

## Fundations Alignment to the Reading League Rubric

# The Reading League Curriculum Evaluation Rubric Responses for Wilson Foundations® Level K

# Section 1: WORD RECOGNITION

## NON-NEGOTIABLES: WORD RECOGNITION

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
1.1	<p>Three cueing-systems are taught as strategies for decoding in early grades (i.e., directing students to use picture cues, context cues, or attend to the first letter of a word as a cue).</p> <p>There is no evidence of three cueing-system practices within the Foundations Level K materials. Foundations is a Structured Literacy program based on research on the <b>Science of Reading</b> and writing. The Foundations Level K Teacher’s Manual (pp. 1–14) clearly explains the principles of instruction, which are systematic and comprehensive, and does not include picture cues, context clues, or attending solely to the first letter of a word as appropriate decoding strategies. The <b>Foundations K-3 Learning Activities: Alignment to the Science of Reading</b> document (<a href="#">FUN-Activities-Alignment-to-the-SOR-2.pdf</a>) outlines the Foundations K–3 Learning Activities and research rationales.</p>	
1.2	<p>Guidance to memorize any whole words, including high frequency words, by sight without attending to the sound/symbol correspondences.</p> <p>High frequency words, known as <i>Trick Words</i> in Foundations, are taught by discussing the known phonetic word parts and explicitly pointing out the “tricky part” of the word. Students learn to recognize these automatically and map the words orthographically. The Foundations Level K Teacher’s Manual (pp. 44–45) demonstrates the teaching routine of Trick Words, which encourages students to attend to the sound/symbol correspondence as well as the correct spelling of high frequency words.</p>	
1.3	<p>Supporting materials do not provide a systematic scope and sequence nor opportunities for practice and review of elements taught (e.g., phonics, decoding, encoding).</p> <p>Foundations Level K contains a systematic scope and sequence as well as opportunities for practice and review of all</p>	

elements taught in the program. Practice and review of elements taught are also available in the student practice books and student notebooks as well as supplemental activities provided on Wilson Academy. Please see the Foundations Level K Teacher’s Manual (pp. 19–20). See Section 1.5 for a detailed explanation.

### Practices Aligned with the Science of Reading

1.4

Explicit instruction of phonemic awareness, phonics, and spelling

Foundations provides explicit instruction of phonemic awareness, phonics, and spelling.

Foundations Level K explicitly instructs students in phonemic awareness, or the ability to notice, separate, and manipulate the individual sounds within the language. The mapping of those sounds to the corresponding letters creates the ability to understand the alphabetic principle. Sound/symbol correspondence instruction begins with single letters representing a single sound and progresses through the scope and sequence to more complex representations. The Foundations program uses a finger-tapping method to help students auditorily and kinesthetically learn segmentation and blending of phonemes, then moves to instruction using manipulatives (e.g., cards and tiles) with letters. To understand how the instruction is provided, please see the tapping procedure used to blend sounds and say words (Foundations Level K Teacher’s Manual, p. 4).

In the Foundations Level K Teacher’s Manual, the scope and sequence specifies that students in Level K begin phonics skills instruction by learning the names and sounds of all letters of the alphabet. Sound mastery is a key component of phonics, and to remember sounds, students learn a keyword. This word is used consistently. For example, the keyword for the letter “b” is “bat,” (b-bat-/b/). Teachers ensure that students learn to say the sequence for each sound, so that the keyword helps students remember the sound. The Foundations Level K Teacher’s Manual (pp. 19–20) includes a detailed scope and sequence of phonics skills that shows the progression from simple letter sounds to more complex patterns.

Students apply phonics skills to decode words, phrases, sentences, and stories that contain the specific letter-sound relationships that they are learning and there are multiple opportunities within lessons for students to apply skills. Students apply phonics skills to read real words to help solidify their knowledge of word structure in Echo/Find Letters/Words and Dictation/Sounds activities. See the Foundations Level K Teacher’s Manual (pp. 32–35 and 24–25).

In Foundations, spelling is connected to phonics instruction—students learn to segment and spell words corresponding to decoding patterns. Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught and reinforced with manipulatives in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Level K focuses on VC and CVC orthographic patterns. Students apply phonics skills to encode real words to help solidify their knowledge of words structure in the Echo/Find Words and Dictation activities. See the Foundations Level K Teacher’s Manual (pp. 26–27 and pp. 34–35).

	<p>The Wilson Academy Learning Community for Level K includes demo videos of explicit instruction of each learning activity recorded by expert Wilson instructors; there are also more phonemic awareness, phonics, and spelling activities provided to ensure learning in the Expert Tips, Resource Library, Targeted Instruction Resources, in the Learning Community, and in the FUN HUB.</p>
1.5	<p><b>Systematic scope and sequence of skills building from simple to complex.</b></p> <p>The Foundations Level K curriculum contains a systematic scope and sequence (Foundations Level K Teacher’s Manual, pp. 19–20). This scope and sequence builds student skills from simple to complex, building a strong foundation for future reading and writing mastery. There are five Units which each have explicit skills mapped out.</p> <p>For example, Unit 1 begins the sequence with skills such as the letter-keyword-sound connection for consonants and short vowels, phonemic awareness of word initial and final sounds, and building fluency through echo and choral reading. Midway through the scope and sequence in Unit 3, students will be learning to blend sounds in nonsense words and real CVC words, as well as segmenting and spelling three sound short vowel words. At the end of the Level in Unit 5, students focus on sentence structure and Trick Words.</p>
1.6	<p><b>Curriculum and support materials that provide opportunities for practice and interleaving of elements taught (e.g., phonics, decoding, encoding).</b></p> <p>The progression of activities throughout Foundations Level K provides ample opportunity for practice and interleaving, or mixing, of elements taught. Foundations concepts are practiced in multiple ways that target multiple learning modalities. All previously taught skills are brought forward in a cumulative way. Students have ample opportunity to apply these skills for reinforcement. Instruction continually spirals back to relate the new concepts with previously mastered ones. In this way, students are able to develop a deeper understanding of the structure of English words. Each Foundations Unit begins with a brief review of previously taught concepts from the previous Units. This brief cumulative review is done through the Drill Sounds/Warm Up activity. In the Drill Sounds/Warm-Up Activity, students practice sounds by saying the Letter-Keyword-Sound. This is done with both letter sound cards and posters, depending on the Foundations Level and Unit.</p> <p>Each Foundations Unit teaches a new concept to students in the Introduce New Concepts Activity. However, each Unit also spirals back to review previously taught concepts by incorporating words with these previously taught phonetic patterns into practice. For example, lesson activities in a Foundations daily lesson will feature words containing new phonics patterns, but teachers are also encouraged to use words in the Foundations Unit Resources section of the Unit to incorporate previously taught concepts. The Foundations curriculum continuously spirals back to ensure mastery of concepts and automaticity.</p> <p>Each Foundations Daily Lesson includes a cumulative review of previously taught skills, a phonological warm up, phoneme grapheme matching, word reading accuracy, fluency building at the word, phrase, sentence and passage level, sentence dictation as well as transfer to text.</p>

Fundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught and reinforced with manipulatives in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading.

For examples, please see the following pages in the Fundations Level K Teacher's Manual (pp. 72, 82, 92, 102, and 190–192).

# WORD RECOGNITION

## Phonological and Phoneme Awareness

### Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

1.7

Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as /t/ /r/ are kept intact rather than having students notice their individual sounds).

The instruction in Foundations Level K consistently includes both large units of phonological awareness (syllables) and phoneme-level instruction, as noted in the Scope and Sequence (Foundations Level K Teacher’s Manual, pp. 19–20).

See Section 1.11 for detailed explanation.

1.8

Instruction is focused on letters only without explicit instruction and practice with the phonemes that letters represent.

Explicit instruction and practice with phonemes in both the letter to sound and sound to letter direction is a key component of the Foundations Level K program. In Drill Sounds/Warm Up (Foundations Level K Teacher’s Manual, p. 30) students match a letter sound to the initial sound of a keyword. Students practice making the phoneme represented by that letter. Research-based teacher-facing explanation of this routine is provided in the Foundations Level K Teacher’s Manual (pp. 2–3).

See Section 1.12 for detailed explanation.

1.9

Phoneme awareness is not taught as a foundational reading skill.

In Foundations, phoneme awareness is taught explicitly and sequentially. In Level K, students are taught phoneme isolation, blending, segmentation, and manipulation. (See the Scope and Sequence in the Foundations Level K Teacher’s Manual on pages 19–20.)

The Wilson finger-tapping procedure, used in the Wilson Reading System, is also used in Foundations for both blending and segmentation of phonemes.

	See Section 1.12 for detailed explanation.	
1.10	Phonological and phoneme awareness are not assessed and monitored. Assessment and monitoring of phonological knowledge and phoneme awareness is a key component of the Foundations Level K program. See Section 5 of this rubric for a detailed explanation.	

**Practices Aligned with the Science of Reading**

1.11	<p>Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) in Pre-K and beginning of K (Note: instruction should progress to the phoneme level as soon as possible).</p> <p>The scope and sequence of instruction in Foundations Level K begins with larger units of phonological awareness, such as syllable, rhyme, and onset-rime. (See the Foundations Level K Teacher’s Manual, pp. 19–20.) In Unit 1, students are already exposed to the idea of initial and final sounds, and the letter-keyword-sound routine for short vowels and all consonants. Initial sound instruction begins on Day 1 of Level K Foundations. The Letter-Keyword-Sound routine emphasizes phoneme-level segmentation. The Syllable Count activity demonstrated on page 100 in the Foundations Level K Teacher’s Manual helps students learn to segment words into syllables by putting their hands under their chins to “feel” the syllables, and then clap out the words provided to hear the syllables. The Make It Fun activity demonstrated on page 148 of the Foundations Level K Teacher’s Manual helps students work on final sounds within the consonants and short vowels they already know. This activity uses the sound cards as manipulatives for students to focus on just the final sound, for example the /p/ at the end of the word “map.”</p> <p>Phonological awareness is taught explicitly and sequentially beginning with word awareness. From the beginning of Level K, students learn about word awareness, how to segment words into syllables, and rhyming words. They also begin to learn about letter-sound correspondences, and practice phonemic awareness activities such as phonemic isolation, blending, segmentation, and manipulation. Sentence Frames are used to teach word awareness by allowing students to discern separate words in a dictated sentence. In Level K, this skill is emphasized throughout Unit 1 in the Word Play activity. See Week 1, Day 4 for a specific example. It is reinforced throughout the year in the Teach/Practice Trick Words (starting in Unit 3) and the Dictation/Sentences (Unit 5) activities. In Level 1, additional phonemic awareness practice occurs in Introduce New Concepts in Unit 2, Week 1, Day 5; it is reinforced in the Teach Trick Words-Reading and Dictation/Sentences activities. See Unit 2, Week 2 for an example.</p>	
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	<p>Moving along the phonological awareness continuum, students are introduced to the concept of syllable awareness—the understanding that words consist of separate syllables. This is done using the white Syllable Frames which allow students to see and count syllables. Each student puts a hand under their chin to feel the syllables and claps them out to hear the syllables. In Level K, this is practiced in the Word Play activity in Unit 1. For examples, see Week 4, Day 4 and Week 5, Day 4.</p> <p>Rhyming and phonemic awareness practice are integrated into activities that also reinforce the letter-sound and letter formation skills taught. For specific examples, see Make It Fun in Level K, Unit 1, Week 7, Day 3 and Week 9, Day 3. Unit 1 of Level K also has Storytime activities that provide suggestions for books that use rhyming and alliterative words. The higher-level skill on the phonological awareness continuum of distinguishing phonemes in a word is practiced daily from Unit 2 throughout the end of the year.</p>
1.12	<p>Phoneme awareness is taught directly, explicitly, and systematically.</p> <p>Fundations Level K explicitly instructs students in phoneme awareness, or the ability to notice, separate, and manipulate the individual sounds within letters.</p> <p>In Dictation/Words and Echo/Find Words, the skill of isolating phonemes orally first in a spoken word is emphasized, efficiently focusing on the most complex phonemic awareness skill of phoneme segmentation. See pages 25–26 and 34–35 in the Foundations Level K Teacher’s Manual.</p> <p>The Foundations program uses a finger-tapping method to help students auditorily and kinesthetically learn segmentation and blending of phonemes, then moves to instruction using manipulatives (cards, tiles) with letters. For examples of phonemic awareness and instruction within Foundations Level K, please see the following selections in the Foundations Level K Teacher’s Manual: overview (pp. 2–3); Drill Sounds/Warm-Up (pp. 30–31); Dictation/Sounds, Words, and Sentences (description pp. 24–29); Echo/Find Letters and Find Words (description pp. 32–35); Echo/Letter formation (pp. 36–37); and Skywrite/Letter Formation (pp. 40–41). Also note the Foundations Expert Tip, located on the Foundations Learning Community titled <i>Fundations and Phonemic Awareness</i> (Wilson Academy&gt; Foundations Learning Community – Level K &gt; Expert Tips &gt; Student Activities).</p>
1.13	<p>Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, vocal cord voicing are happening)</p> <p>WLT values and understands the need for some students with speech sound disorders related to articulation and phonology to focus on the articulation of sounds (the actual motor skills/mouth movements to create the sound). Further, we support that motor skill being taught as needed to those students outside of the 30-minute Foundations lesson. Foundations lessons are fast, efficient, and focused on the skills most needed for decoding and encoding success in a Tier 1 setting, and we feel teaching mouth movements should be done as needed for the subset of students who need it, or if done as a whole class, outside of the</p>

	30-minute Foundations lesson which is packed with the most essential foundational skills that will help the most students succeed in reading.
1.14	<p>Instructional focus on attuning students to all phonemes in words (e.g., first, final, medial, phonemes in blends). Students identify the initial, medial, and final sounds in words by using the tapping routine, present throughout the Foundations Level K program. The skill of isolating phonemes orally first in a spoken word is emphasized in the procedure of Dictation Words and Echo/Find Words activities, and in some Introduce New Concepts and Make It Fun activities. The tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The instructor says a word; students echo and then tap out the individual phonemes. Students are taught to identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds in all parts of the words presented. (Foundations Level K Teacher’s Manual, pp. 190 and 236–237).</p> <p>Students in Level K are introduced to initial, medial, and final phonemes in CVC words, as well as digraphs, two letters that make one sound, such as in /sh/. True phoneme blends, such as /sp/, where each consonant keeps its own sound, are introduced in higher levels of Foundations. See the Scope and Sequence in the Foundations Level K Teacher’s Manual on pages 19–29.</p>
<p><b>Glossary</b></p> <p><u>Explicit Instruction</u>: Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback.</p> <p><u>Grapheme</u>: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, and ough).</p> <p><u>Phoneme</u>: The smallest unit of sound in a spoken word; an individual speech sound.</p> <p><u>Phoneme Awareness</u>: The ability to notice, think about, or manipulate the individual phonemes (sounds) in spoken words. It is the highest level of phonological awareness and a potent predictor of future reading success.</p> <p><u>Phonological Awareness</u>: One’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. It is an “umbrella” term that encompasses awareness of individual words in spoken sentences, syllables, onset-rime segments, and individual phonemes.</p> <p><u>Systematic Instruction</u>: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.</p>	

# Phonics and Phonic Decoding

Note: Decoding and Encoding are reciprocal processes and should be taught as such. This section includes similar components to the spelling components in Section 4. Reviewing these sections together may take less time than reviewing them separately.

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
1.15	Letter-sound correspondences are taught opportunistically or implicitly during text reading. Foundations Level K teaches letter-sound correspondence purposefully and explicitly. See Section 1.27 for a detailed explanation.	
1.16	Instruction is typically “one and done;” phonics skills are introduced but with very little or short-term review. Foundations Level K Scope and Sequence (Foundations Level K Teacher’s Manual, pp. 19–20) plans for repetition and review throughout the program. Consistent and cumulative review is part of the Foundations approach. In Level K, the daily Drill Sounds/Warm-Up reviews and rehearses previously taught skills (Foundations Level K Teacher’s Manual, pp. 30–31). See Section 1.28 for a detailed explanation.	
1.17	Key words for letter/sound correspondences are not aligned with the pure phoneme being taught (e.g., earth for /ě/, ant for /ǎ/, orange for /ǒ/). Foundations Level K Drill sounds teaches corresponding phonemes with letters (e.g., o - octopus- /ǒ/) The Foundations Basic Keyword Poster displays letter/sound correspondences taught through the Drill Sounds routine practiced throughout the Foundations curriculum. All keywords were purposefully chosen to help students hear and remember the phoneme that corresponds to the given grapheme. See Section 1.29 for a detailed explanation.	
1.18	Phonics instruction takes place in short (or optional) “mini-lessons” or “word work” sessions. Foundations Level K incorporates phonics instruction throughout comprehensive lessons, not as short or optional add-ons. See Scope and Sequence (Foundations Level K Teacher’s Manual, pp. 19–20) for full phonics instructional plan.	

1.19	<p>The initial instructional sequence introduces many (or all) consonants before a vowel is introduced, short vowels are all taught in rapid succession and/or all sounds for one letter are taught all at once.</p> <p>The initial sequence of instruction in Foundations Level K introduces consonants and short vowels in Unit 1 over a 12-week span of time. See Scope and Sequence (Foundations Level K Teacher’s Manual, pp. 19–20).</p>	
1.20	<p>Blending is not explicitly taught nor practiced.</p> <p>Foundations Level K explicitly teaches and has students practice blending sounds using the tapping procedure to blend sounds into words. (Foundations Level K Teacher’s Manual, p. 4) See Section 1.30 for further explanation.</p>	
1.21	<p>Instruction encourages students to memorize whole words, read using the first letter only as a clue, guess at words in context using a “what would make sense?” strategy, or use picture clues rather than phonic decoding.</p> <p>Reading the first letter only, guessing at words in context, and using picture clues rather than phonic decoding are not elements present within the Foundations Level K program. See Section 1.31 for further explanation.</p>	
1.22	<p>Words with known sound-symbol correspondences, including high frequency words, are taught as whole-word units, often as stand-alone “sight words” to be memorized.</p> <p>Words with known sound-symbol correspondence are not taught as whole-word units within Foundations Level K. Students focus on known sound-symbol correspondences within trick words in addition to the “tricky part” that must be memorized. Trick Words instruction in Foundations is not taught in isolation. See Section 1.32 for further explanation.</p>	
1.23	<p>Few opportunities for word-level decoding practice are provided.</p> <p>Word-level decoding practice is provided throughout Foundations Level K. Activities that provide decoding practice in the curriculum include Echo/Find Words (pp. 34–35) and Word Play activities (pp. 70–71 and 80).</p>	
1.24	<p>Early texts are predominantly predictable and/or leveled texts which include phonic elements that have not been taught; decodable texts are not used or emphasized.</p> <p>Early texts, from the Storytime Activity and the Geodes® Classroom Library, build student decoding skills. They are not predictable nor leveled texts, but knowledge-building authentic reading experiences for students that include phonic elements which have been taught previously.</p>	
1.25	<p>Advanced word study (Grades 2-5) Instruction in phonics ends once single syllable phonics patterns (e.g., CVC, CVCe) are taught.</p> <p>(not applicable to Level K)</p>	

1.26	Advanced word study (Grades 2-5) No instruction in multisyllabic word decoding strategies and/or using morphology to support word recognition is evident. (not applicable to Level K)	
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**Practices Aligned with the Science of Reading**

1.27	<p>Letter-sound correspondences are taught to automaticity in an explicit manner.</p> <p>In Foundations, letter-sound correspondences are taught to automaticity in an explicit manner. Foundations letter-sound instruction explicitly and systematically integrates the letter name, sound, and how to write the symbol. Letter-sounds are introduced and taught to mastery in Level K and then practiced and reviewed throughout each of the subsequent Foundations Levels. Sound mastery is a key component of phonics, and to remember sounds, students learn a keyword. This word is used consistently throughout the program. For example, for the letter B, the keyword is “bat,” (B-bat-/b/). Teachers ensure that students learn to say the sequence for each sound, so that the keyword helps students remember the sound.</p> <p>See the Level K Teacher Manual (pp. 60–185) and all through the 12 weeks of learning letters and practicing formation. Also see Wilson Academy Foundations Learning Community: Demo Videos, Resources Library, Targeted Instructional Resources, and FUN HUB tiles. Activities that reinforce letter name, sound, and explicit instruction can be found in the Foundations Level K Teacher’s Manual: Dictation Sounds (pp. 24–25), Drill Sounds/Warm-Up (pp. 30–31), Echo Find Letters (pp. 32–33), Echo/Letter Formation (pp. 36–37), and Letter-Keyword-Sound (pp. 38–39).</p> <p>All letters in the first 12 weeks are taught using these learning activities: Letter-Keyword-Sound, Skywrite/Letter Formation, and Student Notebook. Sound instruction is linked to letter formation. Students learn the letter name, its formation, and its sound all together. This creates an important link and uses motor memory learning to associate letters with their sounds. This multimodal approach helps the brain form a tight association with the letter, its sound, and how it is formed.</p>
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1.28	<p>Phonics instruction includes cumulative review including application in reading and writing.</p> <p>Foundations phonics instruction includes cumulative review that includes application in reading and writing. Knowledge and skills acquired in each Level is carried through and reviewed and built upon in each of the subsequent Foundations Levels. Foundations is a program that is cumulative and continually spirals back to ensure automaticity. Each Foundations Level reviews known letter-sound combinations and words and applies previously learned skills in reading and writing practice in subsequent Foundations Units and Levels.</p> <p>The Foundations Level K Teacher’s Manual provides examples:</p> <ul style="list-style-type: none"> <li>• Drill Sounds Warm Up Activity Cue Card (pp. 30–31)</li> <li>• Drill Sounds Warm Up and Word Play activities in each Unit include review words as well as new concept words (e.g., pp. 286,</li> </ul>
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288, 292, etc.)

There is daily Sound Drill that starts off each lesson in Foundations. Teachers plan for students to review known letter-sound combinations to build automaticity. This occurs in the Drill Sounds/ Warm up activity on a daily basis and takes 3–5 minutes. Every lesson starts with a quick warm up sound drill. This activity helps students master the alphabetic principle of letter sound associations. Eventually, students should be able to say the letter name, keyword, and corresponding sound when the sound card is presented without modeling. Teachers use large sound cards when new sounds are introduced. They discuss and practice some sounds with the large sound cards, including new and challenging sounds. Teachers always model these sounds and have the students echo. The large sound cards are used in the demonstration so that teachers can show students the letter, the keyword, a picture of the keyword, and say the sound. Next, teachers use standard sound cards with the Baby Echo pointer. Students say the letter-keyword-sound. They always include vowels. In this warmup activity, as students get to know their consonants, teachers can be selective in choosing which ones to review. Teachers are directed to do the new consonants and include any other new or difficult sounds. They always say the letter name, the keyword, and they end with the sound using the keyword to help students remember that sound.

1.29

Phonics instruction is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns (i.e., instruction begins with short vowels and consonants).

Foundations instruction is systematic and sequential as it moves from building simple letter sound correspondences to complex phonics patterns. Each Level of the Foundations curriculum moves from simple to more complex word types. The Foundations Level K Teacher’s Manual includes a detailed Scope and Sequence of phonics skills (pp. 19–20) that shows the progression from simple letter sounds to more complex patterns.

In the Level K Instructor Manual, the scope and sequence specifies that students in Level K begin phonics skills instruction by learning the names and sounds of all letters of the alphabet. Sound mastery is a key component of phonics, and to remember sounds, students learn a keyword. This word is used consistently. For example, for the letter B, the keyword is “bat,” (B-bat-/b/). Teachers ensure that students learn to say the sequence for each sound,

so that the keyword helps students remember the sound. Another important aspect to sound mastery with Foundations is teaching of sounds in two directions: (1) Letter to Sound: In this direction students see the letter and identify the sound. (2) Sound to Letter: In this direction students hear the sound and identify the corresponding letters. In Level K, students begin with blending CVC words that start with a continuous consonant sounds f, m, n, l, and s. These are more easily blended since the consonant sounds can be held into the vowel /mmm/ /a/ /t/. In subsequent Levels, students progress systematically from the VC and CVC words to words with four then five sounds to words with more complex patterns including multisyllabic words and all vowel patterns. Students sequentially build fluency and writing skills as well.

