Lessons 39 and 41. Long vowels in the context of VCe words are reviewed in Lesson 62. Long and short vowels in the context of open and closed syllables are introduced in Lessons 66-68.
b. Know spelling-sound correspondences for additional common vowel teams.	A	Common vowel teams are introduced in Lessons 79-97.
c. Decode regularly spelled two-syllable words with long vowels.	A	Multisyllabic word instruction begins in Lesson 63.
d. Decode words with common prefixes and suffixes.	A	Inflectional endings -es, -ed, and -ing are introduced in Lessons 63-65. Additional affixes are introduced in Lessons 99-106 and 119-128.
e. Identify words with inconsistent but common spelling-sound correspondences.	A	Low frequency spelling patterns are introduced in lessons 111-118.
f. Recognize and read grade-appropriate irregularly spelled words.	A	Students learn to read and spell irregular words during Step 7: Irregular Words. The detailed scope and sequence on p. 339 in the UFLI Foundations manual provides an irregular word scope and sequence.
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension.	A	Students read decodable passages in each lesson during Step 8: Connected Text. The Fluency Checks evaluate students’ oral reading fluency.
a. Read on-level text with purpose and understanding.	A	Students read decodable passages in each lesson during Step 8: Connected Text.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	A	Students reread decodable passages after whole group instruction as needed for additional fluency practice.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	A	Students are taught to use their knowledge of grapheme-phoneme correspondences to decode unfamiliar words and reread for fluency after decoding a challenging word.
Writing		
Text Types and Purposes		
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.

Second Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	N	
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	N	
Production and Distribution of Writing		
4. (Begins in grade 3)	n/a	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	N	
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
8. Recall information from experiences or gather information from provided sources to answer a question.	N	
9 (Begins in grade 4)	n/a	
Range of writing		
10 (begins in grade 3)	n/a	
Speaking and Listening		
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	N	
b. Build on others' talk in conversations by linking their comments to the remarks of others.	N	
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	N	

Second Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	S	Students actively participate in the routine of each lesson through oral and written responses. Teachers should monitor for understanding and provide support as needed.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	S	
Presentation of Knowledge and Ideas		
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	N	UFLI Foundations only addresses foundational reading skills. These standards should be addressed by a language comprehension program.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	N	
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	N	
Language		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	In UFLI Foundations, students write dictated sentences to practice letter formation and spelling. These sentences include the conventions listed below as they become decodable. However, explicit instruction in these conventions, beyond spelling, is not included. This standard should be addressed in its entirety by a language comprehension and/or writing program.
a. Use collective nouns (e.g., <i>group</i>).		
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).		
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).		
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).		
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.		
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	A-	Students write dictated sentences in Step 8 of each lesson checking for appropriate capitalization, punctuation, and spelling. The sentence writing portion of the Progress Monitoring Spelling Assessments evaluates students' ability to use appropriate capitalization, punctuation, and spelling.
a. Capitalize holidays, product names, and geographic names.	S	Proper nouns are included in sentences as they become decodable but explicit instruction in their usage is not included.

UFLI Foundations Correlation to **Common Core** Standards - 2024

Second Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

b. Use commas in greetings and closings of letters.	S	Commas are included in sentences but explicit instruction in their usage is not included.
c. Use an apostrophe to form contractions and frequently occurring possessives.	S	Apostrophes are included in sentences but explicit instruction in their usage is not included.
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	A	Students apply their knowledge of grapheme-phoneme correspondences to accurately spell regular and irregular words.
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	S	Students use the Sound Wall as a reference for previously taught grapheme-phoneme correspondences.
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	S	Students are exposed to English language conventions when reading sentences and passages, writing dictated sentences, and listening to teacher instruction.
a. Compare formal and informal uses of English.	S	Decodable passages provide examples of formal and informal uses of English, but explicit instruction in usage is not included.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	S	Teachers define unknown words as they appear in UFLI lessons, but explicit vocabulary instruction is not included.
a. Use sentence-level context as a clue to the meaning of a word or phrase.	N	Teachers define unknown words as they appear in UFLI lessons, but explicit vocabulary instruction is not included.
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	A	Students learn how prefixes and suffixes change the meaning of words in Lessons 99-106 and 119-128.
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	S	Students apply their morphological knowledge to define new words.
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	S	Compound words are introduced in Lesson 67a but the focus of the lesson is decoding and encoding, not word meaning.
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	N	Explicit instruction in how to use reference materials is beyond the scope of this program.
5. Demonstrate understanding of word relationships and nuances in word meanings.	N	UFLI Foundations only addresses foundational reading skills. This standard should be addressed by a language comprehension program.
a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	N	
b. Distinguish shades of meaning among closely related verbs	N	

Second Grade

Codes: **A**: fully aligned. **A-**: partially aligned. **S**: Supported. **N**: Not aligned.

<p>(e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>		
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>A</p>	<p>Students acquire words and phrases by listening to teacher instruction and by reading words, sentences, and passages throughout each lesson.</p>