Students learn how to blend words with the finger tapping procedure used very successfully in the Wilson Reading System. For example, to blend the sounds /m/ /a/ /t/ into a word. Students are taught how to say each sound as they tap a finger to their

	<p>thumb. As they say /m/, they tap their index finger to their thumb; as they say /a/, they tap their middle finger to the thumb; and as they say /t/, they tap their ring finger to their thumb. They blend the sounds together as they drag their thumb across their fingers starting with their index finger.</p> <p>Students apply phonics skills to decode words, phrases, sentences, and stories that contain the specific letter-sound relationships that they are learning and there are multiple opportunities within lessons for students to apply skills.</p> <p>Students also apply phonics skills to read nonsense words to help solidify their knowledge of words structure. This ensures a systematic application of the students' skills and the teachers' evaluation of this. To accurately read and spell a nonword that follows the rules of English orthography, a student must apply letter sound correspondences term to determine something that has not been memorized from exposure.</p>
1.30	<p>Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.</p> <p>Beginning in Unit 2 of Level K and once all letter-sound relationships have been introduced, segmentation and blending become the priority during instructional time as students learn the tapping routine. In a myriad of learning activities, students practice seeing or saying a word, segmenting its phonemes, and building or writing the word. Students are given ample opportunity to apply phoneme segmentation and blending skills independently during Word Play, the Echo/Find Words activity, and the Dictation activity. During Word Play, the instructor uses Standard Sounds Cards to build words in front of the group. The group then decodes the word together by tapping and blending. During Echo/Find Words, the instructor provides a word orally and then students tap the phonemes and find the magnetic letter tiles on their letterboard to build the word. During Dictation, similarly, the instructor delivers a word orally and then students tap the phonemes and write the word.</p> <p>For examples, see the following pages of the Foundations Level K Teacher's Manual: pp. 186, 192, 197, 237, 240, 241, 306, 309, 325, 348, 353, and 369.</p> <p>The tapping routine evolves as students' knowledge of word features grows. Students manipulate sounds overtly by using auditory cues such as hearing each phoneme isolated before blending. A variety of manipulatives are used to also cue manipulation of sounds such as student Magnetic Letter Tiles on Letter Board, Standard Sound Cards (often used by instructor, but also used by student helpers).</p> <p>For examples, see the following pages Level K Foundations Teacher's Manual: pp. 26, 30, and 34.</p>
1.31	<p>Explicit instruction directs students' attention to the structure of the word; the emphasis is on phonic decoding.</p> <p>In Foundations, explicit instruction directs students' attention to the structure of the word with emphasis on phonic decoding. Students using Foundations Level K apply phonics skills to decode words that contain the specific letter-sound relationships that they are learning and there are multiple opportunities within lessons for students to apply skills. Students apply phonics skills to read real and nonsense words to help solidify their knowledge of words structure. This ensures a systematic application of the students' skills and the teachers' evaluation of this. The nonwords in Foundations have no meaning, but they conform to English</p>

	<p>spelling patterns and rules. To accurately read and spell a nonword that follows the rules of English orthography, a student must apply letter sound correspondences term to determine something that has not been memorized from exposure. Students are challenged with non-words to help determine their decoding and spelling mastery. Difficulty with nonword repetition is a predictor of reading difficulties.</p> <p>A Foundations activity that explicitly direct students' attention to the structure of words is Echo/Find Words; see pages 34–35 in the Level K Teacher's Manual. In this activity, the teacher dictates a word, and students repeat the word. Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping; students use manipulatives, such as their Letter Board and Tiles.</p>
1.32	<p>Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught.</p> <p>In Foundations Level K, high-frequency words are known as <i>Trick Words</i>. Trick word instruction begins in Unit 3, after students have established the alphabetic principle, which serves as grounding for the regular sound-spellings in Trick Words. These high frequency words are taught by drawing attention to both regular and irregular sounds once particular sound-spellings have been taught. Foundations identifies two types of high frequency words—phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum. To help students learn high frequency words, teachers make sure that students know what is “regular” or decodable about the word and identify the irregular part or parts. The teacher explains that the word is called a “trick word” because it has a part that is tricky, so it is not tapped out. The teacher guides students to identify any phonetic part(s) of the word students have learned, followed by pointing out the tricky part, explaining that this is the part they will need to remember. For examples, see the following pages in the Foundations Level K Teacher’s Manual: pp. 66, 190–191, and 250–251. A full explanation of Trick Words is provided in the Foundations Level K Learning Community &gt; Resource Library &gt; Lesson Activities &gt; How We Teach Trick Words for Immediate Recognition in Foundations.</p>
1.33	<p>Opportunities to practice decoding regular and irregular words in isolation are provided</p> <p>In Foundations, students have multiple opportunities to practice decoding at the word level. In Level K, students learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants f, m, n, l, r and s. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with activities such as Word Play/Talk, Word of the Day, Echo/Find Words, and Dictation. During Word Play, the instructor uses Standard Sounds Cards to build words in front of the group. The group then decodes the word together by tapping and blending. During Word Talk, the group might engage in word chaining practice, which boosts decoding automaticity. During Echo/Find Words, the instructor provides a word orally and then students tap the phonemes and find the magnetic letter tiles on their letterboard to build the word. During Dictation, the instructor delivers a word orally and then students tap the phonemes. See the following activities: Introduce New Concepts: (Unit 2, p. 190); Word Play (description, p. 48, Unit 2: pp. 192 and 194); Echo/Find Words: (pp. 34 and</p>



	<p>237); and Dictation: (pp. 24–29 and 243).</p> <p>Students practice irregular Trick Words through the Trick Word Practice activity. The teacher has a series of flashcards consisting of previously taught Trick Words. Students read the Trick Words, including identifying which letters within them are tricky. (See the description on pages 46–47 and an example in Unit 3 on page 255.)</p>
1.34	<p>Instruction includes spaced practice and interleaving of skills taught (e.g., practicing old and new phonics patterns in one activity, practicing a learned phonics pattern in reading <i>and</i> spelling).</p> <p>Foundations instruction includes spaced practice and interleaving of skills taught. All previously taught skills are brought forward in a cumulative way. Students have ample opportunity to apply these skills for reinforcement. Instruction continually spirals back to relate the new concepts with previously mastered ones. In this way, students are able to develop a deeper understanding of the structure of English words. Each Foundations Daily Lesson includes a cumulative review of previously taught skills, a phonological warm up, phoneme grapheme matching, word reading accuracy, fluency building at the word, phrase, sentence and passage level, sentence dictation as well as transfer to text.</p> <p>Each Foundations lesson begins with a brief review of previously taught concepts from the previous Units. This brief cumulative review is done through the Drill Sounds/Warm Up activity. In the Drill Sounds/Warm-Up Activity, students practice sounds by saying the Letter-Keyword-Sound. This is done with both letter sound cards and posters, depending on the Foundations Level and Unit. For a full description of all Foundations activities that are included in Foundations daily lessons, please see the Level K Learning Activity Overview on pages 21–48.</p> <p>Each Foundations Unit teaches new concepts to students in the Introduce New Concepts Activity. However, each Unit also spirals back to review previously taught concepts by incorporating words with these previously taught phonetic patterns into practice. For example, lesson activities in a Foundations daily lesson will feature words containing new phonics patterns, but teachers will also be encouraged to use words in the Foundations Unit Resources section of the Unit to incorporate previously taught concepts. The Foundations curriculum continuously spirals back to ensure mastery of concepts and automaticity. For examples, please see pages 72, 82, 92, 102, and 190–192 in the Level K Foundations Manual.</p>
1.35	<p>Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.</p> <p>The Foundations Level K Teacher’s Manual provides examples of teaching words in isolation before practicing in text. New Concepts to build decoding and spelling skills are taught in each Unit. These also include learning new Trick Words. Students practice decoding words with taught concepts and also apply those skills to reading connected text. For example, in Unit 4 Week 1 Day 1 (Teacher’s Manual, p. 302) students are taught about the new concept of digraphs, wh, ch, sh, th, ck. Later in Unit 4 Week 2, Day 3 (p. 317), students work on reading sentences in the Word Play activity “Read Sentences.” Both sentences for reading include words with digraphs. Later in the Unit (p. 327), students read sentences written on Sentence</p>

	<p>Frames by the teacher in the Read Sentences activity, several of which were previously learned. Sentence resources are provided on each page for teachers to use in practicing during Reading Sentences activity (pp. 339, 355, 359, etc.).</p> <p>Examples of sentences for reading include both Trick Words and words that contain phonic elements that have been learned previously. For example, on page 409 in the sentence, “The cat hid in the box,” <i>the</i> is the trick word. Teachers create two to three sentences in the Read Sentences Activity under Word Play that include these types of words (pages 389 and 399).</p> <p>The Resources section at the end of each Unit also contains aligned decodable words and sentences.</p> <p>In Level K, the Storytime Activity provided in each Foundations Unit uses words decodable at that particular Level/Unit within the curriculum. The Storytime stories incorporate letter-sounds, syllable types, Trick Words, and more that students have been explicitly taught and practiced in class, before they are read and discussed as a class during the Storytime Activity.</p> <p>A description of the Storytime Activity can be found on page 48 of the Foundations Level K Teacher’s Manual, and an example of the Storytime Activity can be found on page 331.</p> <p>Another way phonics skills are practiced is with the Geodes<sup>®</sup> Classroom Library, a knowledge-building set of readers which aligns with the scope and sequence of phonics elements taught within Foundations Level K.</p>
1.36	<p>Advanced Word Study (Grades 2 and above): Includes more advanced phonics skills (e.g., second sounds of c/g, digraphs, variant vowels).</p> <p>(N/A)</p>
1.37	<p>For Multilingual Learners, once they decode the word accurately, supports (e.g., descriptions, pictures, or gestures) are used to teach or confirm the meaning of the decoded word(s).</p> <p>In Foundations, various supports are encouraged for multilingual learners. In addition to pictures featured on the Large Sound Cards, teachers are provided with additional resources on Wilson Academy to help them understand how to best incorporate techniques for multilingual learner understanding of word meaning.</p> <p>Below are some examples of how Foundations teachers are instructed to teach or confirm the meaning of decoded words for multilingual learners:</p> <p>Foundations uses a keyword picture for each letter-sound correspondence. Be sure to support the meaning of these keywords for MLs. Also stretch out the keyword sound to tune students into the sound and provide ample opportunities for students to practice phonemes that are not present in the student’s native language. Incorporate known sounds with unfamiliar sounds.</p> <p>Use activities such as Word of the Day, Word Talk, Word Play, and Guess Which One to extend the meaning of words. When building a word and reviewing vocabulary, talk about the word’s meaning emphasizing morphology at the word, phrase, and sentence level. Teach the word in everyday and or academic language. Be prepared with multiple examples of when and how that word is used in English. Provide background knowledge to aid in understanding of the</p>

	<p>word. Use synonyms and antonyms to deepen students' understanding of words. Differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another. Use questioning techniques to cover both concepts and vocabulary.</p> <p>Scoop sentences and have ML students echo the teacher to help students hear how to use intonation (phrasing and expression) and give meaning.</p> <p>For a complete list, please refer to this document which is provided on all of the online Foundations Learning Communities as a resource for teachers of ML students. <a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a></p> <p>Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.</p>
1.38	<p>For Multilingual Learners, attention is paid to positive transfer of letters and sounds from their home language in addition to explicit attention to those not present in their home language.</p> <p>Foundations Level K provides attention to the positive transfer or absence of letters and sounds from students' home languages.</p> <p>Foundations provides a resource document for teachers of ML students:  <a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a></p> <p>Of note in this document is a resource compiled by ASHA which notes the phonemic systems of many languages. A teacher may use this document to attend to the positive transfer or absence of letters and sounds from the home languages of Multilingual learners in their classroom. Foundations notes that teachers may benefit from the support of an experienced ML teacher/educator to understand the linguistic characteristics of students' native language, such as phonemes that exist or do not exist in a student's native language.</p> <p>Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.</p>
1.39	<p>For Multilingual Learners, attention is paid to positive transfer of letters and sounds from their home language in addition to explicit attention to those not present in their home language.</p> <p>Foundations Level K provides attention to the positive transfer or absence of letters and sounds from students' home languages.</p> <p>Foundations provides a resource document for teachers of ML students:  <a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a></p>

Of note in this document is a resource compiled by ASHA which notes the phonemic systems of many languages. A teacher may use this document to attend to the positive transfer or absence of letters and sounds from the home languages of Multilingual learners in their classroom. Foundations notes that teachers may benefit from the support of an experienced ML teacher/educator to understand the linguistic characteristics of students' native language, such as phonemes that exist or do not exist in a student's native language.

Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.

### **Glossary**

**Blending:** Putting phonemes together to form a word.

**Encoding:** Understanding the spelling of words; a skill that develops reciprocally to decoding when explicitly taught.

**Etymology:** The history of a word or word part that includes its origin.

**High-Frequency Words:** Words that appear most frequently in printed text.

**Interleaving:** Practice that is spaced out over time, consisting of two or more subjects or skills related to an instructional target within the same practice task.

**Morpheme:** The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element)

**Phonics:** Instruction to teach how print/letters represent the sounds of spoken language.

**Phonic Decoding:** The process of sounding out words using letter-sound knowledge and blending those sounds together to pronounce the word. In the research literature, this process is referred to as phonological recoding or simply recoding.

**Segmenting:** Breaking a spoken word into its individual phonemes.

**Syllable Types:** The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.

**Sound-Symbol Correspondences:** The relationship between a grapheme, or printed letter(s), and its corresponding phoneme, or individual speech sound (i.e., <c> can correspond to the phoneme /k/ or /s/).

**Spaced Practice:** Practice that occurs over time.

**Types of Text:**

- **Decodable:** Texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.
- **Leveled:** Texts leveled according to a gradient of difficulty based on multiple supportive features of the whole *text*, which allow for an emphasis on meaning, such as text structure, themes and ideas, or language and literary features.
- **Predictable:** Texts with predictable text structures such as repetitive and predictable sentences, words, and phrases.

**Variant Vowels:** Groups of letters that produce the same vowel sound (e.g., ai, ay, eigh).

# Fluency

## Red Flags: Practices Not Aligned with the Science of Reading

**Red  
Flag**  
✓

1.40	<p>Fluency instruction focuses primarily on student silent reading.</p> <p>Fundations fluency instruction does not utilize student silent reading.</p>	
1.41	<p>Rate is emphasized over accuracy; priority is given to the student's ability to read words quickly.</p> <p>Fundations does not emphasize rate over accuracy. Each Foundations Daily Lesson includes a cumulative review of previously taught skills, a phonological warm up, phoneme grapheme matching, word reading accuracy, fluency building at the word, phrase, sentence, and passage level, and sentence dictation. Students are taught to scoop sentences into phrases to help them with prosody, rate, and intonation, all of which support comprehension.</p> <p>See Section 1.47 for further information.</p>	
1.42	<p>Word-level fluency practice to automaticity is not provided, or fluency is viewed only as text-reading fluency.</p> <p>Word-level fluency practice to automaticity is provided in Foundations. The Teacher's Manual provides activities that teachers can use to move students from accuracy to automaticity, such as Word Chains (explained on p. 232 and used in Units 3–5) and tips to only tap words as needed to help students move to automaticity of words during the daily Word Play activity (Units 3–5, example p. 238).</p>	
1.43	<p>Fluency is practiced only in narrative text or with repeated readings of patterned text.</p> <p>Fluency is not practiced only in narrative text or with repeated readings of patterned text. Storytime in Unit 5 includes both narrative text and informational text—Unit 5, Week 1 (p. 356), Unit 5, Week 2 (p. 366), Unit 5, Week 3 (p. 376), Unit 5, Week 4 (p. 386), Unit 5, Week 5 (p. 396), and Unit 5, Week 6 (p. 406). Additionally, Foundations Readers are available for additional fluency practice. Foundations Readers are 95% or more decodable and aligned to the Foundations Scope and Sequence. These narrative and informational books provide targeted practice to reinforce taught phonics, word structure, and fluency skills. Because each book is so closely aligned to the Foundations curriculum, students can read the majority of the text with word knowledge learned in class.</p>	

1.44	<p>Fluency assessment allows acceptance of incorrectly decoded words if they are close in meaning to the target word (e.g., assessment based upon the cueing systems, M/S/V).</p> <p>Fluency assessment does not allow acceptance of incorrectly decoded words if they are close in meaning to the target word. Level K does not assess words in connected text. In Unit Tests and Progress Monitoring, points are given for each sound, word, nonsense word, or sight word correctly identified. Once students have been introduced to and have practiced single-word decoding, they will begin practicing decoding and connected text in the Word Play-Read Sentences activity and reinforced with some Make It Fun activities (Foundations Level K Teacher’s Manual, Units 4 and 5).</p>	
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**Practices Aligned with the Science of Reading**

1.45	<p>Letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity.</p> <p>In Foundations, letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity. Letter-sound correspondences are explicitly taught to automaticity in Level K, including letter formation. Letter-sound correspondences are practiced and reviewed throughout each of the subsequent Foundations Levels (Foundations Level K Teacher’s Manual, pp. 60-185, and all through the 12 weeks of learning letters and practicing formation).</p> <p>All letters in the first 12 weeks of instruction are taught using these learning activities—Letter-Keyword-Sound, Skywrite/Letter Formation, and Student Notebook. Sound instruction is linked to letter formation. Students learn the letter name, its formation, and its sound all together. There is daily 3–5 minute Sound Drill activity that starts off each lesson in Foundations. Teachers plan for students to review known letter-sound combinations to build automaticity. Teachers use large sound cards when new sounds are introduced. They discuss and practice some sounds with the large sound cards, including new and challenging sounds. Teachers always model these sounds and have the students echo. The large sound cards are used in the demonstration so that teachers can show students the letter, the keyword, a picture of the keyword, and say the sound.</p> <p>Activities that reinforce letter name, sound, and explicit instruction can be found in the Foundations Level K Teacher’s Manual:</p> <ul style="list-style-type: none"> <li>Dictation/Sounds: pp. 24–25</li> <li>Drill Sounds/Warm-Up Activity: pp. 30–31</li> <li>Echo Find Letters: pp. 32–33</li> <li>Echo/Letter Formation: pp. 36–37</li> <li>Sky Write/Letter Formation: pp. 40–41</li> </ul>
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Student Notebook: Unit 1  
 Alphabetical Order: pp. 22–23  
 Make it Fun: Unit 1  
 Letter-Keyword-Sound: pp. 38–39  
 Keyword Puzzle: pp. 118 and 168

There are additional resources for teachers in Wilson Academy Foundations Learning Community: Demo Videos, Resources Library, Targeted Instructional Resources, and FUN HUB tiles.

Letter-Sound Association is informally assessed daily in the Drill Sounds/Warm-up Letter-Keyword-Sound Activity. Letter-Sound Association is informally assessed in the Student Notebook Activity. Unit Assessments measure a student’s knowledge of concepts taught in each Unit. The Unit 1 Test includes Identify Lower-case Letters, Give Sounds, and Identify Letters Corresponding to Sounds. The Unit 2 Test includes Form Upper-case letters. The Unit 4 Test includes Give Sounds for Vowels/Diagraphs. This allows teachers to determine if students need small-group intervention. Level K Progress Monitoring includes assessment of letter naming (both lowercase and uppercase letters), letter sound automaticity, sound identification, and nonsense word fluency. The Foundations Level K Progress Monitoring Teacher’s Guide include Additional Support Activities to Target Specific Skills (pp. 27–28). These activities could be used during intervention to focus on letter naming automaticity and sound identification.

1.46

Instruction includes teacher-led modeling, oral reading by students, and immediate feedback. Foundations instruction includes teacher-led modeling, oral reading by students, and immediate feedback. Each Foundations Daily Lesson includes a cumulative review of previously taught skills, a phonological warm up, phoneme grapheme matching, word reading accuracy, fluency building at the word, phrase, sentence, and passage level, and sentence dictation.

Fluency and phrasing with echo and choral reading is included in the Level K Units 1 and 3 Scope and Sequence. This instruction takes place during the weekly Storytime activity. During the Level K Storytime activity, the teacher reads a phrased story, one sentence at a time, while students echo. The teacher scoops and reads sentences in phrases. Students apply their decoding skills with a sentence that is 100% decodable. Students read a sentence written on Sentence Frames. This activity develops prosody and reading for meaning. (See pages 356 and 366 of the Foundations Level K Teacher’s Manual.)

Once Level K students have been introduced to and have practiced single-word decoding, they begin practicing decoding and connected text in the Word Play-Read Sentences activity and reinforced with some Make It Fun activities (Teacher’s Manual, Units 4 and 5). In addition to Storytime activities, teachers model and students practice prosody in Word of the Day and Teach Trick Words-Reading activities; they also practice when they proofread their sentences in the Dictation/Sentences activity.

Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum are called Trick Words. These words so often appear in text that learning to read them by sight will increase children’s reading fluency (Level K Program Overview, p. 16). Trick Words are taught and practiced starting in Level K Unit 3. Students’ correct answers are given immediate positive feedback. Students’ errors are also corrected at the point of instruction with guided questions so that students learn from their mistakes (Foundations Level K Teacher’s Manual, pp. 9–10, 184, 229,

	<p>296–297, 342–343, and 407). This approach is consistent throughout the program. Learning activities in the Teacher’s Manual clearly state routines, how to give feedback through guiding questions, and what specific language to use (Foundations Level K Teacher’s Manual, Learning Activity Overview, pp. 21–48).</p> <p>Formative assessment is used informally during the learning process. “Show Me” is a Foundations phrase that teachers use with clear instructional objectives. Teachers will then provide immediate feedback to students, so that they know how they are doing and what they can do differently if they are struggling. The Online Wilson Academy Foundations Learning Community includes Additional Support Activities for students who need more practice with fluency.</p>
1.47	<p>Reading accuracy and automaticity are emphasized as the hallmarks of fluent reading.</p> <p>Foundations emphasizes accuracy and automaticity as the hallmarks of fluent reading. Each Foundations Daily Lesson includes a cumulative review of previously taught skills, a phonological warm up, phoneme grapheme matching, word reading accuracy, fluency building at the word, phrase, sentence, and passage level, and sentence dictation. In Level K, letter-sound correspondences are explicitly taught to automaticity. The Foundations curriculum continuously spirals back to ensure mastery of concepts and automaticity. In Foundations, students are taught phonics patterns to automaticity so that when they read connected text, words are easily decoded. The phonics patterns included in the connected text available in the Foundations program include previously taught and current concepts.</p> <p>There is daily Sound Drill that starts off each lesson in Foundations. Teachers plan for students to review known letter-sound combinations to build automaticity.</p> <p>The Foundations Level K Teacher’s Manual provides examples:</p> <ul style="list-style-type: none"> <li>• Drill Sounds Warm Up Activity Cue Card: pp. 30–31</li> <li>• Drill Sounds Warm Up and Word Play activities in each Unit include review words as well as new concept words (e.g., pp. 286, 288, and 292)</li> </ul> <p>Progress Monitoring features a teacher’s guide, teacher and student probes, and a class record. The Teacher and Student probes provide word lists, phrases, and sentences for students to practice to automaticity and for teachers to monitor intervention students’ progress throughout the academic year. Specific fluency measures are provided to measure progress after each week of instruction. Charts and class records monitor progress towards the benchmark. Progress Monitoring for Level K includes Letter Sound Automaticity, Word Identification, Nonsense Word Fluency, and Sight Word Fluency.</p> <p>The Home Support Pack K provides activities for families at home to focus on accuracy, automaticity and fluency, through letter and sound recognition.</p> <p>Students in need of further instruction and practice in automaticity may benefit from intervention support. Foundations provides Targeted Instruction/Intervention Resources videos in FUN HUB for every week’s instruction. These videos may be found on FUN HUB &gt; Unit # Week # &gt; Targeted Instruction/Intervention Resources. FUN HUB is supplemental paid subscription service.</p>



1.48	<p>Word-level fluency practice is provided.</p> <p>Foundations provides word-level fluency practice. In each Foundations Level, students practice to automaticity in word lists, phrases, and controlled decodable texts that provide enough exposures to the learned words that they become sight words.</p> <p>Each Foundations Unit has Unit resources available for teachers. These Unit Resources (Foundations Level K Teacher’s Manual, pp. 408-409) include word lists, phrases, and sentences. There are also templates available in the Online Learning Community that allow teacher to create automaticity practice based on students’ specific needs.</p> <p>Progress Monitoring features include a Teacher’s Guide, teacher and student probes, and a class record. The Teacher and Student probes provide word lists, phrases, and sentences for students to practice to automaticity and for teachers to monitor intervention students’ progress throughout the academic year.</p>
1.49	<p>Connected text fluency practice is provided encouraging students to read with prosody (e.g. decodable texts, poetry, readers’ theater, paired reading)</p> <p>Foundations provides connected text that encourages students to read with prosody. In Level K, the Storytime Activity provided in each Foundations Unit uses words decodable at that particular Level/Unit in Foundations. The Storytime stories incorporate letter-sounds, syllable types, Trick Words, and more that students have been explicitly taught and practiced in class, before they are read and discussed as a class during the Storytime Activity (Teacher’s Manual, p. 48, p. 331). Storytime is designed to help develop the students’ concepts of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. Storytime involves listening, reading and writing activities designed to help develop the students’ awareness of print visualization, understanding of story structure, verbal memory, and comprehension. Activities for Storytime are described in each Foundations Unit. During the Level K Storytime activity, the teacher reads a phrased story, one sentence at a time, while students echo. The teacher scoops and reads sentences in phrases. Students apply their decoding skills with a sentence that is 100% decodable. Students read a sentence written on Sentence Frames. This activity develops prosody (reading a sentence with phrasing) and reading for meaning.</p> <p>Also available for additional fluency practice and opportunities for students to practice reading accuracy and automaticity, are the Geodes® Classroom Libraries, which provide 48 titles explicitly corresponding to each of Foundations’ scope and sequence. In Level K, these books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations scope and sequence along with Foundations Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p> <p>The Wilson Academy Foundations Learning Community provides more activities and demonstrations for teachers to use to build text reading accuracy, automaticity, fluency, and comprehension. These are found in the Demo Videos, Expert Tips, Resource Library, Targeted Instruction Resources, and FUN HUB.</p>

1.50

For Multilingual Learners, additional support is included whenever possible to ensure students understand the meaning of words being read.

Support for all students, including multilingual learners, is included throughout Foundations Level K to ensure students understand the meaning of words being read. The Teacher’s Manual reads, “You can provide additional support by showing students pictures or using props and gestures. It is important to continually think of your ELs and create opportunities to practice new vocabulary and support their understanding” (p.11).

The Teacher’s Manual reads, “Throughout every Foundations lesson, it is important to weave vocabulary instruction and talk about word meanings. Do this at appropriate times within the learning activities” (p. 12). Reminders to weave vocabulary discussion into lessons are in several other places in the manual—Learning Activity Overview for Echo/Find Words (p. 34); Unit 1, Week 11 (p. 171); Unit 2, Week 2 (p. 206), Unit 2, Week 3 (p. 212), Unit 3, Week 2 (p. 249); Unit 3, Week 3 (p. 263) and Unit 5, Week 1 (p. 349). Teachers are also reminded to provide multiple meanings of words in the Skill Overview (p. 5) and in Unit 2, Week 1 (p. 196).

The Teacher’s Manual reads, “ELs as well as students with language-based learning disabilities may have more difficulty retrieving the words to express concepts during the lesson. They may need to be given a choice of responses (such as ‘Is this a digraph or a blend?’) instead of open-ended type questions (such as ‘What is this called?’)” (p.12). There are several program activities that support all students in understanding of word meaning. The daily Letter-Keyword Sound activity introduces students to letter names and sound association with the help of a keyword picture. Vocabulary learning is facilitated when spellings accompany pronunciations and meanings of new words to activate orthographic mapping. Read alouds of high-quality text have been found to enhance students’ vocabulary and comprehension (see Storytime activity, p. 48). In the Activity Overview (p. 5), teachers are encouraged to stop and discuss the story and specific words to help students make a movie in their mind. As seen on the student learning plans for each Unit, the Storytime activity happens weekly.

Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.

### **Glossary**

**Accuracy:** Decoding words without any sound/symbol errors.

**Automaticity:** Performing a reading task without conscious effort. For example, reading words in connected text with automaticity means that there is no conscious attention paid to decoding words.

**Connected Text:** Text that includes multiple sentences that are related to one another.

**Prosody:** Reading smoothly with expression and intonation that represents the meaning and comprehension of connected text

# Sections 2-4: LANGUAGE COMPREHENSION, READING COMPREHENSION, AND WRITING

## NON-NEGOTIABLES: LANGUAGE COMPREHENSION (LC), READING COMPREHENSION (RC), AND WRITING (W)

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
2-4.1	<p>(LC, RC, W) In early grades, the instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning.</p> <p>The instructional framework for Foundations Level K emphasizes direct instruction for a 30-minute block each day. See Section 2-4.6 for detailed explanation.</p>	
2-4.2	<p>(LC, RC, W) Students are not exposed to rich vocabulary and complex syntax in reading and writing materials.</p> <p>Students using the Foundations Level K program are exposed to rich vocabulary and complex syntax throughout reading and writing materials. See Section 2-4.7 for detailed explanation.</p>	
2-4.3	<p>(RC) Comprehension activities focus mainly on assessing whether students understand content (the product of comprehension) instead of supporting the process of comprehending texts.</p> <p>The Foundations Level K program includes comprehension activities that support both content and the process of comprehending texts. See Section 3 for detailed explanation.</p>	
2-4.4	<p>(RC, W) Writing is not taught or is taught separately from reading at all times.</p> <p>Foundations Level K teaches writing and reading (encoding and decoding) simultaneously in a multimodal structured approach. See Sections 3 and 4 for detailed explanation.</p>	

2-4.5	<p>(LC, RC) Questioning during read-alouds focuses mainly on lower-level questioning skills.</p> <p>Questioning during read-alouds in Foundations Level K occurs in the Storytime activity. An example of the Storytime activity can be found on p. 295 of the Foundations Level K Teacher’s Manual. See Sections 2 and 3 for detailed explanation.</p>	
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**Practices Aligned with the Science of Reading**

2-4.6	<p>(LC, RC, W) There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of elements of language comprehension, reading comprehension, and writing taught in an explicit system.</p> <p>Foundations Level K includes a clear and consistent instructional framework. The comprehensive scope and sequence (Foundations Level K Teacher’s Manual, pp. 19–20) covers elements of language comprehension, reading comprehension, and writing in an explicit system.</p> <p>The following are representative examples of each element; please see the Scope and Sequence for a complete list of the instructional goals.</p> <p>Language Comprehension:</p> <ul style="list-style-type: none"> <li>• Segment words and identify phonemes within them</li> <li>• Manipulate phonemes with additions or substitutions in one-syllable words</li> <li>• Read and spell approximately 200 VC and CVC words</li> <li>• Identify 75% of the first 100 high frequency words, including 25–30 irregular (trick) words such as “the,” “was,” and “of”</li> <li>• Identify and explain new meanings for familiar words and newly taught words</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Explain narrative story structure, including character, setting, and main events</li> <li>• Re-tell key details of narrative and informational text, using picture or prompts as a guide.</li> <li>• With prompts, compare and contrast the experiences of characters in two stories</li> <li>• Explain difference between narrative and informational text</li> </ul> <p>Writing:</p>
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	<ul style="list-style-type: none"> <li>• Write all manuscript letters in lowercase and uppercase</li> <li>• Name and write corresponding letters when given sounds for consonants, consonant digraphs, and short vowels</li> <li>• Spell words phonetically, drawing on knowledge of sound-letter relationships</li> <li>• Identify and name correct punctuation at end of sentence</li> <li>• Capitalize words at beginning of sentences and names of people</li> </ul>
2-4.7	<p>(LC, RC, W) Students are exposed to rich vocabulary and complex syntax in reading and writing materials and orally, including but not limited to read alouds, at language levels beyond students’ reading levels.</p> <p>Foundations Level K exposes students to rich vocabulary and complex syntax through the Storytime activity provided in each Foundations Unit. Stories for Level K are sometimes provided; teachers are sometimes instructed to read a book of their choosing in a particular category, such as a rhyming book. The Teacher’s Manual gives multiple suggestions of appropriate books when teachers are directed to provide a book. (To see the description of the activity, refer to page 48 of the Teacher’s Manual. An example of a Foundations-provided story is on page 103; an example of teacher’s choice of a book is on page 112.)</p> <p>Important Note for Consideration: As a supplemental foundational skills program Foundations was designed with the expectation that students would also have many opportunities to be exposed to texts with vocabulary and syntax at language levels above their current reading levels through their core ELA curricula.</p>
2-4.8	<p>(LC, RC, W) For Multilingual Learners, instruction in English language development (ELD) and acquisition is included to support reading comprehension and continued reading and writing development.</p> <p>The Foundations Level K curriculum provides means to ensure all students work with and can meet grade level standards. The curriculum provides systematic guidance and resources required for all students, including Multilingual Learners. Instruction in English language development and acquisition is included through activities that systematically teach how decoding and encoding function in the English language. Teaching tips embedded within the Foundations curriculum that particularly support the language development of Multilingual Learners include the following:</p> <ul style="list-style-type: none"> <li>• Foundations uses a keyword picture for each letter-sound correspondence. Be sure to support the meaning of these keywords for MLs. Also stretch out the keyword sound to tune students into the sound and provide ample opportunities for students to practice phonemes that are not present in the student’s native language. Incorporate known sounds with unfamiliar sounds.</li> <li>• MLs can benefit from learning letter and sound correlations. Foundations provides explicit instruction of letter-sound correspondence.</li> <li>• Encourage the use of the Student Notebook with keywords and have students keep them at their desks during activities that deal with sounds, phoneme segmentation, and blending.</li> </ul>

- When building words with Sound Cards on the board or during dictation activities, use chaining to help students discriminate between vowel sounds. Chains that deal with minimal pairs will help students begin to differentiate vowel sounds. When building nonsense words, explain that they are not actual words, but nonsense words follow that patterns and rules of English.
- Use and encourage the Foundations sound tapping technique; this technique is an essential tool to help ML students identify sounds.
- Foundations explicitly teaches the sound-spelling patterns based on syllable types, including the numerous spelling options for vowel sounds. The scaffolded approach of these activities is very beneficial to Multilingual learners.
- Use the Student Notebook as a resource for spelling rules. Students can refer to this tool as needed.
- For phonological and phonemic awareness activities (including Echo/Find activities), it is helpful to have a knowledge of words within which they are identifying phonemes. Discuss unfamiliar words in the framework of vocabulary.
- Use activities such as Word of the Day, Word Talk, Word Play, and Guess Which One to extend the meaning of words. When building a word and reviewing vocabulary, talk about the word's meaning emphasizing morphology at the word, phrase, and sentence level. Teach the word in everyday and or academic language. Be prepared with multiple examples of when and how that word is used in English. Provide background knowledge to aid in understanding of the word. Use synonyms and antonyms to deepen students' understanding of words. Differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another. Use questioning techniques to cover both concepts and vocabulary.
- Along with words with multiple meanings, emphasize transition words.
- Use the comprehension strategies outlined for Storytime activities to help model replay and retell. Use drawings to help with retell activities. Provide extra practice in repeated reading to support oral language development.
- Scoop sentences and have ML students echo the teacher to help students hear how to use intonation (phrasing and expression) and give meaning.
- Maximize the use of the Fluency Kit for targeted fluency practice with words, phrases, and stories.

Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.

# Section 2: LANGUAGE COMPREHENSION

## A NOTE ON EVALUATING LANGUAGE COMPREHENSION

This section may take longer to complete, so it is recommended to review after you are familiar with a curriculum’s design. Elements of language comprehension may not be apparent from the lesson title, so be sure to read multiple complete lessons across grade levels to review this section.

### Background Knowledge

#### Red Flags: Practices Not Aligned with the Science of Reading

Red Flag  
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2.1	<p>Read-aloud opportunities emphasize simple stories or narrative texts. Read-aloud text is not sufficiently complex and/or does not include knowledge-building expository texts (i.e., topics related to science, social studies, current events).</p> <p>Read-aloud opportunities within the Foundations Level K curriculum includes complex text and includes both the Storytime activity and the knowledge-building expository text in the Geodes<sup>®</sup> Level K Classroom Library, published by Great Minds in collaboration with Wilson Language Training. See Section 2.4 for detailed explanation.</p>	
2.2	<p>Opportunities to bridge existing knowledge to new knowledge is not apparent in instruction.</p> <p>Foundations Level K provides consistent opportunities to bridge existing knowledge to new knowledge. Foundations is a program that is cumulative and continually spirals back to ensure automaticity. Each Foundations Level reviews known letter-sound combinations and words and applies previously learned skills in reading and writing practice in subsequent Foundations Units and Levels. See Section 2.5 for detailed explanation.</p>	
2.3	<p>Advanced (Grades 2-5): For students who are automatic with the code, texts for reading are primarily leveled texts that do not feature a variety of diverse, complex, knowledge-building text sets to develop background knowledge in a variety of subject areas.</p> <p>N/A for Foundations Level K.</p>	

## Practices Aligned with the Science of Reading

2.4	<p>Read-aloud opportunities (for students who are still learning the code) and text reading opportunities (for students who are automatic with the code) feature a variety of diverse, complex texts, including narrative and expository texts above grade-level to develop background knowledge and vocabulary in a variety of subject areas.</p> <p>Fundations Level K provides opportunities for read-aloud stories through the Storytime activity (Fundations Level K Teacher’s Manual: description on p. 48, examples, pp.103 and 112) and the Geodes<sup>®</sup> Level K Classroom Library, published by Great Minds in collaboration with Wilson Language Training.</p> <p>It is also important to note that Fundations is designed as a supplemental foundational skills program. Fundations was designed with the expectation that students would also have many opportunities to read a variety of diverse, complex, knowledge-building text sets through their core ELA curricula.</p>
2.5	<p>Opportunities are provided to make connections between a new word or concept and other known words or concepts, relating ideas to experiences.</p> <p>Opportunities exist throughout Fundations for students to make connections with prior knowledge. The Teachers Guide (p. 14) instructs teachers to make use of questioning strategies and explicit instruction to guide students to see patterns and relationships among bits of information within the curriculum. An example of an activity in the curriculum that prompts students to make connections is Introduce New Concepts (Fundations Level K Teacher’s Manual, Unit 2, Week 1, pp.190–191).</p>
2.6	<p>For Multilingual Learners, opportunities are identified for building background knowledge in a students’ home language and/or by using visuals and clarification whenever possible.</p> <p>Activities in Fundations Level K which identify opportunities for building background knowledge include Word Play and Storytime (Fundations Level K Teacher’s Manual, p. 48). See the Word Play video on the online Fundations Learning Community for an example of how a teacher builds background knowledge using visuals and clarification.</p> <p>Visuals are included in the Drill sounds/Warm Up using large Sound Cards for each keyword (Fundations Level K Teacher’s Manual, pp. 30–31), to help students connect the word in English with their understanding in their home language</p> <p>Additionally, resources are available on the Fundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Fundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Fundations, and linguistic accommodations for MLs in Fundations.</p>



**Glossary**

Background Knowledge: A specific subset of knowledge needed to comprehend a particular situation, lesson, or text.

English Language Development (ELD): Instruction that is specially designed for Multilingual Learners to develop their listening, speaking, reading, and writing skills in English.

Expository Text: Text that provides factual information about a topic.

Narrative Text: Text that relates a series of events; this can include both fiction and nonfiction

# Vocabulary

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
2.7	<p>Vocabulary worksheets and activities are used with little opportunity for deep understanding of vocabulary words.</p> <p>Fundations Level K does not include worksheets as a teaching method, and vocabulary activities include opportunities for deep understanding of vocabulary words. See Section 2.12 for detailed explanation.</p>	
2.8	<p>Instruction includes memorization of isolated words and definitions out of context.</p> <p>Vocabulary instruction does not include memorization of isolated words and definitions out of context; students are taught words within appropriate sentence and text-level examples. See Section 2.14 for detailed explanation</p>	
2.9	<p>Tier 2 words are not taught explicitly and practiced; students are not given opportunities to use them in their speech, see them in print, and use them in writing.</p> <p>Fundations Level K uses and teaches Tier 2 vocabulary words and students use them in speech, see them in print, and use them in writing as appropriate to Level K. See Sections 2.14-2.15 for detailed explanation.</p>	
2.10	<p>Students are not exposed to and taught Tier 3 words.</p> <p>Tier 3 words, academic words used within a particular content area, are included within the activities of Fundations Level K. See Section 2.14 for detailed explanation.</p>	
2.11	<p>Explicit instruction in morphology is not present and/or not taught according to a scope and sequence (i.e., simple to complex) consistently throughout K-5 instruction.</p> <p>Explicit instruction in morphology is present in the Fundations Levels 1–3 scope and sequence. However, Level K does not yet include instruction in morphology.</p>	

## Practices Aligned with the Science of Reading

2.12	<p>Instruction includes robust teacher-student and student-student conversations in order to support a clear understanding of vocabulary words.</p> <p>In Level K, vocabulary instruction is intertwined across many different daily activities rather than focused in a specific one. The recommended approach when a new vocab word is encountered is: Students repeat a word to create a phonological representation, the meaning of the word is explained in everyday language, the teacher provides student-friendly examples of the word in a sentence, and students provide sentences without using the definition.</p> <p>In Level K, students also develop vocabulary from hearing stories read aloud during the Storytime Activity and classroom discussions. Teachers are instructed to interweave vocabulary conversations and talk about word meanings throughout the activities of each lesson. This may include providing context sentences, directly teaching the meaning, or asking students to expand upon their sentences to better reflect the meanings of the words (Foundations Level K Teacher’s Manual, pp. 4-5). Additionally, this happens during Echo/Find words activities. Teachers are encouraged to weave vocabulary questions throughout see description on p 40, this is expected to occur in every Echo/Find Words activity throughout the curriculum. This conversation is between teachers and students as well as students and students. The Word Play activity also weaves in vocabulary; see page 157 of the Foundations Level K Teacher’s Manual for an example.</p>
2.13	<p>Vocabulary words are taught deeply by using concept maps or other devices that help students understand multiple layers of the word. (Anderson &amp; Freebody, 1981)</p> <p>As a supplemental foundational skills program, vocabulary is not taught through concept maps in Foundations Level K. Vocabulary instruction is embedded and practiced throughout the daily activities and in the student practice book.</p>
2.14	<p>Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).</p> <p>Vocabulary instruction for all Level K words occurs in the Storytime activity as well as the Geodes<sup>®</sup> Level K Classroom Library, published by Great Minds in collaboration with Wilson Language Training. Students use general academic Tier 2 vocabulary and content specific words in the conversations facilitated by teachers about the texts throughout these activities. For example, in the Unit 3 Week 6 Storytime activity, teachers use the words “characters” and “setting”, both of which would be considered Tier 2 or 3 for kindergarten students. (Unit 3, Week 6, p. 295).</p>
2.15	<p>Tier 2 words are taught explicitly, and students are given opportunities to use them in their speech, see them in print, and use them in writing (when appropriate).</p>

	<p>Vocabulary instruction for all Level K words occurs in the Storytime activity as well as the Geodes<sup>®</sup> Level K Classroom Library, published by Great Minds in collaboration with Wilson Language Training.</p> <p>Students use general academic Tier 2 vocabulary and content specific words in the conversations facilitated by teachers about the texts.</p>
2.16	<p>Explicit instruction in morphology is provided with numerous opportunities for students to read and write words with these morphemes</p> <p>Level K does not instruct students in morphology. They will begin learning morphemes such as suffixes in Foundations Level 1.</p>
2.17	<p>For Multilingual Learners, instruction in ELD is included to support continued vocabulary development.</p> <p>The Foundations Level K curriculum provides means to ensure all students work with and can meet grade level standards. The curriculum provides systematic guidance and resources required for all students, including Multilingual Learners. Teachers are instructed to use activities such as Word of the Day, Word Talk, Word Play, and Guess Which One to extend the meaning of words. When building a word and reviewing vocabulary, talk about the word’s meaning emphasizing morphology at the word, phrase, and sentence level. Teach the word in everyday and or academic language. Be prepared with multiple examples of when and how that word is used in English. Provide background knowledge to aid in understanding of the word. Use synonyms and antonyms to deepen students’ understanding of words. Differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another. Use questioning techniques to cover both concepts and vocabulary.</p>

**Glossary**

English Language Development (ELD): Instruction that is specially designed for Multilingual Learners to help develop their listening, speaking, reading, and writing skills in English.

Morphology: The system of meaningful parts, or morphemes, that make up words.

Tiered Vocabulary Words: A means of classifying words due to their level of difficulty and frequency of use. It is important to note that these tiers are not related to tiers of instruction in a Multi-Tiered System of Supports.

Tier 1 Vocabulary Words: Words students already know the meaning of (e.g., house, car, dog, school).

Tier 2 Vocabulary Words: Words that are not likely to be familiar to young children but reflect a concept they can identify with and can use in conversation (e.g., shiver, excitement, remarkable). Tier 2 words can appear in multiple domains and content areas.

Tier 3 Vocabulary Words: Words that are low frequency and domain or content-area specific (e.g., words from math, science, history, music, art).

# Knowledge of Language Structures

## Red Flags: Practices Not Aligned with the Science of Reading

**Red  
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✓

2.18	<p>Conventions of print, grammar, and syntax are taught implicitly or opportunistically with no evidence of consistent, explicit, simple to complex instruction across all grade levels.</p> <p>Fundations Level K teaches conventions of print, grammar, and syntax throughout the curriculum through the Dictation and Storytime activities. See Section 2.21 for detailed explanation</p>	
2.19	<p>Instruction does not include teacher modeling nor sufficient opportunities for discussion.</p> <p>Fundations Level K includes teacher modeling each day, as well as opportunities for discussion. See Section 2.23 for detailed explanation.</p>	
2.20	<p>Students are asked to memorize parts of speech as a list without learning in context and through application.</p> <p>Parts of speech are not part of the Fundations Level K scope and sequence.</p>	

## Practices Aligned with the Science of Reading

2.21	<p>There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing.</p> <p>Fundations is a foundational skills program focused on decoding, encoding, and handwriting. Toward this end, there is a clear scope and sequence (Level K Teacher's Manual pp. 19-20) for teaching conventions of print. The following examples are representative of each topic.</p> <p>Conventions of print:</p> <ul style="list-style-type: none"> <li>Write all manuscript letters in lowercase and uppercase</li> <li>Sequence letters of the alphabet</li> <li>Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels</li> <li>Identify and name correct punctuation at end of sentence</li> </ul>	
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	<p>Foundations was designed with the expectation that students would also have many opportunities for instruction on language structures through their core ELA curriculum</p>
2.22	<p>Instruction attends to sentence-level comprehension including simple, compound, and complex sentences, as well as cohesive devices within and among sentences.</p> <p>The Storytime activity (Foundations Level K Teacher’s Manual, p. 48), instructs students in sentence-level and connected text comprehension. The activities include both narrative and informational text, with simple, compound, and complex sentences. Students focus on text features including cohesive devices within and among sentences, using strategies such as visualizing the story while the teacher sketches the main events.</p>
2.23	<p>Instruction includes sufficient time for discussion, including teacher modeling full ideas and complete sentences.</p> <p>The Foundations teacher directly teaches all skills to students through modeling and using full ideas and complete sentences. Please see The Foundations Level K Learning Hub for videos of teachers instructing students in Foundations modeling full ideas and complete sentences in their instruction.</p>
2.24	<p>Highlighting the difference in complexity between conversational speaking and sentences found in expository texts.</p> <p>In the Storytime activity for Level K, students learn text features of informational text. This builds a foundation for understanding the difference in complexity between conversational speaking and sentences found in expository texts as they continue in the Foundations program in Level 1 and beyond. See the Guiding Questions for Storytime resource in the Foundations Level K Learning Community (Wilson Academy&gt; Foundations Learning Community – Level K&gt; Resource Library &gt; Lesson Activities).</p>
2.25	<p>For speakers of English language variations, an asset-based approach is used to engage in a contrastive analysis between home and school language including sentence structures, suffixes, and subject-verb agreement.</p> <p>Foundations is intended as a supplemental foundational skills program for standard English and does not instruct students in contrastive analyses of variations of English.</p>
<p><b>Glossary</b></p> <p><u>Cohesive Devices</u>: Words used to connect ideas within a sentence or text (e.g., pronouns, synonyms, connectives including coordinate and subordinate conjunctions).</p> <p><u>Contrastive Analysis</u>: A systematic study of two languages (or language variations) with the intent of identifying their structural similarities and differences.</p> <p><u>Syntax</u>: The arrangement of words to form sentences in a given language.</p>	

## Verbal Reasoning

<b>Red Flags: Practices Not Aligned with the Science of Reading</b>		<b>Red Flag</b> ✓
2.26	<p>Inferencing strategies are not taught explicitly and may be based only on picture clues and not text (i.e., picture walking).</p> <p>Inferencing strategies are taught explicitly in Foundations Level K. See Section 2.28 for detailed explanation.</p>	
2.27	<p>Students do not practice inference as a discrete skill.</p> <p>Inferencing strategies are taught explicitly in Foundations Level K. See Section 2.28 for detailed explanation.</p>	
<b>Practices Aligned with the Science of Reading</b>		
2.28	<p>Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate and accurate background knowledge.</p> <p>Although Foundations Level K is not a comprehension program, it does provide instruction in learning to think about text, including the use of inferencing. Storytime involves listening, reading and writing activities designed to help develop the students' awareness of print visualization, understanding of story structure, verbal memory, and comprehension. Foundations allows students to draw on textual evidence to support valid inferences from a text in the Storytime Activity. Activities for Storytime are described in each Foundations Unit. When engaging in reading and discussing text, teachers use a process called Wilson Comprehension S.O.S. (Stop – Orient – Scaffold/Support). As the student or teacher reads, they intermittently stop and interact to support the student's understanding of the text. It is intended to guide students' comprehension and teach students through modeling and discussion. This approach establishes a deep understanding, rather than a surface understanding, of content. Comprehension S.O.S activities always conclude with retelling. The ability to retell a story or information that has been read is an important skill that should be developed. Retelling confirms and solidifies understanding and helps with the learning of the information. It also helps develop a student's oral language skill.</p> <p>Storytime (description p. 48): (Unit 1: pp. 52, 72, 82, 92, 102, 112, 122, 132, 142, 162, 172, and 182); (Unit 2: pp. 199, 208, and 218); (Unit 3: pp. 245, 255, 265, 275, 285, and 295); (Unit 4: pp. 311, 321, 331, and 341); and (Unit 5: pp. 356, 366, 376, 386, 396, and 406)</p> <p>Instruction in metacognition is evident in questioning strategies and teacher feedback throughout the Storytime learning</p>	

	<p>activities. For example, asking students to identify connections between the illustrations in a book and the text in which they appear (reading the text first, not using the illustrations as clues). See further examples in the Guiding Questions for Storytime resource in the Foundations Level K Learning Community (Wilson Academy&gt; Foundations Learning Community – Level K&gt; Resource Library &gt; Lesson Activities).</p>
2.29	<p>Students are instructed how to interpret inferential language (i.e., ideas beyond the immediate context of what they read) from a text and in conversation.</p> <p>Instruction in interpreting inferential language occurs through the Storytime Activity, as described in the Foundations Level K Teacher’s Manual, p. 48. It is important to note that Foundations is not a complete ELA curriculum but provides instruction in supplemental foundational skills.</p>
2.30	<p>Students are instructed how narrative language is used to describe a series of events, both fictional and non-fictional.</p> <p>The Storytime activity asks students to retell a sequence of events in each Unit. The Storytime activity is described in detail in the Foundations Level K Teacher’s Manual on page 48.</p>
2.32	<p>Instruction includes queries to develop a student’s ability to be metacognitive (i.e., to think about their thinking while they read).</p> <p>Foundations engages students in metacognitive thinking as it is essential that they understand the underpinnings of word structure and can apply and generalize these concepts. All Units have metacognitive questioning built into instruction. For example, the phrases “show me” and “how can you check to be sure” are used by the Foundations instructor to prompt students to explain what they are doing and how they know what they are doing is correct. Please see page 10 of the Foundations Level K Teacher’s Manual.</p>
<p><b>Glossary:</b>  <u>Inference</u>: Using what you know and parts of text to comprehend what is not directly said in a text.  <u>Metacognition</u>: Developing an interactive approach with text to recognize when a text does not make sense and have options to know what to do about it.</p>	



# Literacy Knowledge

## Red Flags: Practices Not Aligned with the Science of Reading

Red  
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2.33

Genre types and features are not explicitly taught.

Foundations Level K explicitly differentiates between fiction and nonfiction stories. As a supplemental program Foundations was designed with the expectation that students would have many opportunities to practice reading text of different genres as part of their core ELA curricula.

2.34

Genre-specific text structures and corresponding signal words are not explicitly taught and practiced.

As a supplemental program Foundations was designed with the expectation that students would have many opportunities to practice reading text of different genres as part of their core ELA curricula. Genre-specific text structures are not taught in Level K Foundations.

## Practices Aligned with the Science of Reading

2.35

Genre types and features are explicitly taught and used to support comprehension and/or build content knowledge.

Foundations Level K explicitly differentiates between fiction and nonfiction stories through the Storytime Activity. Teachers use the phrase “make believe” for fiction, and “facts that are true” for nonfiction. Teachers are prompted to read paired texts, one fiction and one nonfiction, about topics (e.g., ladybugs). Teachers point out that a book is nonfiction and ask students to recall facts they have learned (Foundations Level K Teacher’s Manual, p. 396).

However, because Foundations is a 30-minute daily supplemental program primarily focused on the foundational skills of decoding, encoding, and handwriting, it does not address this standard in its entirety because it is expected that the core ELA program would include more extensive opportunities encountering and working with grade-level text.

2.36

Explicit instruction of text types (e.g., cause and effect, problem/solution, sequence, time order, compare and contrast).

As a supplemental program, Foundations was designed with the expectation that students would have many opportunities to practice reading text of different genres as part of their core ELA curricula. Explicit instruction of text types is not taught in Foundations Level K.

2.37	<p>Explicit instruction in signal words (aka connectives). For example, signal words for cause and effect texts include <i>for, because, and as a result</i> whereas signal words for problem and solution texts include <i>however, in contrast, and on the other hand</i>.</p> <p>As a supplemental program, Foundations was designed with the expectation that students would have many opportunities to practice reading text of different genres as part of their core ELA curricula. Explicit instruction in signal words is not present in Foundations Level K.</p>
2.38	<p>Graphic organizers are provided to support student understanding of text and genre types.</p> <p>As a supplemental program, Foundations was designed with the expectation that students would have many opportunities to practice reading text of different genres as part of their core ELA curricula. Graphic organizers to support student understanding of text are not present in this curriculum.</p>
<p><b>Glossary</b></p> <p><u>Genre</u>: A type of text or literature that has a particular form and style (e.g., poetry, fiction, nonfiction)</p> <p><u>Signal Words</u>: Words that signal readers as to the text type. For example, signal words for cause and effect texts include <i>for, because, and as a result</i> whereas signal words for problem and solution texts include <i>however, in contrast, and on the other hand</i>.</p>	

# Section 3: READING COMPREHENSION

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
3.1	<p>Students are asked to independently read texts they are unable to decode with accuracy in order to practice reading comprehension strategies (e.g., making inferences, predicting, summarizing, visualizing).</p> <p>Students are not asked to independently read texts they are unable to decode. Any independent reading is done with the Level K Storytime activity (accessed on the Foundations Level K Learning Community online) or the Geodes<sup>®</sup> Classroom Libraries for Level K. See Sections 3.6–3.7 for detailed explanation.</p>	
3.2	<p>Students are asked to independently apply reading comprehension strategies primarily in short, disconnected readings at the expense of engaging in knowledge-building text sets.</p> <p>Foundations Level K uses the Geodes<sup>®</sup> Classroom Libraries. Geodes are readable texts that are at least 80% decodable and aligned to the scope and sequence of the Foundations curriculum. These accessible, knowledge-building books for emerging and developing readers allow students to practice applying taught skills.</p>	
3.3	<p>Emphasis on independent reading and book choice without engaging with complex texts.</p> <p>Foundations Level K does not have an independent reading or book choice component. It is a supplemental foundational skills program and uses whole-class instruction for complex texts through the Storytime activity.</p>	
3.4	<p>Materials for comprehension instruction are predominantly predictable and/or leveled texts.</p> <p>Comprehension instruction takes place with the Level K Storytime activity and the Geodes<sup>®</sup> Classroom Libraries for Level K. These materials do not include predictable patterned texts nor leveled texts. The texts are aligned to the scope and sequence of Foundations Level K.</p>	
3.5	<p>Students are not taught methods to monitor their comprehension while reading.</p> <p>The Storytime Activities in each Unit explicitly teach comprehension monitoring strategies. See Section 3.7 for detailed explanation.</p>	

## Practices Aligned with the Science of Reading

3.6	<p>The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently.</p> <p>Storytime activities, beginning in Foundations Level K, use read alouds to expose children to the building blocks for reading comprehension. Please see the Foundations Level K Teacher’s Manual for the activity description (p. 48), an example of a Foundations-written story (p. 103), and an example of teacher-chosen story (p. 112).</p>
3.7	<p>Comprehension strategies (e.g., making inferences, summarizing) are taught via gradual release of responsibility (i.e., I do, we do, you do) using appropriate instructional text that students can accurately decode.</p> <p>Teaching comprehension strategies, as well as all instruction in Foundations Level K, are facilitated by the gradual release of responsibility model. This philosophy is described in the Foundations Level K Teacher’s Manual on page 10. Instructional texts throughout the program are based on the scope and sequence of skills taught for decodability.</p> <p>In the Storytime activity, teachers use a procedure called Comprehension S.O.S, which stands for Stop-Orient-Support/Scaffold. Foundations teachers lead students through an interactive discussion, including gestures, mental imagery, and drawing, which concludes with retelling. Students in Level K will retell simple sequences of events.</p>
3.8	<p>Students are taught and practice comprehension-monitoring strategies.</p> <p>The Storytime activities in each Unit explicitly teach comprehension monitoring strategies. The Guiding Questions for Storytime (Wilson Academy&gt; Foundations Learning Community – Level K&gt; Resource Library &gt; Lesson Activities) cue teachers to ask questions such as “What are the important facts you learned from this text? What details from the text helped you know that they were the most important?” Questions such as these guide students toward noticing what they comprehend and how they know it. The Comprehension S.O.S procedure is used throughout the Foundations Level K curriculum to teach and practice text comprehension.</p>
3.9	<p>Advanced (Grades 2-5) For students automatic with the code, materials for reading comprehension instruction include sufficiently complex literary and knowledge-building informational texts.</p> <p>N/A for Foundations Level K</p>

### Glossary

#### Types of Text:

- **Decodable**: Texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.
- **Leveled**: Texts leveled according to a gradient of difficulty based on multiple supportive features of the whole *text*, which allow for an

emphasis on meaning, such as text structure, themes and ideas, or language and literary features.

- Predictable: Texts with predictable text structures such as repetitive and predictable sentences, words, and phrases.

# Section 4: WRITING

## A NOTE ON EVALUATING WRITING

These elements may or may not be included in a comprehensive Tier I curriculum. For this section, review all available instructional materials both within and outside of the core curriculum.

### Handwriting

#### Red Flags: Practices Not Aligned with the Science of Reading

Red Flag  
✓

4.1 No direct instruction in handwriting.  
There is direct handwriting instruction throughout the Foundations Level K program. See Section 4.4 for detailed explanation.

4.2 Handwriting instruction predominantly features unlined paper or picture paper.  
The Level K program features handwriting instruction using letter formation grids. See Section 4.5 for detailed explanation.

4.3 Handwriting instruction is an isolated add-on.  
Handwriting instruction is included throughout the Level K Foundations program. See Section 4.6 for detailed explanation.

#### Practices Aligned with the Science of Reading

4.4 There is explicit instruction related to handwriting (e.g., letter formation, posture, grip), and there are opportunities for cumulative practice.  
  
The Level K Foundations program provides and emphasizes carefully planned and explicit handwriting instruction, giving all students the strongest possible start in mastering foundational handwriting skills, with the goal that all children will develop legible and fluent handwriting. Level K Foundations students are guided in learning proper pencil grip, paper position, and posture during Echo/Letter Formation. This begins with automaticity of consistent letter formation, which requires substantial repeated practice. By providing direct instruction, including the use of verbalization cards for each letter, Foundations allows Level K

	<p>teachers to have both the language and tools to instruct students in the size, shape, spacing, slant, and stroke for the formation of letters. One method of practicing the letters is with sky writing. In kindergarten, sky writing and tracing are strongly emphasized throughout the first half of the year. Another method of student learning in the program begins with tracing, which involves fine motor memory. After tracing, students copy the letter, and, finally, write it from memory. Gross motor memory helps students learn letter formation, with students mastering letter formations of all 26 letters, both upper- and lowercase. Students are able to practice these skills throughout the program by using the Student Notebook and Dictation Activities.</p> <p>Teachers use a gradual release approach to support a student’s incremental skill mastery (p. 7). For those students who require additional assistance, the Wilson Foundations Academy Learning Community Level K: Resource Library contains activities for handwriting and intervention support. In addition, the Foundations Learning Community includes the 1-2-3 Right/Let’s Write poster, Pencil Grip (Right and Left Hand) graphic, Lower-Case Letter Formation Guides, Upper-Case Letter Formation Guides (Verbalization guidelines for manuscript letter formation during the Sky Write/Letter Formation and Echo/Letter Formation Activities), Manuscript Upper-Case Letter Formation Grids, and Manuscript Lower-Case Letter Formation Grids (Wilson Academy&gt; Foundations Learning Community – Level K&gt; Resource Library&gt; Writing/Letter Formation).</p>
4.5	<p><b>Handwriting instruction features lined paper to guide letter formation.</b></p> <p>In the Foundations Level K program, letters are grouped into “like patterns” and grid lines (Wilson grid) give specific names and reference points for writing. Teachers guide students through a letter’s formation using consistent verbalization. Provided materials for grid practice include the Foundations Writing and Drawing Pad, the Foundations Large Dictation Grid, the Manuscript Upper-Case Letter Formation Grids, and the Manuscript Lower-Case Letter Formation Grids (Wilson Academy&gt; Foundations Learning Community – Level K &gt; Resource Library&gt; Writing/Letter Formation).</p>
4.6	<p><b>Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.</b></p> <p>In the Foundations Level K Teacher’s Manual (pp. 8–12), the principles of instruction provide an evidence-based format to maximize student learning. Through Foundations, students successfully learn handwriting so that they can produce written composition in an ELA program. In fact, a student’s “automaticity and fluency in handwriting are strong predictors of the quantity and quality of written composition” (Level K Program Overview, p. 11). Students are taught to recognize and reproduce letters quickly and effortlessly. This, combined with the automatic association of the letter to its sounds for both reading and spelling, firmly set the foundation for other literacy instruction. Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. Letter formation is tightly integrated with learning the letter name and letter sound. Additionally, in each Foundations encoding activity, students practice their handwriting when they write to spell words.</p>

In the Level K Echo/Letter Formation activities, they also reinforce sound-symbol correspondence (description, p. 36): (Orientation: p. 58); (Unit 1; pp. 67 and 71); (Unit 2: p. 193); (Unit 3: pp. 241 and 249); (Unit 4: pp. 309 and 319); and (Unit 5: pp. 353 and 363). In Sky Write/Letter Formation, students use gross-motor memory to learn better formation and follow verbalizations from the teacher. This activity also helps students make multimodal associations between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation (description, p. 40): (Orientation: pp. 57 and 58); (Unit 1: pp. 64 and 66); and (Unit 2: pp. 191 and 201).



# Spelling

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
4.7	<p>No evidence of explicit spelling instruction; no spelling scope and sequence for spelling, or the spelling scope and sequence is not aligned with the phonics / decoding scope and sequence.</p> <p>Fundations Level K has an aligned scope and sequence of decoding and encoding (spelling). See Section 4.12 for detailed explanation.</p>	
4.8	<p>No evidence of phoneme segmentation and/or phoneme-grapheme mapping to support spelling instruction.</p> <p>Fundations Level K explicitly teaches students how to segment phonemes and map them to graphemes to support spelling instruction. See Section 4.13 for detailed explanation.</p>	
4.9	<p>Patterns in decoding are not featured in encoding/spelling; spelling lists are based on content or frequency of word use and not connected to decoding/phonics lessons.</p> <p>Fundations Level K consistently uses patterns of decoding to inform spelling instruction. By the end of the curriculum, students should have mastery of 75% of the first 50 words on the Fry and American Heritage word frequency lists, but these words are taught through established patterns in the decoding/phonics activities as well as the Trick Words activity (Fundations Level K Teacher’s Manual, p. 5).</p>	
4.10	<p>Students practice spelling by memorization only (e.g., rainbow writing, repeated writing, pyramid writing).</p> <p>Fundations Level K instructs students to practice spelling in correspondence with the decoding patterns they are learning, or by associating known phonemes with parts of Trick Words. There are no memorization activities in Fundations Level K. See Section 4.15 for detailed explanation.</p>	
4.11	<p>Spelling patterns for each phoneme are taught all at once (e.g., all spellings of long /ā/) instead of a systematic progression to develop automaticity with individual grapheme/phonemes.</p> <p>The scope and sequence for Fundations Level K provides a clear systematic progression of spelling patterns taught throughout the year. See Section 4.14 for detailed explanation.</p>	

## Practices Aligned with the Science of Reading

4.12	<p>There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence.</p> <p>The Foundations Level K Teacher’s Manual (pp. 19–20) includes a detailed scope and sequence of phonics skills that shows the progression from instruction in the alphabetic principle (letter name, keyword, sound) to more complex patterns. Foundations simultaneously teaches both reading (decoding) and spelling (encoding) with a multimodal, structured language and literacy approach that explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught and reinforced with manipulatives in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Level K focuses on VC and CVC orthographic patterns.</p>
4.13	<p>Patterns taught for decoding are also practiced in encoding/spelling lessons.</p> <p>Throughout Level K Foundations, patterns are simultaneously taught for decoding and encoding. For example, in Unit 3, Week 3, student practice CVC words with short vowels. In the Echo/Find words activity (Foundations Level K Teacher’s Manual, p. 257), teachers dictate the word “yes”, ask students to segment each of the three sounds, ask what letters make those sounds, and guide students to find the magnetic letters to represent those sounds. After finding a word, students are instructed to spell it orally.</p>
4.14	<p>Spelling patterns are taught one at a time and not all at once or in a non-systematic manner.</p> <p>Spelling patterns in Level K Foundations follow a systematic scope and sequence through the year (Foundations Level K Teacher’s Manual, pp. 19–20). Spelling instruction begins with students learning the letters and sounds of English through the Dictation/Sounds and Echo/Find letters activities. This foundational knowledge allows students to begin learning spelling patterns. Spelling pattern instruction begins in earnest in Unit 3 with three-sound short vowel words; instruction then progresses through the year with spelling three-sound words with digraphs and spelling with “ck” at the end of the word. Digraph spelling is taught in tandem with the concept of digraphs and the decoding of digraphs in Unit 4.</p>
4.15	<p>Extensive and recursive practice opportunities, not based on memorization, are provided to spell words both in isolation and in context.</p> <p>In Foundations, encoding and decoding are taught in tandem. Therefore, all concepts taught throughout the Foundations curricula are taught to mastery for both spelling and reading. Word patterns are taught in a logical sequence building from the simplest word structures in Level K, to more complex as the Units and Levels progress. The most frequently occurring patterns are emphasized in a systematic manner and are practiced throughout the entirety of the curriculum after they’ve been introduced. They are also practiced in reinforced in subsequent Units. Activities that focus primarily on supporting spelling include Dictation/Words (words in isolation; Teacher’s Manual pp. 26–27), Dictation Sentences (words in context; pp. 28–29),</p>

	Echo/Find Words (pp. 34–35), and Word Play (p. 48).
4.16	<p>(Grades 2-5 Advanced Word Study): Spelling instruction continues in grades 2 and above and includes explicit instruction in vowel teams, variant vowels, and how morphology influences spelling.</p> <p>N/A for Level K Foundations</p>
<p><b>Glossary</b></p> <p><u>Encoding</u>: Using knowledge of individual phonemes in spoken words to build and spell printed words; a skill that develops reciprocally to decoding when explicitly taught.</p> <p><u>Morphology</u>: The system of meaningful parts, or morphemes, that make up words.</p> <p><u>Variant Vowels</u>: Groups of letters that produce the same vowel sound (e.g., ai, ay, eigh).</p>	

# Composition

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
4.17	<p>Writing prompts are provided with little time for modeling, planning, and brainstorming ideas.</p> <p>Foundations Level K is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	
4.18	<p>Writing is primarily unstructured with few models or graphic organizers.</p> <p>Foundations Level K is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	
4.19	<p>Conventions, grammar, and sentence structure is not explicitly taught and practiced systematically (i.e., from simple to complex) with opportunities for practice to automaticity, instead it is taught implicitly or opportunistically.</p> <p>Foundations Level K is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	
4.20	<p>Writing instruction is primarily narrative or unstructured choice.</p> <p>Foundations Level K is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	
4.21	<p>Students are not taught the writing process (i.e., planning, revising, editing).</p> <p>Foundations Level K is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	
4.22	<p>Writing is taught as a standalone and is not used to further reading comprehension.</p> <p>Foundations Level K is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	

## Practices Aligned with the Science of Reading

4.23	<p>Writing is taught explicitly through a gradual release of responsibility (i.e., I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas orally before drafting.</p> <p>Foundations Level K is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>
4.24	<p>Writing is structured; models and graphic organizers are provided frequently to support composition and promote executive functioning.</p> <p>Foundations Level K is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>
4.25	<p>The writing process (i.e., planning, revising, editing) is explicitly taught and practiced.</p> <p>Foundations Level K is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>
4.26	<p>Conventions of print, grammar, and syntax (i.e., sentence structure) are taught explicitly in the context of writing including sentence reduction and sentence combining.</p> <p>Foundations Level K is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>
4.27	<p>Writing instruction includes a variety of text types (e.g., narrative, informational, persuasive).</p> <p>Foundations Level K is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>

### Glossary

Syntax: The arrangement of words to form sentences in a given language.

# Section 5: ASSESSMENT

**\*\*Note: Many assessment systems are not featured as a part of curriculum packages. In this section, review any assessments that are included with curricular materials along with your school or Local Education Agency’s (LEA) entire suite of assessments.\*\***

## NON-NEGOTIABLES: ASSESSMENT

### Red Flags: Practices Not Aligned with the Science of Reading

**Red Flag**  
✓

5.1	<p>Assessments measure comprehension only without additional assessment measures to determine what is leading to comprehension weaknesses (e.g., phonics, phoneme awareness, nonsense word fluency, decoding, encoding, fluency, vocabulary, listening comprehension).</p> <p>Foundations assessments do not measure comprehension only. Additional assessment measures are included to determine what is leading to comprehension weakness.</p> <p>See Section 5.3 for detailed explanation.</p>	
5.2	<p>Assessments include miscue analysis in which misread words that have the same meaning are marked as correct.</p> <p>Foundations assessment does not include miscue analysis in which misread words that have the same meaning are marked correct. Students are only given credit for sounds that are correct. See the Foundations Progress Monitoring Teacher’s Guide (pp. 18–22).</p>	

## Practices Aligned with the Science of Reading

5.3

A school or LEA's suite of assessments provide multiple data points to understand students' word recognition and language comprehension abilities.

Foundations provides multiple data points to understand students' word recognition and language comprehension abilities. Data about students' word recognition and language comprehension abilities is generated from Mid-Unit Checks, Unit Tests, and, for those students receiving additional support, Progress Monitoring. Teachers are guided in ways to determine if any student needs small group intervention instruction. As an example, see page 123 of the Foundations Level K Teacher's Manual. Teachers are also instructed to extend the time spent in each Unit if 80% of the class does not demonstrate mastery on the Unit Test (Foundations Level K Teacher's Manual, p. 184).

In Level K, formative assessment is completed via the Mid-Unit Check and Unit Tests. Level K Unit Tests measure students' ability to Identify Lower-Case Letters, Identify Letters Corresponding to Sounds, Give Sounds, Form Lower-Case Letters, Blend Sounds to Form Words, Read C-V-C Words, Form Upper Case Letters, Name Letters in ABC Order, Segment Words into Sounds, Tap and Read Words, Tap and Spell Words, Retell a Story, Give Sounds for Vowels/Diagraphs, Identify Trick Words, Dictate/Sounds, Dictate/Words, Dictate/Sentence, and Read a Sentence (Wilson Academy > Foundations Learning Community – Level K > Resource Library > Assessments and Unit Tests). In all four Levels, each student is assessed individually. Students receiving Tier 2 intervention are also assessed using the Progress Monitoring Tool. Level K Progress Monitoring measures what students know compared to the skills taught in the Level-specific curriculum. Level K Progress Monitoring assessment includes letter naming, letter-sound automaticity, sound identification, word identification, nonsense word fluency, phonemic segmentation, fluency, and sight word fluency.

Student data can be tracked on the Unit Test Recording Form or Electronic Unit Test Tracker, both available in FUN HUB. There is also a Progress Monitoring Teacher's Guide that provides an over of Progress Monitoring. Both Student Records and Class Record are available, online and in the Teacher's kit.

5.4

Assessment data is used to differentiate instruction across a Multi-Tiered System of Supports (MTSS) based on student progress.

Foundations assessment data is used to differentiate instruction across a Multi-Tiered System of Supports (MTSS) based on student progress. When students do not meet benchmark on Mid-Unit Quizzes and Unit Assessments, teachers are instructed to consider students for additional in-class support. See the Foundations Level K Progress Monitoring Teacher's Guide

	<p>Additional Support Activities (pp. 26–29).</p> <p>Student data can be tracked on the Unit Test Recording Form or Electronic Unit Test Tracker; both are available in FUN HUB. There is also a Progress Monitoring Teacher’s Guide that provides an over of Progress Monitoring. Both Student Records and Class Records are available online and in the Foundations Teacher’s kit. The Foundations Level K Online Learning Community offers Targeted Instruction Resources, Considerations for Using Foundations as an RTI Model, Level K Intervention Guidelines, and Level K Intervention Weekly Planer.</p>
5.5	<p>Assessments are standardized, reliable, and valid for the intended purpose.</p> <p>Foundations assessments are curriculum-based measures that are standardized, reliable, and valid for the intended purpose.</p> <p>Assessments are administered and scored consistently. All students are assessed using the same materials, instructions, and scoring procedures, as outlined on Unit Test Recoding Forms for all Units. Administration guidelines are provided for assessments in the Foundations Level K Progress Monitoring Teacher Guidelines and Unit Test Scoring Guidelines. This ensures standardization.</p> <p>Assessments are reliable as they accurately assess student understanding of concepts taught in each Unit.</p> <p>Foundations assessments are valid. The assessments evaluate students’ ability in the foundational literacy skills that the program focuses on. Mid-Unit Quizzes, Unit Assessments, and Progress Monitoring measure what students know compared to the skills taught in the curriculum. Progress Monitoring has a Beginning-Mid Year Assessment and a Mid-End Year Assessment. See Foundations Level K Progress Monitoring Teacher’s Guide (pp. 2–3).</p>



# Assessment

<b>Red Flags: Practices Not Aligned with the Science of Reading</b>		<b>Red Flag</b> ✓
5.6	<p>Assessments result in benchmarks according to a leveled text gradient.</p> <p>Foundations assessments do not result in benchmarks according to a leveled text gradient.</p> <p>See Section 5.14 for detailed explanation.</p>	
5.7	<p>Foundational skills assessments are primarily running records or similar assessments that are based on whole language or cueing strategies (e.g., read the word by looking at the first letter, use picture support for decoding).</p> <p>Foundations foundational skills assessments do not include running records or similar assessments based on whole language or cueing strategies. Level K assessments focus on letter naming, letter-sound automaticity, sound identification, word identification, nonsense word fluency, phoneme segmentation, fluency, and sight word fluency.</p>	
5.8	<p>Phonics skills are not assessed.</p> <p>Phonics skills are assessed in Foundations Mid-Unit Quizzes, Unit Quizzes, and Progress Monitoring.</p> <p>See Section 5.16 for detailed explanation.</p>	
5.9	<p>Phoneme awareness is not assessed.</p> <p>Phoneme awareness is assessed in Foundations Level K.</p> <p>See Section 5.19 for detailed explanation.</p>	
5.10	<p>Decoding skills are assessed using real words only.</p> <p>Decoding skills are assessed using real words and nonsense words. Level K Progress Monitoring assessments include Nonsense Word Fluency.</p>	
5.11	<p>Oral Reading Fluency (ORF) assessments are not used.</p> <p>Oral Reading Fluency assessments are used in Foundations Levels 1 and 2. In Level K, formative assessment is completed via the Mid-Unit Check and Unit Tests. Level K Unit Tests measure students' ability to Identify Lower-Case Letters, Identify Letters Corresponding to Sounds, Give Sounds, Form Lower-Case Letters, Blend Sounds to Form Words, Read C-V-C Words, Form Upper Case Letters, Name Letters in ABC Order, Segment Words into Sounds, Tap and Read Words, Tap and Spell Words, Retell a Story, Give Sounds for Vowels/Diagraphs, Identify Trick Words, Dictate Sounds, Dictate Words, Dictate a Sentence, and Read a Sentence. Level K Progress Monitoring assessments are Letter Naming, Letter-Sound Automaticity, Sound Identification, Word Identification, Nonsense Word Fluency, Phoneme Segmentation, Fluency, and Sight Word Fluency. These skills are precursors to oral reading.</p>	

5.12	<p>Suite of assessments does not address aspects of language comprehension (e.g., vocabulary, syntax, listening comprehension).</p> <p>As a supplemental foundational skills program, the Foundations suite of assessments addresses some aspects of language comprehension.</p> <p>In Foundations, retelling begins in Level K with the Storytime activity, which offers explicit instruction on creating mental images through listening comprehension. Students learn to use their working memory to hold several words/sentences in mind and to process, understand and recall them, eventually retelling the whole story in their own words. Storytime takes place in Level K Units 1–5 on Day 5 of each week. Storytime, and all daily classroom activities, serve as informal formative assessment.</p>	
5.13	<p>Multilingual Learners are not assessed in their home language.</p> <p>Multilingual Learners are not assessed in their home language in Foundations because it is a supplemental foundational skills program focused on academic English skills.</p>	

**Practices Aligned with the Science of Reading**

5.14	<p>Assessments include screening, diagnostic, and progress monitoring to inform instruction and prevent future reading difficulties.</p> <p>Foundations assessments include screening, diagnostic, and progress monitoring to inform instruction and prevent future reading difficulties. Level K assessments focus on letter naming, letter-sound automaticity, sound identification, word identification, nonsense word fluency, phoneme segmentation, fluency, and sight word fluency.</p> <p>In Foundations, curriculum-embedded assessments provide diagnostic information to guide instructional decision making and provide teachers information to adjust instruction based on an individual student’s performance. In Foundations, teachers are asked to write lesson plans. These lesson plans allow teachers to differentiate their instruction based on need and relative mastery of previously taught material. Teachers are instructed to teach diagnostically based on student mastery of concepts taught. Teachers are instructed to analyze student outcomes and plan their own lessons to include elements that students require to achieve mastery. See the <i>Lesson Planning: Why Wilson Programs Ask Teachers to Write Their Own Lesson Plans</i> in the online Learning Community for more information.</p> <p>Mid-Unit Quizzes and Unit Tests are provided to screen students and identify those that need additional instruction to prevent future reading difficulties. Progress Monitoring is available for students in Tier II instruction. See the Level K Progress Monitoring Teacher’s Guide for more information.</p>
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5.15	<p>Foundational skills assessments identify students’ instructional needs.</p> <p>Foundations combines assessment and instruction, helping teachers determine students’ strengths and challenges. During the daily Learning Activities, informal formative assessment helps teachers know how well their students are learning. See Dictation, Echo/Find Word, and Storytime (Foundations Level K Teacher’s Manual, pp. 34–35 and 48–49) for example of performance activities.</p> <p>In Level K, formal formative assessment is completed via the Mid-Unit Check and Unit Tests. Teachers are instructed to ensure that 80% of the class is at benchmark before moving to the next Unit. Once needs are determined through assessment, classwork is tailored accordingly. Differentiation guidelines for students needing extra support or greater challenges can be found in the Teacher’s Manual Learning Activity Overview and in each Unit’s introduction. The Level K Unit assessment is given individually at the beginning of the curriculum and moves to class administration later in the year.</p>
5.16	<p>Phonics skills are assessed using both real and nonsense words.</p> <p>Phonics skills are assessed using real words and nonsense words. Level K Progress Monitoring assessments include Nonsense Word Fluency. See the Level K Progress Monitoring in the Teacher’s Manual on pages 20–21.</p>
5.17	<p>Oral Reading Fluency (ORF) assessments are used to assess fluency, usually first grade and beyond.</p> <p>N/A for Level K. See Section 5.11 for detailed explanation.</p>
5.18	<p>A systematic spelling survey/spelling inventory is used to analyze students’ applications of phonemes, graphemes, and morphemes.</p> <p>Foundations Level K does not use a systematic spelling survey/spelling inventory to analyze students’ application of phonemes, graphemes, and morphemes. However, teachers use spelling as an assessment of taught sound-symbol correspondence and word recognition in Unit Tests, following the Foundations Scope and Sequence. The teacher dictates sound, Trick Words, phonetic words and sentences. Students repeat and write independently. See Unit 5 Unit Test Recording Form.</p>
5.19	<p>Phonological and phoneme awareness (PA) are assessed in K/1 and for older students who exhibit PA weaknesses as evidenced by appropriate assessment.</p> <p>In Foundations, phonological and phoneme awareness are assessed in Level K. Classroom activities that offer opportunities for teachers to informally observe students’ phonological and phoneme awareness include Dictation/Words (Foundations Level K Teacher’s Manual, pp. 26–27) and Word Play (Foundations Level K Teacher’s Manual, pp. 48).</p> <p>In Level K, formative assessment is completed via the Mid-Unit Check and Unit Tests. Level K assessments that measure phonological and phoneme awareness include Blend Sounds to Form Words, Segment Words into Sounds, Tap and Read Words, Tap and Spell Words, Dictate Sounds, Dictate Words, and Dictate a Sentence. Level K Progress Monitoring assessments that measure phonological and phoneme awareness include Sound Identification and Phoneme Segmentation.</p>

5.20	<p>Assessments address both word recognition and language comprehension (e.g., vocabulary, syntax, writing, listening comprehension).</p> <p>In Foundations, informal assessment opportunities are embedded in learning activities. In Level K, the Storytime activity involves listening, reading, and writing activities designed to help students' awareness of print visualization, understanding of narrative structures and features of information text, verbal memory, vocabulary knowledge, and comprehension (Foundations Level K Teacher's Manual, p. 48).</p> <p>Level K Unit Tests subtests address word recognition and language comprehension including Form Lower-Case Letters, Form Upper Case Letters, Identify Trick Words, Student Retells a Story, Dictate Sounds, Dictate Words, Dictate a Sentence, and Read a Sentence. See the Unit Test Scoring Guidelines in the Foundations Level K Learning Community&gt; Resource Library &gt; Assessments and Unit Tests &gt; Unit Test Scoring Guidelines.</p>
5.21	<p>Trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports (MTSS).</p> <p>In Foundations, trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports. Foundations offers a Level K Unit Test Class Tracker digital test tracker that can be used to analyze how students are performing individually as well as determine how the whole class is progressing. See the Foundations Level K Learning Community&gt; Resource Library &gt; Assessments and Unit Tests &gt; Level K Unit Test Tracker with Retesting. Building-level reporting is also available.</p>
5.22	<p>Multilingual Learners are assessed in their home language when available.</p> <p>Multilingual Learners are not assessed in their home language in Foundations because it is a supplemental foundational skills program focused on academic English skills. However, Foundations does provide guidance and resources for teachers instructing multilingual learners on Wilson Academy. Additional tips can also be found here:  <a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a></p>

**Glossary**

**Diagnostic Assessments:** Used to assess specific skills or components of reading (such as phonics or fluency) to help educators plan targeted and individualized instruction.

**Grapheme:** A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, and ough).

**Morpheme:** The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element).

**Multi-Tiered System of Supports (MTSS):** A framework for school improvement that ensures all students are supported to meet positive academic, behavioral, and social-emotional outcomes beginning with core instruction in Tier I and interventions at increasing intensity at Tiers 2 and 3.

**Phoneme:** The smallest unit of sound in a spoken word; an individual speech sound.

**Progress Monitoring:** More frequent assessments given to students receiving intervention that measure progress toward acquiring specific skills.

**Reliable:** The extent to which assessments are consistent over time within the same settings with the same type of subjects.

**Screening/Screeners:** Brief assessments given to all students to determine which students are at risk of struggling with reading.

**Standardized:** Administered and scored in a consistent manner.

**Syllable Types:** The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.

**Systematic Instruction:** The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.

**Valid:** The extent to which an assessment is accurate (i.e., whether or not it measures what it is supposed to measure).

These guidelines include elements of instruction related to word recognition, language comprehension, reading comprehension, writing, and assessment aligned and not-aligned with the science of reading. This resource does not include other essential, contextual elements including student representation in culturally responsive texts, differentiated learning opportunities to support neurodiverse learners, cultural and linguistic diversity of materials, and opportunities for text choice in older grades. Consider these and other factors when selecting a curriculum that provides equitable learning opportunities for all students.

Additionally, these guidelines serve as an overview. For a more comprehensive rating system of “look for” elements, consider referring to the [Colorado Department of Education’s Core, Supplemental, and Intervention Curriculum Review Rubrics](#), and/or the [REL Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5](#).

**NOTES:** This tool is to be considered a “living document” meaning that it will be periodically updated based on user feedback, suggestions for optimizing use, etc. Email questions, feedback, and additional suggested citations to [info@thereadingleague.org](mailto:info@thereadingleague.org). We thank everyone who contributed to the content of this resource.

# The Reading League Curriculum Evaluation Rubric Responses for Wilson Foundations® Level 1

# Section 1: WORD RECOGNITION

## NON-NEGOTIABLES: WORD RECOGNITION

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
1.1	<p>Three cueing-systems are taught as strategies for decoding in early grades (i.e., directing students to use picture cues, context cues, or attend to the first letter of a word as a cue).</p> <p>There is no evidence of three cueing-system practices within Foundations Level 1 materials. Foundations is a Structured Literacy program based on research on the <b>Science of Reading</b> and writing. The Foundations Level 1 Teacher’s Manual (pp. 1–14) clearly explains the principles of instruction, which are systematic and comprehensive, and does not include picture cues, context clues, or attending solely to the first letter of a word as appropriate decoding strategies. The <b>Foundations K-3 Learning Activities: Alignment to the Science of Reading</b> document (<a href="#">FUN-Activities-Alignment-to-the-SOR-2.pdf</a>) outlines the Foundations K–3 Learning Activities and research rationales.</p>	
1.2	<p>Guidance to memorize any whole words, including high frequency words, by sight without attending to the sound/symbol correspondences.</p> <p>High frequency words, known as <i>Trick Words</i> in Foundations, are taught by discussing the known phonetic word parts and explicitly pointing out the “tricky part” of the word. Students learn to recognize these automatically and map the words orthographically. See the Foundations Level 1 Teacher’s Manual (pp. 52–55).</p>	
1.3	<p>Supporting materials do not provide a systematic scope and sequence nor opportunities for practice and review of elements taught (e.g., phonics, decoding, encoding).</p> <p>Foundations Level 1 contains a systematic scope and sequence as well as opportunities for practice and review of all elements taught in the program. See the Foundations Level 1 Teacher’s Manual (pp. 21–23).</p> <p>See Criteria 1.5 for detailed explanation.</p>	

## Practices Aligned with the Science of Reading

### 1.4 Explicit instruction of phonemic awareness, phonics, and spelling

Fundations provides explicit instruction of phonemic awareness, phonics, and spelling.

Fundations Level 1 explicitly instructs students in phonemic awareness, or the ability to notice, separate, and manipulate the individual sounds within words. When manipulating sounds in words, students are asked to orally respond first to the prompt before linking graphemes to the sounds. The mapping of those sounds to the corresponding letters creates the ability to understand the alphabetic principle. Sound/symbol correspondence instruction begins with single letters representing a single sound and progresses through the scope and sequence to more complex representations. The Foundations program uses a finger-tapping method to help students auditorily and kinesthetically learn segmentation and blending of phonemes, then moves to instruction using manipulatives (cards and tiles) with letters. To understand how the instruction is provided, see the tapping procedure to blend sounds and say words (Fundations Level 1 Teacher’s Manual, p. 4).

In the Foundations Level 1 Teacher’s Manual, the scope and sequence specifies that students in Level 1 begin phonics skills instruction by reviewing the names and sounds of all the consonants and short vowel sounds they learned in Level K. Sound mastery is a key component of phonics, and to remember sounds, students learn a keyword. This word is used consistently. For example, for the letter *b*, the keyword is “bat,” (b-bat-/b/). Teachers ensure that students learn to say the sequence for each sound, so that the keyword helps students remember the sound. The Foundations Level 1 Teacher’s Manual (pp. 21–23) includes a detailed scope and sequence of phonics skills that shows the progression from simple letter sounds to more complex patterns including the concept of syllables and multisyllabic words toward the end of the year.

Students apply phonics skills to decode words, phrases, sentences, and stories that contain the specific letter-sound relationships that they are learning and there are multiple opportunities within lessons for students to apply skills. Students apply phonics skills to read real words to help solidify their knowledge of word structure in Echo/Find Letters/Words and Dictation/Sounds Activities. See the Foundations Level 1 Teacher’s Manual (pp. 32–35 and 24–24).

In Foundations, spelling is connected to phonics instruction—students learn to segment and spell words corresponding to decoding patterns. Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding skills are taught and reinforced with manipulatives in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Level 1 focuses on orthographic patterns including bonus letter, consonant digraphs, morphemes *-s*, *-ed*, *-ing* and *-es*. Vowel teams and r-controlled vowels are taught for decoding recognition in Level 1 and taught for decoding and encoding in Level 2. Students apply phonics skills to encode real words to help solidify their knowledge of word structure in Dictation/Words (Single Syllable), Dictation/Words (Multisyllabic), Dictation/Sentences, Echo/Find Words (Single Syllable), and Echo/Find Words



	<p>(Multisyllabic) activities. See the Foundations Level 1 Teacher’s Manual (pp. 30–33, 36–37, and 42–45).</p> <p>The Wilson Academy Learning Community for Level 1 includes demonstration videos of explicit instruction of each Learning Activity recorded by expert Wilson instructors. There are also more phonemic awareness, phonics, and spelling activities provided to ensure learning in the Expert Tips, Resource Library, and Targeted Instruction Resources in the Learning Community, and in the FUN HUB.</p>
1.5	<p><b>Systematic scope and sequence of skills building from simple to complex.</b></p> <p>The Foundations Level 1 curriculum contains a systematic scope and sequence. See the Foundations Level 1 Teacher’s Manual (pp. 21–23). This scope and sequence builds student skills from simple to complex, building a strong foundation for future reading and writing mastery. There are 14 Units that each have explicit skills mapped out.</p> <p>For example, Unit 1 begins the sequence with skills such reviewing as the letter-keyword-sound connection for consonants and short vowels, letter formation for all lowercase letters, and alphabetical order. Midway through the scope and sequence in Unit 7, students learn about glued sounds, such as <i>ing</i>, <i>ang</i>, and <i>ink</i>. They blend, read, segment, and spell words with <i>ng</i> and <i>nk</i> glued sounds. Students learn the differences between narrative fiction and informational books and work on reading with accuracy and prosody. At the end of the Level in Unit 13, students study the suffixes <i>-s</i>, <i>-ing</i>, and <i>-ed</i> as they are added to multisyllabic words and <i>-es</i> added to words with closed syllables. They learn paragraph structure and Trick Words, such as <i>work</i>, <i>being</i>, and <i>new</i>.</p>
1.6	<p><b>Curriculum and support materials that provide opportunities for practice and interleaving of elements taught (e.g., phonics, decoding, encoding).</b></p> <p>The progression of activities throughout Foundations Level 1 provides ample opportunity for practice and interleaving, or mixing, of elements taught. Foundations concepts are practiced in multiple ways that target multiple learning modalities. All previously taught skills are brought forward in a cumulative way. Students have ample opportunity to apply these skills for reinforcement. Instruction continually spirals back to relate the new concepts with previously mastered ones. In this way, students develop a deeper understanding of the structure of English words. Each Foundations Unit begins with a brief review of previously taught concepts from the previous units. This brief cumulative review is done through the Drill Sounds/Warm Up Activity. In the Drill Sounds/Warm-Up Activity, students practice sounds by saying the letter-keyword-sound. This is done with both letter sound cards and posters, depending on the Foundations level and unit. See the Foundations Level 1 Teacher’s Manual (pp. 38–39).</p> <p>Each Foundations unit teaches a new concept to students in the Introduce New Concepts Activity. However, each unit also spirals back to review previously taught concepts by incorporating words with these previously taught phonetic patterns into practice. For example, lesson activities in a Foundations daily lesson feature words containing new phonics patterns, but teachers are also encouraged to use review words in the Foundations Unit Resources section of the unit to incorporate previously taught concepts. Every activity in Foundations provides teachers with an opportunity to use review words to help students solidify their understanding of all concepts that have been taught up until this point. Teachers are encouraged to plan diagnostically, using the Unit Resources to identify specific targeted words for review. The Foundations curriculum continuously spirals back to ensure mastery of concepts</p>

and automaticity.

Each Foundations daily lesson includes a cumulative review of previously taught skills, a phonological warm up, phoneme grapheme matching, word reading accuracy, fluency building at the word, phrase, sentence and passage level, sentence dictation, and transfer to text.

Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach which explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught and reinforced with manipulatives in tandem with decoding skills.

# WORD RECOGNITION

## Phonological and Phoneme Awareness

### Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

1.7

Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as /t/ /r/ are kept intact rather than having students notice their individual sounds).

The instruction in Foundations Level 1 consistently includes both large units of phonological awareness (syllables) and phoneme-level instruction, as noted in the Scope and Sequence (Foundations Level 1 Teacher’s Manual, pp. 21–23).

See Criteria 1.11 for detailed explanation.

1.8

Instruction is focused on letters only without explicit instruction and practice with the phonemes that letters represent.

Explicit instruction of and practice with phonemes are key components of the Foundations Level 1 program. In the Drill Sounds/Warm Up activity (Foundations Level 1 Teacher’s Manual, pp. 38–39), students match a letter sound to the initial sound of a keyword. Students practice making the phoneme represented by that letter. Research-based teacher-facing explanation of this routine is provided in the Level 1 Teacher’s Manual (pp. 2–3).

See Criteria 1.12 for detailed explanation.

1.9

Phoneme awareness is not taught as a foundational reading skill.

In Foundations, phoneme awareness is taught explicitly and sequentially. In Level 1, students are taught phoneme isolation, blending, segmentation, and manipulation. See the Foundations Level 1 Teacher’s Manual (Scope and Sequence, pp. 21–23).

The Wilson finger-tapping procedure, used in the Wilson Reading System, is also used in Foundations for both blending and segmentation of phonemes.

	See Criteria 1.12 for detailed explanation.	
1.10	Phonological and phoneme awareness are not assessed and monitored. Assessment and monitoring of phonological knowledge and phoneme awareness is a key component of the Foundations Level 1 program. See Section 5 for detailed explanation.	
<b>Practices Aligned with the Science of Reading</b>		
1.11	Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) in Pre-K and beginning of K (Note: instruction should progress to the phoneme level as soon as possible). Larger units of phonological awareness are taught in levels Pre-K and K. Phoneme level instruction is specified in the beginning of Level 1, with students focusing on sound recognition of short vowels and all consonants in Unit 1 as evidenced by the Scope and Sequence (Foundations Level 1 Teacher’s Manual, pp. 21–23).	
1.12	Phoneme awareness is taught directly, explicitly, and systematically. Foundations Level 1 explicitly instructs students in phoneme awareness, or the ability to notice, separate, and manipulate the individual sounds within words. In Dictation/Sounds, Diction/Words, Echo/Find Letters, and Echo/Find Words, the skill of isolating phonemes orally first in a spoken word is emphasized, efficiently focusing on the most complex phonemic awareness skill of phoneme segmentation. See the Foundations Level 1 Teacher’s Manual (pp. 28–33 and 40–45). The Foundations program uses a finger-tapping method to help students auditorily and kinesthetically learn segmentation and blending of phonemes. Instruction moves to use manipulatives (cards and tiles) with letters. For examples of phonemic awareness and instruction within Foundations Level 1, see the Foundations Level 1 Teacher’s Manual, Drill Sounds/Warm-Up, Dictation/Sounds, Words, and Sentences, Echo/Find Letters and Find Words, Echo/Letter Formation, and Skywrite/Letter Formation activities (pp. 2–3, 38–39, 28–37, 40–45, 46–47, and 50–51). See the Foundations and Phonemic Awareness Foundations Expert Tip on Wilson Academy. Wilson Academy Learning Community > Expert Tips > Student Activities	
1.13	Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, vocal cord voicing are happening)	

	<p>WLT values and understands the need for some students with speech sound disorders related to articulation and phonology to focus on the articulation of sounds (the actual motor skills/mouth movements to create the sound). Further, we support that motor skill being taught as needed to those students outside of the 30-minute Foundations lesson. Foundations lessons are fast, efficient, and focused on the skills most needed for decoding and encoding success in a Tier 1 setting, and we feel teaching mouth movements should be done as needed for a subset of students, or if done as a whole class, outside of the 30-minute Foundations lesson which is packed with the most essential foundational skills that will help the most students succeed in reading.</p>
1.14	<p>Instructional focus on attuning students to all phonemes in words (e.g., first, final, medial, phonemes in blends).</p> <p>Students identify the initial, medial, and final sounds in words by using the tapping routine used throughout the Foundations Level 1 program. The skill of orally isolating phonemes first in a spoken word is emphasized in the procedure of Dictation Words, Echo/Find Words, and in some Introduce New Concepts and Make It Fun Activities. The tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The instructor says a word; students echo and then tap out the individual phonemes. Students are taught to identify letter tiles or write the word applying the alphabetic principle, confirming their understanding of the identified sounds in all presented parts of the words (Foundations Level 1 Teacher’s Manual, pp. 190 and 236–237).</p> <p>Students in Level 1 are introduced to initial, medial, and final phonemes in single and multisyllable words. In Unit 8, students work with consonant blends and digraph blends. By the end of Level 1, students work with words that contain up to five sounds. See the Foundations Scope and Sequence (Foundations Level 1 Teacher’s Manual, pp. 19–20).</p>
<p><b>Glossary</b></p> <p><u>Explicit Instruction</u>: Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback.</p> <p><u>Grapheme</u>: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).</p> <p><u>Phoneme</u>: The smallest unit of sound in a spoken word; an individual speech sound.</p> <p><u>Phoneme Awareness</u>: The ability to notice, think about, or manipulate the individual phonemes (sounds) in spoken words. It is the highest level of phonological awareness and a potent predictor of future reading success.</p> <p><u>Phonological Awareness</u>: One’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. It is an “umbrella” term that encompasses awareness of individual words in spoken sentences, syllables, onset-rime segments, and individual phonemes.</p> <p><u>Systematic Instruction</u>: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.</p>	

# Phonics and Phonic Decoding

Note: Decoding and Encoding are reciprocal processes and should be taught as such. This section includes similar components to the spelling components in Section 4. Reviewing these sections together may take less time than reviewing them separately.

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
1.15	<p>Letter-sound correspondences are taught opportunistically or implicitly during text reading. Foundations Level 1 teaches letter-sound correspondence purposefully and explicitly. See Criteria 1.27 for detailed explanation.</p>	
1.16	<p>Instruction is typically “one and done;” phonics skills are introduced but with very little or short-term review. Foundations Level 1 Scope and Sequence (Foundations Level 1 Teacher’s Manual, pp. 21–23) plans for repetition and review throughout the program. Consistent and cumulative review is part of the Foundations approach. In Level 1, the daily Drill Sounds/Warm-Up reviews and rehearses previously taught skills (Foundations Level 1 Teacher’s Manual, pp. 38–39). See Criteria 1.28 for detailed explanation.</p>	
1.17	<p>Key words for letter/sound correspondences are not aligned with the pure phoneme being taught (e.g., earth for /ě/, ant for /ă/, orange for /ǒ/). The Foundations Level 1 Drill Sounds activity teaches corresponding phonemes with letters (e.g., o-octopus-/ǒ/). The Foundations Basic Keyword Poster displays letter/sound correspondences taught through the Drill Sounds routine and practiced throughout the Foundations curriculum. Large Sound Cards are also used to teach all new letter-sound correspondence and the pure sound of each phoneme. See the Foundations Materials Guides for Levels K–3. See Criteria 1.29 for detailed explanation.</p>	
1.18	<p>Phonics instruction takes place in short (or optional) “mini-lessons” or “word work” sessions. Foundations Level 1 incorporates phonics instruction throughout instruction, not as short or optional add-ons. See Scope and Sequence (Foundations Level 1 Teacher’s Manual, pp. 21–23) for full phonics instructional plan.</p>	

1.19	<p>The initial instructional sequence introduces many (or all) consonants before a vowel is introduced, short vowels are all taught in rapid succession and/or all sounds for one letter are taught all at once.</p> <p>The initial sequence of instruction in Foundations Level 1 reviews consonants and all short vowels. It progresses from there to consonant digraphs and other sounds. See the Scope and Sequence (Foundations Level 1 Teacher’s Manual, pp. 21–23).</p>	
1.20	<p>Blending is not explicitly taught nor practiced.</p> <p>Foundations Level 1 explicitly teaches and has students practice blending sounds using the tapping procedure to blend sounds into words. See the Foundations Level 1 Teacher’s Manual (p. 4).</p> <p>See Criteria 1.30 for further explanation.</p>	
1.21	<p>Instruction encourages students to memorize whole words, read using the first letter only as a clue, guess at words in context using a “what would make sense?” strategy, or use picture clues rather than phonic decoding.</p> <p>Reading the first letter only, guessing at words in context, and using picture clues rather than phonic decoding are not elements present within the Foundations Level 1 program.</p> <p>See Criteria 1.31 for further explanation.</p>	
1.22	<p>Words with known sound-symbol correspondences, including high frequency words, are taught as whole-word units, often as stand-alone “sight words” to be memorized.</p> <p>Words with known sound-symbol correspondence are not taught as whole-word units within Foundations Level 1. Trick Words instruction in Foundations is not taught in isolation, and attention is paid to the known sound-symbol correspondences with the “tricky” part of the pointed out.</p> <p>See Criteria 1.32 for further explanation.</p>	
1.23	<p>Few opportunities for word-level decoding practice are provided.</p> <p>Word-level decoding practice is provided throughout Foundations Level 1. Activities that provide decoding practice in the curriculum include Echo/Find Words (Single Syllable, Multisyllabic), Word of the Day, Word Talk, and Word Play. See the Foundations Level 1 Teacher’s Manual (pp. 42–45, 56–57, 58–59, and 60).</p>	
1.24	<p>Early texts are predominantly predictable and/or leveled texts which include phonic elements that have not been taught; decodable texts are not used or emphasized.</p> <p>Foundations early texts are not predominantly predictable or leveled text that include phonics elements that have not been taught. Texts used in the Storytime activity are decodable and include phonics elements that have been taught. In</p>	

	<p>Level 1, Storytime involves listening and reading activities with narrative and informational text. Teachers model fluent reading and students are provided opportunities for practice. See the Foundations Level 1 Teacher’s Manual (p. 60).</p> <p>The Fluency Kit provides additional practice opportunities with decodable text. The goal of this fluency instruction is to develop the student’s word automaticity and rate-appropriate independent reading of connected text, with ease and expression for meaning. (See the Fluency Kit Level 1 pp. 1-2)</p> <p>In addition, texts from the Geodes® Classroom Libraries are not predictable or leveled, but knowledge-building informational and literary texts. See Geodes Materials Level 1 and Level 1 Geodes Overview. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>Available directly through Wilson Language Training, teachers can utilize Foundations Readers as decodable texts that include phonics elements that have been taught. Foundations Readers are 95% or more decodable and aligned to the Foundations Scope and Sequence. These beautiful narrative and informational books provide targeted practice to reinforce taught phonics, word structure, and fluency skills. Because each book is so closely aligned to the Foundations curriculum, students can read the majority of the text with word knowledge learned in class.</p>	
1.25	<p>Advanced word study (Grades 2-5) Instruction in phonics ends once single syllable phonics patterns (e.g., CVC, CVCe) are taught.</p> <p>(Not applicable for Level 1.)</p>	
1.26	<p>Advanced word study (Grades 2-5) No instruction in multisyllabic word decoding strategies and/or using morphology to support word recognition is evident.</p> <p>(Not applicable for Level 1.)</p>	
<p><b>Practices Aligned with the Science of Reading</b></p>		
1.27	<p>Letter-sound correspondences are taught to automaticity in an explicit manner.</p> <p>In Foundations, letter-sound correspondences are taught to automaticity in an explicit manner. Foundations letter-sound instruction integrates the letter name, sound, and explicitly and systematically teaches how to write the symbol. Letter-sounds are introduced and taught to mastery in Level K and then practiced and reviewed throughout each subsequent Foundations Level with the Drill Sounds/Warmup activity. In Unit 1 of Level 1, students review letter formation, name, keyword, and sounds taught in Level K. The Foundations Level 1 Teacher’s Manual (pp. 3–4) discusses the importance of integrating letter, keyword, and sound. Sound mastery is a key component of phonics; to remember sounds, students learn a keyword. This word is used consistently. For example, the keyword for the letter <i>b</i> is <i>bat</i> (b-bat-/b/). Teachers ensure that students learn to say the sequence for each sound so that the keyword helps students remember the sound. In Foundations, students learn the letter name, its formation, and</p>	



	<p>its sound all together. This creates an important link and uses motor memory learning to associate letters with their sounds. This multimodal approach helps the brain form a tight association with the letter, its sound, and how it is formed.</p>
1.28	<p>Phonics instruction includes cumulative review including application in reading and writing.</p> <p>Foundations phonics instruction includes cumulative review that includes application in reading and writing. Knowledge and skills acquired in each level is carried through and reviewed and built upon in each subsequent Foundations level. Foundations is a program that is cumulative and continually spirals back to ensure automaticity. Each Foundations level reviews known letter-sound combinations and words and applies previously learned skills in reading and writing practice in subsequent Foundations units and levels.</p> <p>The Foundations Level 1 Teacher’s Manual provides examples of the following activities that provide cumulative review of phonics within reading and writing applications:</p> <p>Dictation/Sounds, Dictation/Trick Words, Dictation/Sentences, Drill Sounds Warm-Up, Echo/Find Letters, Echo/Find Words Instructions, Echo/Letter Formation, Word Talk, and Storytime (pp. 29–30, 34–35, 36–37, 38–39, 40–41, 44–49, 46, 47, 58–59, and 60).</p>
1.29	<p>Phonics instruction is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns (i.e., instruction begins with short vowels and consonants).</p> <p>Foundations instruction is systematic and sequential as it moves from building simple letter sound correspondences to complex phonics patterns. Each Level of the Foundations curriculum moves from simple to more complex word types. The Foundations Level 1 Teacher’s Manual (pp. 19–20) includes a detailed Scope and Sequence of phonics skills that shows the progression from simple letter sounds to more complex patterns.</p> <p>In the Level 1 Scope and Sequence, students begin phonics skills instruction with a review of sounds for consonants and short vowels that they learned in Level K; instruction then moves on to more complex phonic patterns, including multisyllabic words by the end of the level.</p> <p>Another important aspect to sound mastery with Foundations is teaching of sounds in two directions: (1) Letter to Sound: In this direction students see the letter and identify the sound. Students learn how to blend words with the finger tapping procedure used very successfully in the Wilson Reading System. For example, to blend the sounds /m/ /a/ /t/ into a word, students are taught how to say each sound as they tap a finger to their thumb. As they say /m/, they tap their index finger to their thumb; as they say /a/, they tap their middle finger to the thumb; and as they say /t/, they tap their ring finger to their thumb. Students blend the sounds together as they drag their thumb across their fingers starting with their index finger. (2) Sound to Letter: In this direction, students hear the sound and identify the corresponding letters. Students segment the sounds heard in a word in order to spell the word.</p> <p>Students apply phonics skills to decode words, phrases, sentences, and stories that contain the specific letter-sound relationships that they are learning and there are multiple opportunities within lessons for students to apply skills.</p>

	<p>Students apply phonics skills to read real words to help solidify their knowledge of words structure. This ensures a systematic application of the students' skills and the teachers' evaluation of this. To accurately read and spell a nonword that follows the rules of English orthography, a student must apply letter sound correspondences term to determine something that has not been memorized from exposure.</p>
1.30	<p>Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.</p> <p>Segmenting and blending are taught explicitly and practiced regularly for both decoding and encoding. In all levels of Foundations, students are explicitly taught to use the tapping routine for practicing segmenting and blending words regularly. The tapping routine evolves as students' knowledge of word features grows. Students manipulate sounds overtly by using auditory cues, such as hearing each phoneme isolated before blending. In a myriad of learning activities, students practice seeing or saying a word, segmenting its phonemes, and building or writing the word. Students are given ample opportunity to apply phoneme segmentation and blending skills independently during Word Play, Echo/Find Words, and Dictation activities. During Word Play, the instructor uses Standard Sounds Cards to build words in front of the group. The group then decodes the word together by tapping and blending. During Echo/Find Words, the instructor provides a word orally and then students tap the phonemes and find the magnetic letter tiles on their letterboard to build the word. During Dictation, similarly, the instructor delivers a word orally; students then tap the phonemes and write the word. See the Foundations Level 1 Teacher's Manual (pp. 42–45, 30–33, and 60).</p>
1.31	<p>Explicit instruction directs students' attention to the structure of the word; the emphasis is on phonic decoding.</p> <p>In Foundations, explicit instruction directs students' attention to the structure of the word with emphasis on phonic decoding. Students using Foundations Level 1 apply phonics skills to decode words, phrases, sentences, and stories that contain the specific letter-sound relationships that they are learning. There are multiple opportunities within lessons for students to apply these skills. Students apply phonics skills to read real and nonsense words to help solidify their knowledge of words structure. This ensures a systematic application of the students' skills and the teachers' evaluation of this. The nonwords in Foundations have no meaning, but they conform to English spelling patterns and rules. To accurately read and spell a nonword that follows the rules of English orthography, a student must apply letter-sound correspondences to determine something that has not been memorized from exposure. Students are challenged with non-words to help determine their decoding and spelling mastery. Difficulty with nonword repetition is a predictor of reading difficulties.</p> <p>A Foundations activity that explicitly direct students' attention to the structure of words includes Echo/Find Words. See the Foundations Level 1 Teacher's Manual (pp. 42–45). In this activity, the teacher dictates a word, and students repeat the word. Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping; students use manipulatives such as their Letter Board and Tiles. For words with a suffix, the teacher says the whole word and students repeat the word. The teacher asks if the word contains a suffix. If yes, students say the base word and build the base word with tiles (tapping if necessary), then add the yellow suffix tile to represent the suffix. Another student spells the word orally and uses it in a sentence. Eventually students should repeat the whole word and then say the base word independently. The skill of isolating phonemes orally first in a spoken word is emphasized in this procedure, thus efficiently focusing on the most complex phonemic awareness skill of phoneme segmentation. The teacher asks questions that focus on</p>

	word structure such as, “Is there a suffix with this word?” See the Foundations Level 1 Teacher’s Manual (pp. 42–43).
1.32	<p>Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught.</p> <p>In Foundations Level 1, high-frequency words are known as “Trick Words.” Trick word instruction begins in Unit 3 after students have established the alphabetic principle, which serves as grounding for the regular sound-spellings in Trick Words. These high frequency words are taught by drawing attention to both regular and irregular sounds once particular sound-spellings have been taught. Foundations identifies two types of high frequency words—phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum. To help students learn high frequency words, teachers make sure that students know what is “regular” or decodable about the word and identify the irregular part or parts. The teacher explains that the word is called a trick word because it has a part that is tricky, so it is not tapped out. The teacher guides students to identify any phonetic part(s) of the word students have learned, followed by pointing out the tricky part, explaining that this is the part they will need to remember. For examples, see the Foundations Level 1 Teacher’s Manual (pp. 106–107, 111, and 117). A full explanation of Trick Words is provided in the Foundations Learning Community. To find this explanation, follow this path: Online Learning Community &gt; Resource Library &gt; Lesson Activities &gt; How We Teach Trick Words for Immediate Recognition in Foundations.</p>
1.33	<p>Opportunities to practice decoding regular and irregular words in isolation are provided.</p> <p>Foundations provides students with opportunities to practice decoding regular and irregular words in isolation. An ongoing opportunity to provide practice decoding regular words in isolation is the Word of the Day activity. Teachers make the Word of the Day with standard sound cards to review word structure and discuss vocabulary using questioning techniques. Students tap and blend both new and review words for accuracy. Teacher models marking words to identify sound patterns and word structures. Then, teachers use the Word of the Day flashcards to practice automatic reading. See the Foundations Level 1 Teacher’s Manual (pp. 56–57).</p> <p>Word Talk is another activity where students practice decoding words. The activity is designed to practice decoding and review past concepts and vocabulary. Students decode words made with word part manipulatives (e.g., sound cards or syllable and suffix frames) and fluently read flashcards. Teachers prompt students to mark words identifying word structures. Then, teachers use questioning to discuss word structure and word meaning. The teacher selects four to five words from the accumulated Word of the Day Card practice pack. They include one or two from the current Unit and two to three from previous Units. Then, the teacher makes the word with standard sound cards, syllable frames, and suffix frames, as appropriate. Students decode those words. This is done chorally, or an individual student can be called on. A student can come up to the front and “mark it.” The class discusses word structure and the meaning of the word. Teachers may also have students provide a synonym or antonym and use the word in a sentence. See the Foundations Level 1 Teacher’s Manual (pp. 58–59).</p>

	<p>Teach Trick Words – Reading is an activity where students practice decoding regular and irregular words in isolation. The activity is designed to help students learn high frequency words for reading. Teachers dictate a sentence with phrasing, and the students repeat it. A student then arranges the Sentence Frames for the sentence on the board. The teacher says the sentence again, writing each word on a sentence Frame as they say it. The teacher then scoops the word into phrases while reading it and circles the Trick Word that is in the sentence. The teacher slowly reads the sentence, pointing to each word while making sure to emphasize the new Trick Word in the sentence. They ask the students to tell them the new Trick Word and then write it in large letters on the board. Finally, they show students the corresponding Trick Word Flashcard. See Foundations Level 1 Teacher’s Manual (pp. 52-53).</p> <p>The Fluency Kit also provides students with the opportunity to practice decoding regular and irregular words in isolation. Materials include Real Word Drills (regular words) and Trick Word Drills (irregular words) that students can practice in different ways including echo reading, choral reading, and individually reading through applied practice.</p> <p>The Foundations Practice Books contain supplemental practice activities to reinforce and review concepts outside the 30-minute lesson. This includes opportunities to practice decoding regular and irregular words in isolation.</p> <p>Available directly through Wilson Language Training, teachers can utilize Fun Hub Practice for instruction that includes decoding regular and irregular words in isolation.</p>
1.34	<p>Instruction includes spaced practice and interleaving of skills taught (e.g., practicing old and new phonics patterns in one activity, practicing a learned phonics pattern in reading <i>and</i> spelling).</p> <p>Foundations instruction includes spaced practice and interleaving of skills taught in reading and spelling. All previously taught skills are revisited in a cumulative way. Students have ample opportunity to apply these skills for reinforcement. Instruction continually spirals back to relate the new concepts with previously mastered ones. In this way, students develop a deeper understanding of the structure of English words. Each Foundations daily lesson includes a cumulative review of previously taught skills; a phonological warm up; phoneme grapheme matching; word reading accuracy; fluency building at the word, phrase, sentence, and passage level; and sentence dictation and transfer to text.</p> <p>Each Foundations lesson begins with a brief review of previously taught concepts from the previous Units. This brief cumulative review is done through the Drill Sounds/Warm Up activity. In the Drill Sounds/Warm-Up activity, students practice sounds by saying the letter-keyword-sound. This is done with both letter sound cards and posters, depending on the Unit in Level 1. For a full description of all Foundations activities included in Foundations daily lessons, please see the Foundations Level 1 Teacher’s Manual (Learning Activity Overview, pp. 25–60).</p> <p>Each Foundations Unit teaches a new concept to students in the Introduce New Concepts activity. However, each Foundations activity within the Unit also provides teachers with the opportunity to spiral back to review previously taught concepts by incorporating words with these previously taught phonetic patterns into practice. For example, lesson activities in a Foundations daily lesson feature words containing new phonics patterns, but teachers also are encouraged to use review words in the Foundations Unit Resources section to incorporate previously taught concepts. The Foundations curriculum continuously spirals</p>

	<p>back to ensure mastery of concepts and automaticity. For examples, see the Level 1 Foundations Teacher’s Manual (pp. 70, 106–107, 112, 115, 139, and 141).</p> <p>The Fluency Kit provides additional spaced practice with the interleaving of skills taught. The goal of this fluency instruction is to develop the student’s word automaticity and rate-appropriate independent reading of connected text, with ease and expression for meaning. (See the Fluency Kit Level 1 pp. 1-2)</p> <p>Available directly through Wilson Language Training, teachers can utilize Foundations Readers and Fun Hub Practice for instruction that includes practicing old and new phonics patterns within one resource.</p>
1.35	<p>Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.</p> <p>Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the taught phonics element. The Foundations Level 1 Teacher’s Manual provides examples of teaching graphemes in isolation before practicing in text. An example of this can be found in Unit 3, Week 1, Day 1 (pp.132–133). In the Introduce New Concepts activity, students learn the phonemes and graphemes for the digraphs <i>wh</i>, <i>ch</i>, <i>sh</i>, <i>th</i>, and <i>ck</i>. Students learn that the digraphs have two letters and only one sound. They practice and apply this new learning throughout Unit 3 in several activities, including Drill Sounds Warm-Up (p. 134), Word Play (p. 134), Introduce New Concepts: Spelling (p. 135), Echo/Find Words (p. 135), and Dictation/Dry Erase (p. 135). The Storytime activity for <i>The Cod Fish</i> includes having students read the story silently and aloud; the story includes words with the digraphs taught in Unit 3 (p. 141). See the Learning Activity Overview the Foundations Level 1 Teacher’s Manual for activity descriptions (pp. 24–39).</p> <p>Students practice decoding words with taught concepts and apply those skills to reading connected text. Foundations provides resources for decoding sentences and passages using mastered word structures and syllable types. The Foundations Level 1 Teacher’s Manual provides opportunities to read controlled decodable text with phonic elements and irregular words students have learned during Storytime, Dictation/Sentences, and Introduce New Concepts activities. Examples of Storytime activities are found in the Level 1 Teacher Manual (pp. 192 and 337).</p> <p>The Resources section at the end of each Unit also contains aligned decodable words and sentences. The Level 1 Foundations Learning Community on Wilson Academy also provides more activities and demonstrations for teachers to use to build text reading accuracy and automaticity. These resources are found online in the Demo Videos, Expert Tips, Resource Library, Targeted Instruction Resources, and FUN HUB. FUN HUB is available as a subscription service through WLT.</p> <p>For students who need more practice, the Fluency Kit Level 1 provides additional support and contains controlled sound drills, real and nonsense words, Trick Words, phrases, and controlled-text stories (phrased and unphrased) for each Unit on reproducible laminate stock. A recording form is included for timed drills to aid teachers in collecting data about each student.</p> <p>Available directly through Wilson Language Training, teachers can utilize Foundations Readers for phonics skills practice where</p>

	students can apply letter-sound knowledge in text that is 95% decodable. Level 1 Foundations Readers are aligned to the Level 1 Foundations Scope and Sequence and reinforce taught phonics skills.
1.36	<p>Advanced Word Study (Grades 2 and above): Instruction begins with basic letter-sound correspondences followed by increasingly more complex patterns such as syllable types, morphemes, and etymological influences (i.e., word origins).</p> <p>(Not applicable for Level 1.)</p>
1.37	<p>Advanced Word Study (Grades 2 and above): Includes more advanced phonics skills (e.g., second sounds of c/g, digraphs, variant vowels).</p> <p>(Not applicable for Level 1.)</p>
1.38	<p>For Multilingual Learners, once they decode the word accurately, supports (e.g., descriptions, pictures, or gestures) are used to teach or confirm the meaning of the decoded word(s).</p> <p>In Foundations, various supports are encouraged for multilingual learners. In addition to pictures featured on the Large Sound Cards, teachers are provided with additional resources on Wilson Academy to help them understand how to best incorporate techniques for multilingual learner understanding of word meaning.</p> <p>Below are some examples of how Foundations teachers are instructed to teach or confirm the meaning of decoded words for multilingual learners:</p> <ul style="list-style-type: none"> <li>• Foundations uses a keyword picture for each letter-sound correspondence. Be sure to support the meaning of these keywords for MLs. Also stretch out the keyword sound to tune students into the sound and provide ample opportunities for students to practice phonemes that are not present in the student’s native language.</li> <li>• Incorporate known sounds with unfamiliar sounds.</li> <li>• Use activities such as Word of the Day, Word Talk, and Word Play, to extend the meaning of words. When building a word and reviewing vocabulary, talk about the word’s meaning emphasizing morphology at the word level, phrase level, and sentence level. Teach the word in everyday and or academic language. Be prepared with multiple examples of when and how that word is used in English. Provide background knowledge to aid in understanding of the word. Use synonyms and antonyms to deepen students’ understanding of words. Differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another. Use questioning techniques to cover both concepts and vocabulary.</li> <li>• Scoop sentences and have ML students echo the teacher to help students hear how to use intonation (phrasing and expression) and give meaning.</li> </ul>

	<p>For a complete list, refer to <i>How Foundations Supports the Reading Development of Multilingual Learners</i>. This document is provided in all the online Foundations Learning Communities as a resource for teachers of ML students: <a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a>.</p> <p>Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.</p>
1.39	<p>For Multilingual Learners, attention is paid to positive transfer of letters and sounds from their home language in addition to explicit attention to those not present in their home language.</p> <p>Foundations Level 1 provides attention to the positive transfer of letters and sounds from students' home languages.</p> <p>Foundations provides a document, <i>How Foundations Supports the Reading Development of Multilingual Learners</i>, in all the online Foundations Learning Communities as a resource for teachers of ML students: <a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a>.</p> <p>Of note in this document is a resource compiled by ASHA that notes the phonemic systems of many languages. A teacher may use this document to attend to the positive transfer of letters and sounds from the home languages of MLs in their classroom. Foundations notes that teachers may benefit from the support of an experienced ML teacher/educator to understand the linguistic characteristics of students' native language, such as phonemes that exist or do not exist in a student's native language.</p> <p>Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.</p>

## **Glossary**

**Blending:** Putting phonemes together to form a word.

**Encoding:** Understanding the spelling of words; a skill that develops reciprocally to decoding when explicitly taught.

**Etymology:** The history of a word or word part that includes its origin.

**High-Frequency Words:** Words that appear most frequently in printed text.

**Interleaving:** Practice that is spaced out over time, consisting of two or more subjects or skills related to an instructional target within the same practice task.

**Morpheme:** The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element)

**Phonics:** Instruction to teach how print/letters represent the sounds of spoken language.

**Phonic Decoding:** The process of sounding out words using letter-sound knowledge and blending those sounds together to pronounce the word. In the research literature, this process is referred to as phonological recoding or simply recoding.

**Segmenting:** Breaking a spoken word into its individual phonemes.

**Syllable Types:** The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.

**Sound-Symbol Correspondences:** The relationship between a grapheme, or printed letter(s), and its corresponding phoneme, or individual speech sound (i.e., <c> can correspond to the phoneme /k/ or /s/).

**Spaced Practice:** Practice that occurs over time.

**Types of Text:**

- *Decodable:* Texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.
- *Leveled:* Texts leveled according to a gradient of difficulty based on multiple supportive features of the whole *text*, which allow for an emphasis on meaning, such as text structure, themes and ideas, or language and literary features.
- *Predictable:* Texts with predictable text structures such as repetitive and predictable sentences, words, and phrases.

**Variant Vowels:** Groups of letters that produce the same vowel sound (e.g., ai, ay, eigh).



# Fluency

<b>Red Flags: Practices Not Aligned with the Science of Reading</b>		<b>Red Flag</b> ✓
1.40	<p>Fluency instruction focuses primarily on student silent reading.</p> <p>Fundations fluency instruction does not utilize student silent reading.</p>	
1.41	<p>Rate is emphasized over accuracy; priority is given to the student's ability to read words quickly.</p> <p>Fundations does not emphasize rate over accuracy. Fundations provides students with ample practice for accurate reading. Teachers also monitor students for automatic reading without scaffolds such as tapping. Students are taught to scoop sentences into phrases to help them with prosody, rate, and intonation, all which support comprehension.</p> <p>Available directly through Wilson Language Training, teachers can utilize Fundations Readers and Fun Hub Practice as students practice accurate reading.</p> <p>See Criteria 1.47 for further information.</p>	
1.42	<p>Word-level fluency practice to automaticity is not provided, or fluency is viewed only as text-reading fluency.</p> <p>Word-level fluency practice to automaticity is provided in Fundations. The Fundations Level 1 Teacher's Manual provides activities that teachers can use to move students from accuracy to automaticity, such as Word Chains and tips to only tap words as needed to help students move to automaticity during the Word Play and Word Talk activities. See the Fundations Level 1 Teacher's Manual (p. 102).</p>	
1.43	<p>Fluency is practiced only in narrative text or with repeated readings of patterned text.</p> <p>Fluency is not only practiced in narrative text or with repeated readings of patterned text. Unit 6 begins instruction in narrative vs. informational text; both types of text are included in the Storytime activity for the rest of the Level. See the Level 1 Fluency Kit for examples of texts used for fluency practice in Level 1.</p>	
1.44	<p>Fluency assessment allows acceptance of incorrectly decoded words if they are close in meaning to the target word (e.g., assessment based upon the cueing systems, M/S/V).</p> <p>Fluency assessment does not allow acceptance of incorrectly decoded words if they are close in meaning to the target word. In Unit tests, points are given for each correct sound, word, Trick Word, and sentence. See the Unit Test Scoring Guidelines and Progress Monitoring assessments that include Phoneme Segmentation, Nonsense Word Fluency, and</p>	

	<p>Oral Reading Fluency. See the Foundations Level 1 Progress Monitoring Teacher’s Guide (pp. 9–16). In addition, the Fluency Kit also does not allow acceptance of incorrectly decoded words if they are close in meaning to the target word. See the Foundations Level 1 Fluency Kit.</p>	
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**Practices Aligned with the Science of Reading**

<p>1.45</p>	<p>Letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity.</p> <p>In Foundations, students are given sufficient opportunities to practice letter names and associated sounds with feedback to ensure accuracy and automaticity. Letter-sound correspondences are explicitly taught to automaticity in Level K, including letter formation. Letter-sound correspondences are practiced and reviewed throughout each subsequent Foundations Level. See page 66 of the Foundations Level 1 Teacher’s Manual for the Unit 1 instruction review for letter name, sound, and letter formation taught in Level K.</p> <p>If Foundations is new to students, teachers are directed to extend the instruction and orientation by using the Letter Formation Guides from the Foundations Learning Community and the Large Letter Formation Grid to review the routines for practice of letters, sounds, and formation.</p>
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<p>1.46</p>	<p>Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.</p> <p>Foundations instruction includes teacher-led modeling, oral reading by students, and immediate feedback. Each Foundations daily lesson includes a cumulative review of previously taught skills, a phonological warm up, phoneme grapheme matching, word reading accuracy, fluency building at the word, phrase, sentence, and passage level, and sentence dictation. These all provide students with multiple opportunities to deliberately practice and reinforce all skills. Information is presented in different ways and with varying activities within a lesson. Students demonstrate their understanding and application of concepts through a variety of tasks.</p> <p>The Foundations Level 1 Teacher’s Manual clearly states routines, how to give feedback through guiding questions, and what specific language to use through a gradual release of control and informal formative assessment. “Show me” is a phrase that teachers use with clear instructional objectives which require learners to do both intellectual work and demonstrate their thinking with performance. Teachers provide immediate feedback to students so that they know how they are doing and what they can do differently if they are struggling. Teachers assess student achievement of skills based on knowledge and application, including direct observation of daily work and independent application of skills. Teachers require students to explain their thinking when determining unknown words or when attempting to spell a word for their independent writing. The teacher leads their students to help them explain what they can tell about the parts of words; teachers help students begin to self-monitor their responses and use problem solving thinking to complete decoding or spelling. This may include having students look at their Student Notebooks</p>
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for spelling of high frequency Trick Words, the spelling rule for a phonetically regular word, the meaning of recorded words, the sounds of given letters or refer to a poster to check a sound. See the Foundations Level 1 Teacher’s Manual (pp. 10–11).

Teachers provide immediate positive feedback to correct answers. Student errors are also corrected “on the spot” with guided questions so that students learn from their mistakes. Teachers provide immediate feedback to students so they know how they are doing and what they can do differently if they are struggling. Questions such as “How can you check to be sure?” or “Show me how you know that?” are used. Also, questions are posed to be sure students understand the importance and relevance of what they are learning, such as, “How do you know that the letter Q always has a U with it?” to help with spelling. Teachers are taught to use questioning to guide higher order thinking. Teachers also teach students how to use their skills and have them become self-reliant using tapping and scooping as well as reference materials which include posters desk strips and student notebooks to assist them in independent decoding and spelling throughout the day. See the Foundations Level 1 Teacher’s Manual (pp. 9–10) and *Questions to Maximize a Foundations Lesson* document in the Foundations Level 1 Learning Community.

Metacognitive questions are built into instruction. Teachers are instructed to use additional ones as appropriate. Students must explain their thinking when determining unknown words or when attempting to spell a word for their independent writing. If the word is not accurate, teachers are expected to ask if they can correct it with guiding questions, such as, “Do you know where the digraph is?” and “Can you explain what a digraph is?” Teachers are instructed to see if students are beginning to self-monitor their responses and use problem-solving thinking to complete a decoding or spelling task. This might include having students look in their Student Notebook for the spelling of a high frequency Trick Word or referring to a poster to check a sound. See the Foundations Level 1 Teacher’s Manual (pp. 9–10) and *Questions to Maximize a Foundations Lesson* document in the Foundations Level 1 Learning Community.

Additionally, Foundations Level 1 Fluency Kits are available for students who need additional practice. These fluency kits provide word lists, phrases, sentences, and controlled decodable passages for students to read and practice to mastery. Fluency templates are available for download in the Foundations Learning Community so that teachers can create practice that is specifically designed for a student's area of need.

1.47 Reading accuracy and automaticity are emphasized as the hallmarks of fluent reading.

Foundations emphasizes accuracy and automaticity as the hallmarks of fluent reading. Each Foundations daily lesson includes a cumulative review of previously taught skills, a phonological warm up, phoneme grapheme matching, word reading accuracy, fluency building at the word, phrase, sentence, and passage level, and sentence dictation. In Level K, letter-sound correspondences are explicitly taught to automaticity. The Foundations curriculum continuously spirals back to ensure mastery of concepts and automaticity. In Foundations, students are taught phonics patterns to automaticity so that when they read connected text, words are easily decoded. The phonics patterns included in the connected text available in the Foundations program include previously taught and current concepts.

Optimal learning in Foundations is facilitated by a gradual release of responsibility model. The Learning Activity sequence on a given day or within a week moves students toward independence following these steps: teacher demonstration, guided instruction/practice, collaborative learning, and independent success. This plan moves students through the week from practicing for accuracy with Word of the Day earlier in the week to practicing for automaticity with Word Talk later in the week.

There is a daily Sound Drill that starts off each lesson in Foundations. Teachers plan for students to review known letter-sound combinations to build automaticity. Other activities used throughout Level 1 that emphasize accuracy and automaticity as the hallmarks of fluent reading include Storytime, Word of the Day, and Word Talk. See the Foundations Level 1 Teacher’s Manual (pp. 56–60) and Level 1 Activity Cue Cards.

Progress Monitoring resources include a teacher’s manual, teacher and student probes, and a class record. The Teacher and Student Probes provide word lists, phrases, and sentences for students to practice to automaticity and for teachers to monitor intervention students’ progress throughout the academic year. Specific fluency measures are provided to measure progress after each week of instruction. Charts and class records monitor progress towards the benchmark. Progress Monitoring for Level 1 includes Nonsense Word Fluency and Oral Reading Fluency.

Foundations Level 1 also includes a Fluency Kit, available for students that need additional practice. The Fluency Kit provides word lists, phrases, sentences, and controlled decodable passages for students to read and practice for accuracy and automaticity.

The Home Support Pack 1 provides activities for families at home to focus on accuracy, automaticity, and fluency, including book recommendations to read together.

Students in need of further instruction and practice in automaticity may benefit from intervention support. Foundations provides Targeted Instruction/Intervention Resource videos in FUN HUB for every week’s instruction. These videos may be found through FUN HUB > Unit # Week # > Targeted Instruction/Intervention Resources. FUN HUB is available as a subscription service through WLT.

Available directly through Wilson Language Training, teachers can utilize Foundations Readers and Fun Hub Practice as students practice reading for accuracy and automaticity.

1.48 Word-level fluency practice is provided.

Foundations provides word-level fluency practice. In each Foundations Level, students practice to automaticity in word lists, phrases, and controlled decodable texts that provide enough exposures to the learned words that they become sight words.

Foundations Level 1 also includes a Fluency Kit, available for students that need additional practice in an intervention setting. The Fluency Kit provides word lists, phrases, sentences, and controlled decodable passages for students to read and practice to mastery.

	<p>Each Foundations Unit has unit resources available for teachers to diagnostically select from based on student needs. These unit resources include word lists, phrases, and sentences. See the Foundations Level 1 Teacher’s Manual (pp. 408–409).</p> <p>The Foundations Practice Books contain supplemental practice activities to reinforce and review concepts outside the 30-minute lesson. This includes opportunities to practice word-level fluency practice.</p> <p>Available directly through Wilson Language Training, teachers can also utilize Fun Hub Practice for word-level fluency practice.</p>
1.49	<p>Connected text fluency practice is provided encouraging students to read with prosody (e.g. decodable texts, poetry, readers’ theater, paired reading)</p> <p>Foundations provides connected text that encourages students to read with prosody. In Level 1, the Storytime activity provided in each Foundations Unit uses words decodable at that Unit and Level in Foundations. The Storytime stories incorporate letter-sounds, syllable types, and Trick Words that students have been explicitly taught and practiced in class before they are read and discussed as a class during the Storytime activity. Storytime is designed to help develop the students’ awareness of print, understanding of story structure, cohesion of story events, visualization skills, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. Storytime involves listening, reading, and writing activities designed to help develop the students’ awareness of print visualization, understanding of story structure, verbal memory, and comprehension. See the Foundations Level 1 Teacher’s Manual (pp. 60 and 209) and Level 1 Teachers Activity Cue Cards (pp. 29–30).</p> <p>The Fluency Kit provides additional fluency practice opportunities. The goal of this fluency instruction is to develop the student’s word automaticity and rate-appropriate independent reading of connected text, with ease and expression for meaning. (See the Fluency Kit Level 1 pp. 1-2)</p> <p>The Geodes<sup>®</sup> Classroom Library is also available for additional fluency practice and opportunities for students to practice reading accuracy and automaticity. The Geodes Classroom Library includes 64 titles that provide authentic, knowledge-building text for students while also providing practice with word-level skills specifically aligned to the scope and sequence of Foundations Level 1. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>The Wilson Academy Foundations Learning Community provides more activities and demonstrations for teachers to use to build text reading accuracy, automaticity, fluency, and comprehension. These are found in the Demo Videos, Expert Tips, Resource Library, Targeted Instruction Resources, and FUN HUB (available by subscription directly through WLT).</p> <p>Available directly through Wilson Language Training, teachers can utilize Foundations Readers for connected text fluency practice to encourage students to read with prosody.</p>
1.50	<p>For Multilingual Learners, additional support is included whenever possible to ensure students understand the meaning of words being read.</p>

Support for all students, including Multilingual Learners (MLs), is included throughout Foundations Level 1. See the *How Foundations Supports the Reading Development of Multilingual Learners* document provided in all the online Foundations Learning Communities: <https://docs.wilsonacademy.com?accessCode=FUNMLs>.

The Foundations Level 1 Teacher’s Manual addresses how the Foundations curriculum systematically and directly teaches the English language to all students, including those for whom English is not their native language. The Foundations Level 1 Teacher’s Manual reads, “Throughout every Foundations lesson, it is important to weave vocabulary instruction and talk about word meanings. Do this at appropriate times within the learning activities” (p. 12). Reminders to weave vocabulary discussion into lessons are in several other places in the manual— including the Learning Activity Overview for Echo/Find Words, every Student Notebook entry, and every Storytime entry. See the Foundations Level 1 Teacher’s Manual (pp. 11–12 and 44).

Another activity that provides vocabulary support for MLs is Storytime. Read-alouds of high-quality text have been found to enhance students’ vocabulary and comprehension. In the Activity Overview, teachers are encouraged to stop and discuss the story and specific words to help students make a movie in their mind. Storytime happens weekly, as seen on the Student Learning Plans for each Unit. See the Foundations Level 1 Teacher’s Manual (pp. 5 and 60).

The teacher’s manual reads, “ELs as well as students with language-based learning disabilities may have more difficulty retrieving the words to express concepts during the lesson. They may need to be given a choice of responses (such as ‘Is this a digraph or a blend?’) instead of open-ended type questions (such as ‘What is this called?’)” (p. 12). There are several program activities that support all students in understanding of word meaning. The daily Letter-Keyword Sound Activity introduces students to letter names and sound association with the help of a keyword picture. Vocabulary learning is facilitated when spellings accompany pronunciations and meanings of new words to activate orthographic mapping. Teachers can support these keyword meanings for MLs and stretch out the keyword sound to tune students into the sound. Students are provided ample opportunities to practice phonemes that are not present within the student’s native language. The Word of the Day activity, Word Talk activity, and the Vocabulary section of the Student Notebook are other opportunities to ensure all students, including MLs, understand the meaning of words being read. See the Level 1 Activity Cue Cards (pp. 25–29).

[Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.](#)

### **Glossary**

**Accuracy:** Decoding words without any sound/symbol errors.

**Automaticity:** Performing a reading task without conscious effort. For example, reading words in connected text with automaticity means that there is no conscious attention paid to decoding words.

**Connected Text:** Text that includes multiple sentences that are related to one another.

**Prosody:** Reading smoothly with expression and intonation that represents the meaning and comprehension of connected text

# Sections 2-4: LANGUAGE COMPREHENSION, READING COMPREHENSION, AND WRITING

## NON-NEGOTIABLES: LANGUAGE COMPREHENSION (LC), READING COMPREHENSION (RC), AND WRITING (W)

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
2-4.1	<p>(LC, RC, W) In early grades, the instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning.</p> <p>The instructional framework is not a workshop approach. The instructional framework for Foundations Level 1 emphasizes direct instruction for a 30-minute block each day.</p> <p>See Criteria 2-4.6 for detailed explanation.</p>	
2-4.2	<p>(LC, RC, W) Students are not exposed to rich vocabulary and complex syntax in reading and writing materials.</p> <p>Students using the Foundations Level 1 program are exposed to rich vocabulary and complex syntax throughout reading and writing materials.</p> <p>See Criteria 2-4.7 for detailed explanation.</p>	
2-4.3	<p>(RC) Comprehension activities focus mainly on assessing whether students understand content (the product of comprehension) instead of supporting the process of comprehending texts.</p> <p>The Foundations Level 1 program includes comprehension activities that support both content and the process of comprehending texts.</p> <p>See Criteria 3 for detailed explanation.</p>	

2-4.4	<p>(RC, W) Writing is not taught or is taught separately from reading at all times.</p> <p>Fundations Level 1 teaches writing and reading (encoding and decoding) simultaneously in a multimodal structured approach.</p> <p>See Criteria 3 and 4 for detailed explanation.</p>	
2-4.5	<p>(LC, RC) Questioning during read-alouds focuses mainly on lower-level questioning skills.</p> <p>Questioning during read-alouds does not focus mainly on lower-level questioning skills. Questioning during read-alouds in Fundations Level 1 occurs in the Storytime activity. See the Fundations Level 1 Teacher’s Manual (pp. 60 and 245). Questioning during read-alouds also occurs in the Geodes® Classroom Libraries materials. Questions from the Book Guidance for Module 1 Geodes texts include:</p> <ul style="list-style-type: none"> <li>• What do you notice about the images?</li> <li>• What can you learn from the images?</li> <li>• How do the images build your knowledge?</li> </ul> <p>(The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>Available directly through Wilson Language Training, teachers can utilize Fundations Readers for instruction that includes questioning during read-alouds. The Did You Know Section and Extension Activity use higher-level questioning skills to help students build background and extend their learning.</p> <p>See Criteria 2 and 3 for detailed explanation.</p>	
<p><b>Practices Aligned with the Science of Reading</b></p>		
2-4.6	<p>(LC, RC, W) There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of elements of language comprehension, reading comprehension, and writing taught in an explicit system.</p> <p>Fundations Level 1 includes a clear and consistent instructional framework. The comprehensive scope and sequence covers elements of language comprehension, reading comprehension, and writing in an explicit system. See the Fundations Level 1 Teacher’s Manual (pp. 21–23). Also, available directly through Wilson Language Training, teachers can utilize Fundations Readers for instruction that includes comprehension.</p>	



The following are representative examples of each element; see the Scope and Sequence for a complete list of the instructional goals.

Language Comprehension:

- identify word structures, such as blends, digraphs, base words, suffixes, and syllable tyles (closed and vowel-consonant-e syllables)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Identify specific words in a story that tell or suggest details.
- Use verbs to convey a sense of past, present, and future.

Reading Comprehension:

- Read controlled stories with fluency, expression, and understanding.
- 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 who is telling the story at various points in a text.

Writing:

- Print all manuscript letters in lowercase and uppercase.
- 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.
- Apply correct punctuation (period, question mark, exclamation point).
- Apply capitalization rules for beginning of sentences and names of people, places, and dates.

2-4.7

(LC, RC, W) Students are exposed to rich vocabulary and complex syntax in reading and writing materials and orally, including but not limited to read alouds, at language levels beyond students' reading levels.

Foundations Level 1 exposes students to rich vocabulary and complex syntax through the Storytime activity provided in each Unit. These narrative fiction stories build in both length and sentence complexity throughout the curriculum. The Storytime Activity directions also prompt teachers to provide informational texts in some Units, such as Unit 13, Week 3, Day 5, "Find a non-fiction book about any animal" (p. 470). These texts may be at language levels beyond students' reading levels. Texts for Level 1 Storytime may be accessed through the online Foundations Level 1 Learning Community. Access through Foundations Level 1 Learning Community> Resource Library > Lesson Activities > Stories for Level 1 Storytime.

Students are also exposed to rich vocabulary and complex syntax through the Geodes<sup>®</sup> component. Geodes are accessible,

	<p>engaging, knowledge-building sets. Each book is 80% decodable, with reoccurring content words throughout the books in each module. See Geodes Materials Level 1 Component List and Geodes Level 1 Teacher Guidance (pp. 5–7). (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>Available directly through Wilson Language Training, teachers can utilize Foundations Readers and Fun Hub Practice for instruction that exposes students to rich vocabulary.</p> <p>Important note for consideration: As a supplemental program, Foundations was designed with the expectation that students would also have many opportunities to be exposed to texts with vocabulary and syntax at language levels above their current reading levels through their core ELA curricula.</p>
2-4.8	<p>(LC, RC, W) For Multilingual Learners, instruction in English language development (ELD) and acquisition is included to support reading comprehension and continued reading and writing development.</p> <p>Foundations provides instruction in English language development and acquisition through activities that systematically teach how decoding and encoding function in the English language. The Foundations Level 1 curriculum provides means to ensure all students work with and can meet grade level standards. The curriculum provides systematic guidance and resources required for all students, including Multilingual Learners (MLs). Teaching tips embedded within the Foundations curriculum that particularly support the language development of MLs include the following:</p> <ul style="list-style-type: none"> <li>• Foundations uses a keyword picture for each letter-sound correspondence. Be sure to support the meaning of these keywords for MLs. Also stretch out the keyword sound to tune students into the sound and provide ample opportunities for students to practice phonemes that are not present in the student’s native language. Incorporate known sounds with unfamiliar sounds.</li> <li>• MLs can benefit from learning letter and sound correlations. Foundations provides explicit instruction of letter-sound correspondence.</li> <li>• Encourage the use of the Student Notebook with keywords and have students keep them at their desks during activities that deal with sounds, phoneme segmentation, and blending.</li> <li>• When building words with Sound Cards on the board or during dictation activities, use chaining to help students discriminate between vowel sounds. Chains that deal with minimal pairs will help students begin to differentiate vowel sounds. When building nonsense words, explain that they are not actual words, but nonsense words follow that patterns and rules of English.</li> <li>• Use and encourage the Foundations sound tapping technique; this technique is an essential tool to help MLs identify sounds.</li> <li>• Foundations explicitly teaches the sound-spelling patterns based on syllable types, including the numerous spelling options for vowel sounds. The scaffolded approach of these activities is very beneficial to MLs.</li> </ul>

- Use the Student Notebook as a resource for spelling rules. Students can refer to this tool anytime during the school day when reading and writing.
- For phonological and phonemic awareness activities (including Echo/Find activities), it is helpful to have a knowledge of words within which they are identifying phonemes. Discuss unfamiliar words in the framework of vocabulary.
- Use activities such as Word of the Day, Word Talk, and Word Play to extend the meaning of words. When building a word and reviewing vocabulary, talk about the word's meaning emphasizing morphology at the word level, phrase level, and sentence level. Teach the word in everyday and or academic language. Be prepared with multiple examples of when and how that word is used in English. Provide background knowledge to aid in understanding of the word. Use synonyms and antonyms to deepen students' understanding of words. Differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another. Use questioning techniques to cover both concepts and vocabulary.
- Along with words with multiple meanings, emphasize transition words.
- Use the comprehension strategies outlined for Storytime activities to help model replay and retell. Use drawings to help with retell activities. Provide extra practice in repeated reading to support oral language development.
- Scoop sentences and have ML students echo the teacher to help students hear how to use intonation (phrasing and expression) and give meaning.
- Maximize the use of the Fluency Kit for targeted fluency practice with words, phrases, and stories.

See the *How Foundations Supports the Reading Development of Multilingual Learners* document, provided in all the online Foundations Learning Communities: <https://docs.wilsonacademy.com?accessCode=FUNMLs>.

[Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.](#)

# Section 2: LANGUAGE COMPREHENSION

## A NOTE ON EVALUATING LANGUAGE COMPREHENSION

This section may take longer to complete, so it is recommended to review after you are familiar with a curriculum’s design. Elements of language comprehension may not be apparent from the lesson title, so be sure to read multiple complete lessons across grade levels to review this section.

### Background Knowledge

#### Red Flags: Practices Not Aligned with the Science of Reading

Red Flag  
✓

2.1

Read-aloud opportunities emphasize simple stories or narrative texts. Read-aloud text is not sufficiently complex and/or does not include knowledge-building expository texts (i.e., topics related to science, social studies, current events).

Read-aloud opportunities within the Foundations Level 1 curriculum do not emphasize simple stories or narrative text. Read-aloud opportunities includes both the Storytime activity and the knowledge-building expository text in the Geodes<sup>®</sup> Level 1 Classroom Library, published by Great Minds in collaboration with Wilson Language Training. (The Geodes Classroom Libraries are available for supplemental purchase.) In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers as knowledge-building texts. Building knowledge occurs throughout the Readers but also through the Did You Know Section and Extension Activity. The Did You Know Section provides knowledge-building information aligned to common grade-level social studies and science themes to engage students and extend the student’s experienced beyond the text. The Extension Activity allows teachers to make connections between the text, Did You know Section and the level-specific themes.

See Criteria 2.4 for detailed explanation.

2.2

Opportunities to bridge existing knowledge to new knowledge is not apparent in instruction.

Foundations Level 1 provides consistent opportunities to bridge existing knowledge to new knowledge. Foundations is a program that is cumulative and continually spirals back to ensure automaticity. Each Foundations level reviews known letter-sound combinations and words and applies previously learned skills in reading and writing practice in subsequent

	<p>Fundations Units and Levels.</p> <p>See Criteria 2.5 for detailed explanation.</p>	
2.3	<p>Advanced (Grades 2-5): For students who are automatic with the code, texts for reading are primarily leveled texts that do not feature a variety of diverse, complex, knowledge-building text sets to develop background knowledge in a variety of subject areas.</p> <p>(Not applicable for Level 1.)</p>	
<p><b>Practices Aligned with the Science of Reading</b></p>		
2.4	<p>Read-aloud opportunities (for students who are still learning the code) and text reading opportunities (for students who are automatic with the code) feature a variety of diverse, complex texts, including narrative and expository texts above grade-level to develop background knowledge and vocabulary in a variety of subject areas.</p> <p>Read-aloud opportunities and text reading opportunities feature a variety of diverse, complex texts, including narrative and expository texts through the Geodes® Level 1 Classroom Library, published by Great Minds in collaboration with Wilson Language Training. See the Level 1 Teacher’s Manual (pp. 60, 413, and 470), Geodes Materials Level 1, and Level 1 Geodes Overview. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>Additionally, available directly through Wilson Language Training, teachers can utilize Foundations Readers as read-aloud and text reading opportunities through a variety of texts. Developing knowledge occurs throughout the Readers but also through the Did You Know Section and Extension Activity. The Did You Know Section provides knowledge-building information aligned to common grade-level social studies and science themes to engage students and extend the student’s experienced beyond the text. The Extension Activity allows teachers to make connections between the text, Did You know Section and the level-specific themes.</p> <p>It is also important to note that Foundations is designed as a supplemental program. Foundations was designed with the expectation that students would also have many opportunities to be read and read a variety of diverse, complex, knowledge-building text sets through their core ELA curricula.</p>	
2.5	<p>Opportunities are provided to make connections between a new word or concept and other known words or concepts, relating ideas to experiences.</p> <p>Fundations provide students opportunities to make connections with prior knowledge. The Foundations Level 1 Teacher’s Manual instructs teachers to make use of questioning strategies and explicit instruction to guide students to see patterns and relationships among bits of information within the curriculum. An example of an activity that prompts students to make connections between what they know and what they are learning. In the Level 1, Unit 8, Week 1, Day 1 lesson, students learn</p>	

	<p>about blends (two consonants making two sounds) by connecting their prior knowledge of digraphs (two consonants making one sound). The teacher uses the words <i>slip</i> and <i>ship</i> to help students make the connection and understand the new concept being presented. See the Foundations Level 1 Teacher’s Manual (pp. 14 and 274–275).</p>
2.6	<p>For Multilingual Learners, opportunities are identified for building background knowledge in a students’ home language and/or by using visuals and clarification whenever possible.</p> <p>Activities in Foundations Level 1 that identify opportunities for building background knowledge for all students, including Multilingual Learners, include Word Play and Storytime. See the Word Play video online in FUN HUB, the Foundations Learning Community, and the Foundations Level 1 Teacher’s Manual (p. 60). FUN HUB is available as a subscription service through WLT.</p> <p>Visuals are included in the Drill Sounds/Warm-Up activity; Large Sound Cards with an image for each keyword help students connect the word in English with their understanding in their home language. See the Foundations Level 1 Teacher’s Manual (pp. 30–31). Visuals are also found on reference materials such as the Classroom Posters and in the Student Notebooks.</p> <p>Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.</p>
<p><b>Glossary</b></p> <p><u>Background Knowledge</u>: A specific subset of knowledge needed to comprehend a particular situation, lesson, or text.</p> <p><u>English Language Development (ELD)</u>: Instruction that is specially designed for Multilingual Learners to develop their listening, speaking, reading, and writing skills in English.</p> <p><u>Expository Text</u>: Text that provides factual information about a topic.</p> <p><u>Narrative Text</u>: Text that relates a series of events; this can include both fiction and nonfiction.</p>	

# Vocabulary

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
2.7	<p>Vocabulary worksheets and activities are used with little opportunity for deep understanding of vocabulary words.</p> <p>Fundations Level 1 does not include vocabulary worksheets and activities with little opportunity for deep understanding of vocabulary words as a teaching method.</p>	
2.8	<p>Instruction includes memorization of isolated words and definitions out of context.</p> <p>Vocabulary instruction does not include memorization of isolated words and definitions out of context; students are taught words within appropriate sentence and text-level examples.</p> <p>See Criteria 2.14 for detailed explanation.</p>	
2.9	<p>Tier 2 words are not taught explicitly and practiced; students are not given opportunities to use them in their speech, see them in print, and use them in writing.</p> <p>Fundations Level 1 uses and teaches Tier 2 vocabulary words; students use them in speech, see them in print, and use them in writing as appropriate to Level 1.</p> <p>See Criteria 2.14-2.15 for detailed explanation.</p>	
2.10	<p>Students are not exposed to and taught Tier 3 words.</p> <p>Tier 3 words, academic words used within a particular content area, are included within the activities of Fundations Level 1.</p> <p>See Criteria 2.14 for detailed explanation.</p>	
2.11	<p>Explicit instruction in morphology is not present and/or not taught according to a scope and sequence (i.e., simple to complex) consistently throughout K-5 instruction.</p> <p>Explicit instruction in morphology is present in Fundations Level 1 according to a scope and sequence.</p> <p>See Criteria 2.16 for detailed explanation.</p>	

## Practices Aligned with the Science of Reading

2.12	<p>Instruction includes robust teacher-student and student-student conversations in order to support a clear understanding of vocabulary words.</p> <p>In Level 1, vocabulary instruction occurs in the Word of the Day, Word Talk, and the Storytime Activities. When a new vocab word is encountered, teachers ask students to repeat a word to create a phonological representation, explain the meaning of the word in everyday language, provide student-friendly examples of the word in a sentence, and ask students to provide sentences without using the definition. Teacher and student conversations that support vocabulary comprehension also occur during the Echo/Find Words Activity. See the Foundations Level 1 Teacher’s Manual (pp. 42–45 and 56–60).</p> <p>In Level 1, students also develop vocabulary from hearing stories read aloud and classroom discussions. Teachers are instructed to interweave vocabulary conversations and talk about word meanings throughout the activities of each lesson. This may include providing context sentences, directly teaching the meaning, or asking students to expand upon their sentences to better reflect the meanings of the words. See the Foundations Level 1 Teacher’s Manual (pp. 4–5).</p> <p>It is important to note that Foundations is a supplemental foundational skills program, and teacher-student and student-student conversations to support vocabulary instruction will also be present in the core ELA program.</p>
2.13	<p>Vocabulary words are taught deeply by using concept maps or other devices that help students understand multiple layers of the word. (Anderson &amp; Freebody, 1981)</p> <p>As a supplemental foundational skills program, vocabulary is not taught through concept maps in Foundations Level 1. Vocabulary instruction is embedded and practiced throughout the daily activities and in the student practice book. Foundations was designed with the expectation that students would also have many opportunities to learn multiple layers of words through their core ELA curriculum.</p>
2.14	<p>Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).</p> <p>Foundations includes explicit vocabulary instruction for Tier 2 words through the Word of the Day and Storytime activities. The Words of the Day are taken from resources such as Beimiller’s list or the Academic Wordlist, so students learn the meaning of words with higher utility. By the end of Level 1, students have learned the first 100 words on the Fry list and 94% of the first 100 words on the American Heritage word frequency list to mastery, both of which include Tier 2 words.</p>



	<p>Tier 2 vocabulary as Words of the Day in Foundations Level 1 occur in the later units of the curriculum, for example in Unit 8, Week 1 students learn the word <i>task</i>. In Unit 13, Week 1, students learn the word <i>includes</i>. In Unit 14, Week 2, students learn the word <i>submit</i>. Students record the Word of the Day and a context sentence into their Vocabulary Dictionary in the Student Notebook.</p> <p>Instruction in the context of texts occurs in Storytime as well as the Geodes<sup>®</sup> Level 1 Classroom Library, published by Great Minds in collaboration with Wilson Language Training. See the Foundations Level 1 Teacher’s Manual (p. 60) and Geodes Materials Level 1 and Level 1 Geodes Overview. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>Explicit vocabulary instruction in Tier 3 words comes from teacher-led discussion about texts, including the content-specific terms <i>setting</i> and <i>narrative fiction</i>. See the Foundations Level 1 Teacher’s Manual (pp. 283 and 356).</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for vocabulary instruction.</p>
2.15	<p>Tier 2 words are taught explicitly, and students are given opportunities to use them in their speech, see them in print, and use them in writing (when appropriate).</p> <p>Foundations includes explicit vocabulary instruction for Tier 2 words through the Word of the Day and Storytime activities. Students see these words in text in the Storytime Activity, and teachers prompt students to use the Word of the Day in their oral questioning.</p> <p>Foundations also includes opportunities for students to practice tier 2 vocabulary in the Practice Books. Students see decodable words in print on practice book pages that focus on vocabulary and write them in or match them to where they belong.</p> <p>Students also see Tier 2 words in print and use them in their speech within the Geodes<sup>®</sup> Level 1 Classroom Library, published by Great Minds in collaboration with Wilson Language Training. Reoccurring content words are 10 to 13 words that are repeated throughout the text that support content knowledge. This ensures that students have multiple opportunities to read Tier 2 words in context. See Geodes Materials Level 1 and Level 1 Geodes Overview. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Fun Hub Practice for opportunities to use new vocabulary.</p>
2.16	<p>Explicit instruction in morphology is provided with numerous opportunities for students to read and write words with these morphemes.</p> <p>Foundations provides explicit instruction in morphonology with numerous opportunities for students to read and write words with morphemes throughout the program. Students learn about morphology throughout the year-long curriculum as they study suffixes; base words and their meanings; how to form plurals; and understand present and past tense. The scope and</p>

	<p>sequence of Level 1 Foundations shows the introduction of the morphemes <i>-s</i>, <i>-es</i>, <i>-ed</i>, and <i>-ing</i>. See the Foundations Level 1 Teacher’s Manual (pp. 21–23).</p> <p>Students begin instruction in morphology in Unit 6 with the concept of base words and the suffix <i>-s</i>. From that point on, students practice reading and writing words with these morphemes in activities throughout the curriculum. One activity that focuses on noticing and practicing morphology is Echo/Find Words. In this activity, the teacher dictates a word, and students repeat the word. Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping; students use manipulatives such as their Letter Board and Tiles. For words with a suffix, the teacher says the whole word and students repeat the word. The teacher asks if the word contains a suffix. If yes, students say the base word and build the base word with tiles (tapping if necessary), then add the yellow suffix tile to represent the suffix. Another student spells the word orally and uses it in a sentence. Eventually students should repeat the whole word and then say the base word independently. See the Foundations Level 1 Teacher’s Manual (pp. 42–45).</p> <p>Students read and write the words with morphological patterns they are learning in activities such as Dictation/Sentences, Word of the Day, Word Talk, and Storytime. See the Foundations Level 1 Teacher’s Manual (pp. 36–37, 56–57, 58–59, and 60).</p>
2.17	<p>For Multilingual Learners, instruction in ELD is included to support continued vocabulary development.</p> <p>The Foundations Level 1 curriculum provides means to ensure all students work with and can meet grade level standards. The curriculum provides systematic guidance and resources to support vocabulary development for all students, including Multilingual Learners.</p> <p>Teachers are instructed to use activities such as Word of the Day, Word Talk, and Word Play to extend the meaning of words. When building a word and reviewing vocabulary, teachers talk about the word’s meaning emphasizing morphology at the word level, phrase level, and sentence level. They are instructed to teach the word in everyday and or academic language, and to be prepared with multiple examples of when and how that word is used in English. Teachers provide all students with background knowledge to aid in understanding of the word, use synonyms and antonyms to deepen students’ understanding of words and differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another. Teachers are guided in how to use questioning techniques to cover both concepts and vocabulary. See the Foundations Level 1 Teacher’s Manual (pp. 5 and 12).</p> <p>Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.</p>

## **Glossary**

**English Language Development (ELD)**: Instruction that is specially designed for Multilingual Learners to help develop their listening, speaking, reading, and writing skills in English.

**Morphology**: The system of meaningful parts, or morphemes, that make up words.

**Tiered Vocabulary Words**: A means of classifying words due to their level of difficulty and frequency of use. It is important to note that these tiers are *not* related to tiers of instruction in a Multi-Tiered System of Supports.

**Tier 1 Vocabulary Words**: Words students already know the meaning of (e.g., house, car, dog, school).

**Tier 2 Vocabulary Words**: Words that are not likely to be familiar to young children but reflect a concept they can identify with and can use in conversation (e.g., shiver, excitement, remarkable). Tier 2 words can appear in multiple domains and content areas.

**Tier 3 Vocabulary Words**: Words that are low frequency and domain or content-area specific (e.g., words from math, science, history, music, art).

# Knowledge of Language Structures

## Red Flags: Practices Not Aligned with the Science of Reading

**Red  
Flag**  
✓

2.18	<p>Conventions of print, grammar, and syntax are taught implicitly or opportunistically with no evidence of consistent, explicit, simple to complex instruction across all grade levels.</p> <p>Fundations Level 1 teaches conventions of print, grammar, and syntax throughout the curriculum through the Dictation and Storytime activities.</p> <p>See Criteria 2.21 for detailed explanation.</p>	
2.19	<p>Instruction does not include teacher modeling nor sufficient opportunities for discussion.</p> <p>Fundations Level 1 includes teacher modeling each day, as well as opportunities for discussion.</p> <p>See Criteria 2.23 for detailed explanation.</p>	
2.20	<p>Students are asked to memorize parts of speech as a list without learning in context and through application.</p> <p>Students are not asked to memorize parts of speech as a list. In Fundations Level 1, students use verbs to convey a sense of past, present, and future in context and through application. See the Fundations Level 1 Teacher’s Manual, Scope and Sequence (p. 21).</p>	

## Practices Aligned with the Science of Reading

2.21	<p>There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing.</p> <p>Fundations is a foundational skills program focused on decoding, encoding, and handwriting. Toward this end, there is a clear scope and sequence for teaching conventions of print, in reading and writing. See the Fundations Level 1 Teacher’s Manual (pp. 21–23). The following examples are representative of each topic.</p> <p>Conventions of print:</p> <ul style="list-style-type: none"> <li>• Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Print all uppercase and lowercase letters.</li> <li>• Apply correct punctuation (period, question mark, exclamation point).</li> <li>• Apply capitalization rules for beginning of sentences and names of people, places, and dates.</li> <li>• Proofread sentences by checking for a capital letter at the beginning and a punctuation mark at the end of a sentence during Dictation.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Use verbs to convey a sense of past, present, and future.</li> <li>• Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul> <p>Syntax:</p> <ul style="list-style-type: none"> <li>• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to dictated sentences during Dictation and as part of discussions during Storytime and Word of the Day.</li> <li>• Construct complete sentences using vocabulary words.</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul> <p>Fundations was designed with the expectation that students would also have many opportunities for instruction on conventions of print, grammar, and syntax through their core ELA curriculum</p>
2.22	<p>Instruction attends to sentence-level comprehension including simple, compound, and complex sentences, as well as cohesive devices within and among sentences.</p> <p>Fundations instruction attends to sentence-level comprehension including simple, compound, and complex sentences, as well as cohesive devices within and among sentences. The Storytime Activity instructs students in sentence-level and connected text comprehension. The activities include both narrative and informational text, with simple, compound, and complex sentences. Students focus on text features including cohesive devices within and among sentences, using strategies such as visualizing the story while the teacher sketches the main events. See the Foundations Level 1 Teacher’s Manual (p. 60).</p> <p>The Dictation/Sentences Activity develops students’ auditory memory for retrieving words in sentences. They also develop their sentence writing skills with guidance. Students learn to leave a space between words and that every sentence must begin with a capital letter and end with a punctuation mark. This activity also provides additional practice for spelling decodable words and non-decodable or unfamiliar high frequency words. See the Foundations Level 1 Teacher’s Manual (p. 36–37).</p>
2.23	<p>Instruction includes sufficient time for discussion, including teacher modeling full ideas and complete sentences.</p> <p>The Foundations teacher directly teaches all skills to students through modeling and using full ideas and complete sentences. See the Foundations Level 1 Learning Hub for videos of teachers instructing students in Foundations modeling full ideas and complete sentences in their instruction.</p>

	<p>It is also important to note that Foundations is designed as a supplemental program. Foundations was designed with the expectation that students would also have many opportunities for discussion through their core ELA curriculum.</p>
2.24	<p><b>Highlighting the difference in complexity between conversational speaking and sentences found in expository texts.</b></p> <p>In the Storytime Activity for Level 1, students learn text features of informational text. This builds a foundation for understanding the difference in complexity between conversational speaking and sentences found in expository texts as they continue in the Foundations program in Level 1 and beyond. See the Guiding Questions resource for the Storytime activity in the Online Foundations Level 1 Learning Community &gt; Resource Library &gt; Lesson Activities.</p>
2.25	<p><b>For speakers of English language variations, an asset-based approach is used to engage in a contrastive analysis between home and school language including sentence structures, suffixes, and subject-verb agreement.</b></p> <p>Foundations is intended as a supplemental foundational skills program in academic English and does not instruct students in contrastive analyses of variations of English. Foundations was designed with the expectation that ML students would have many opportunities to engage in contrastive analysis between home and school language in their core ELA curriculum.</p>
<p><b>Glossary</b></p> <p><u>Cohesive Devices</u>: Words used to connect ideas within a sentence or text (e.g., pronouns, synonyms, connectives including coordinate and subordinate conjunctions).</p> <p><u>Contrastive Analysis</u>: A systematic study of two languages (or language variations) with the intent of identifying their structural similarities and differences.</p> <p><u>Syntax</u>: The arrangement of words to form sentences in a given language.</p>	

# Verbal Reasoning

## Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

2.26

Inferencing strategies are not taught explicitly and may be based only on picture clues and not text (i.e., picture walking).

Inferencing strategies based on text are taught explicitly in Foundations Level 1.

See Criteria 2.28 for detailed explanation.

2.27

Students do not practice inference as a discrete skill.

Inferencing strategies are taught explicitly in Foundations Level 1.

See Criteria 2.28 for detailed explanation.

## Practices Aligned with the Science of Reading

2.28

Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate and accurate background knowledge.

Although Foundations Level 1 is not a comprehension program, it does provide instruction in learning to think about text, including the use of inferencing. The Storytime activity involves listening, reading, and writing exercises designed to help develop awareness of print visualization, understanding of story structure, verbal memory, and comprehension. The Storytime activity allows students to draw on textual evidence to support valid inferences from a text. Storytime activities are described in each Foundations Unit. See the Foundations Level 1 Teacher's Manual (p. 60).

Opportunities for appropriate and accurate background knowledge are also available in the Storytime activity. For example, in Unit 14 Week 2, Instructors are prompted to "Discuss how the characters felt throughout the story. You can also discuss any relevant student experiences" (Foundations Level 1 Teacher's Manual, p. 489). Incorporating background knowledge in literacy activities helps students with verbal reasoning and comprehension. See further examples in the Guiding Questions resource for Storytime in the online Foundations Level 1 Learning Community. Access it through Foundations Level 1 Learning Community > Resource Library > Lesson Activities.

	<p>There are also opportunities for teaching of inferencing and use of appropriate and accurate background knowledge in the Geodes® Classroom Library. Each Geode module focuses on one topic to support students in building content knowledge. See Geodes Materials Level 1 and Level 1 Geodes Overview. the Geodes® Classroom Libraries for Level 1. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for instruction in inferencing. Literal and/or inferential questions are included with each story to support students in reading for meaning; looking for text evidence and connecting to prior knowledge.</p>
2.29	<p>Students are instructed how to interpret inferential language (i.e., ideas beyond the immediate context of what they read) from a text and in conversation.</p> <p>Instruction in interpreting inferential language occurs through the Storytime activity, as described in the Foundations Level 1 Teacher’s Manual (p. 60).</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for instruction in inferencing. Literal and/or inferential questions are included with each story to support students in reading for meaning; looking for text evidence and connecting to prior knowledge.</p> <p>It is important to note that Foundations is not a complete ELA curriculum. Foundations was designed with the expectation that students would also have many opportunities to learn how to interpret inferential language through their core ELA curriculum.</p>
2.30	<p>Students are instructed how narrative language is used to describe a series of events, both fictional and non-fictional.</p> <p>The Storytime activity asks students to retell a sequence of events in each Unit. Teachers and students work together to draw a quick sketch of the sequence of events. See the Level 1 Foundations Teacher’s Manual (p. 60 and 141) and the Sketches for Level 1 Storytime in the online Resource Library found in the Foundations Level 1 Learning Community.</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for instruction in retelling a sequence of events for each story through Wilson’s Comprehension S.O.S process. Literal and/or inferential questions are included with each story to support students in reading for meaning; looking for text evidence and connecting to prior knowledge.</p>
2.32	<p>Instruction includes queries to develop a student’s ability to be metacognitive (i.e., to think about their thinking while they read).</p> <p>Foundations engages students in metacognitive thinking as it is essential that they understand the underpinnings of word structure and can apply and generalize these concepts. All Units have metacognitive questioning built into instruction. For</p>



example, the phrases “show me” and “how can you check to be sure” are used by the Foundations instructor to prompt students to explain what they are doing and how they know what they are doing is correct. See the Foundations Level 1 Teacher’s Manual (p. 11).

**Glossary:**

Inference: Using what you know and parts of text to comprehend what is not directly said in a text.

Metacognition: Developing an interactive approach with text to recognize when a text does not make sense and have options to know what to do about it.

# Literacy Knowledge

## Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

2.33 Genre types and features are not explicitly taught.  
Foundations Level 1 explicitly differentiates between fiction and nonfiction stories.  
See Criteria 2.35 for detailed explanation.

2.34 Genre-specific text structures and corresponding signal words are not explicitly taught and practiced.  
As a supplemental program, Foundations was designed with the expectation that students would have many opportunities to practice reading text of different genres as part of their core ELA curricula.

## Practices Aligned with the Science of Reading

2.35 Genre types and features are explicitly taught and used to support comprehension and/or build content knowledge.  
Foundations Level 1 explicitly differentiates between fiction and nonfiction stories through the Storytime activity. Teachers use the phrase “make believe” for fiction, and “facts that are true” for nonfiction. When teachers use a nonfiction book for the Storytime activity, they model writing a non-fiction paragraph about that topic. Teachers show how the first word of the paragraph is indented and elicit a first sentence that “announces” the topic. Students retell several facts they recall from the read aloud that support that topic sentence. The instructor tells students that a non-fiction paragraph has several sentences that talk about the same topic. See the Foundations Level 1 Teacher’s Manual, Unit 14, Week 3, Day 5 (pp. 470–471).  
The Geodes® Level 1 Classroom Library includes books from various genres, including realistic fiction, historical fiction, fantasy, biography, and informational. Questions are included that measure comprehension through general questions that correspond to genre as well as questions specific to each text. See the Level 1 *Inside Geodes* document. (The Geodes Classroom Libraries are available for supplemental purchase.)  
However, because Foundations is a 30-minute supplemental program primarily focused on the foundational skills of decoding, encoding, and handwriting, it does not address this standard in its entirety because it is expected that the core ELA program would include more extensive opportunities to encounter and work with genre types and features.

2.36 Explicit instruction of text types (e.g., cause and effect, problem/solution, sequence, time order, compare and contrast).

	<p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p> <p>Fundations was designed with the expectation that students would also have many opportunities for instruction in text types through their core ELA curriculum.</p>
2.37	<p>Explicit instruction in signal words (aka connectives). For example, signal words for cause-and-effect texts include <i>for, because, and as a result</i> whereas signal words for problem and solution texts include <i>however, in contrast, and on the other hand</i>.</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p> <p>Fundations was designed with the expectation that students would also have many opportunities for instruction in signal words through their core ELA curriculum.</p>
2.38	<p>Graphic organizers are provided to support student understanding of text and genre types.</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p> <p>Fundations was designed with the expectation that students would also have many opportunities to use graphic organizer to understand text types and genres through their core ELA curriculum.</p>
<p><b>Glossary</b></p> <p><u>Genre</u>: A type of text or literature that has a particular form and style (e.g., poetry, fiction, nonfiction)</p> <p><u>Signal Words</u>: Words that signal readers as to the text type. For example, signal words for cause-and-effect texts include <i>for, because, and as a result</i> whereas signal words for problem and solution texts include <i>however, in contrast, and on the other hand</i>.</p>	

# Section 3: READING COMPREHENSION

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
3.1	<p>Students are asked to independently read texts they are unable to decode with accuracy in order to practice reading comprehension strategies (e.g., making inferences, predicting, summarizing, visualizing).</p> <p>Students are not asked to independently read texts they are unable to decode. Any independent reading is done with the Level 1 Storytime activity or the Geodes® Level 1 Classroom Library. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers by engaging with the texts through echo reading, choral reading, teacher-directed oral reading, paired reading, and student independent reading.</p> <p>See Criteria 3.6-3.7 for detailed explanation.</p>	
3.2	<p>Students are asked to independently apply reading comprehension strategies primarily in short, disconnected readings at the expense of engaging in knowledge-building text sets.</p> <p>Students are not asked to independently apply reading comprehension strategies primarily in short, disconnected readings. Foundations Level 1 uses the Geodes® Classroom Libraries. Geodes are readable texts, at least 80% decodable as aligned to the scope and sequence of the Foundations curriculum. These accessible, knowledge-building books for emerging and developing readers allow students to practice applying taught skills. (The Geodes Classroom Libraries are available for supplemental purchase.) In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for students as they practice and apply reading comprehension strategies with the teacher as needed.</p>	
3.3	<p>Emphasis on independent reading and book choice without engaging with complex texts.</p> <p>Foundations Level 1 does not have an independent reading or book choice component. It is a supplemental foundational skills program and uses whole-class instruction for complex texts through the Storytime activity. In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers as engaging texts.</p>	
3.4	<p>Materials for comprehension instruction are predominantly predictable and/or leveled texts.</p> <p>Comprehension instruction takes place with the Level 1 Storytime activity and the Geodes® Classroom Libraries for Level 1. These materials do not include predictable patterned texts nor leveled texts. They are aligned to the scope and sequence of Foundations Level 1. (The Geodes Classroom Libraries are available for supplemental purchase.)</p>	

	In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for comprehension instruction through decodable text (not predictable or leveled text). The Foundations Readers are decodable texts that are engaging and reinforce the phonics skills taught in Foundations lessons.	
3.5	<p>Students are not taught methods to monitor their comprehension while reading.</p> <p>The Storytime activities in each Unit explicitly teach comprehension monitoring strategies. In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers are also used to teach comprehension monitoring strategies.</p> <p>See Criteria 3.7 for detailed explanation.</p>	
<b>Practices Aligned with the Science of Reading</b>		
3.6	<p>The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently.</p> <p>In Foundations Level 1, the Storytime activity uses read aloud experiences to expose children to the building blocks for reading comprehension. See the Foundations Level 1 Teacher’s Manual (pp. 60, 460–461, and 470–71).</p>	
3.7	<p>Comprehension strategies (e.g., making inferences, summarizing) are taught via gradual release of responsibility (i.e., I do, we do, you do) using appropriate instructional text that students can accurately decode.</p> <p>Comprehension strategies are taught via the gradual release of responsibility model. All instruction in Foundations Level 1 uses the gradual release of responsibility model. This philosophy is described in the Foundations Level 1 Teacher’s Manual (p. 10). Texts used in the Storytime activity are decodable based on the Scope and Sequence. Geodes® are 80% decodable. (The Geodes Classroom Libraries are available for supplemental purchase.)</p>	
3.8	<p>Students are taught and practice comprehension-monitoring strategies.</p> <p>The Storytime activities in each Unit explicitly teach comprehension monitoring strategies. The Guiding Questions for Storytime cue teachers to ask questions such as “What are the important facts you learned from this text? What details from the text helped you know that they were the most important?” Questions such as these guide students toward noticing what they comprehend and how they know it. See the Foundations Level 1 Online Learning Community &gt; Resource Library &gt; Lesson Activities.</p>	
3.9	<p>Advanced (Grades 2-5) For students automatic with the code, materials for reading comprehension instruction include sufficiently complex literary and knowledge-building informational texts.</p> <p>(Not applicable for Level 1.)</p>	

## **Glossary**

### Types of Text:

- *Decodable*: Texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.
- *Leveled*: Texts leveled according to a gradient of difficulty based on multiple supportive features of the whole *text*, which allow for an emphasis on meaning, such as text structure, themes and ideas, or language and literary features.
- *Predictable*: Texts with predictable text structures such as repetitive and predictable sentences, words, and phrases.

# Section 4: WRITING

## A NOTE ON EVALUATING WRITING

These elements may or may not be included in a comprehensive Tier I curriculum. For this section, review all available instructional materials both within and outside of the core curriculum.

### Handwriting

#### Red Flags: Practices Not Aligned with the Science of Reading

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4.1 No direct instruction in handwriting.  
There is direct handwriting instruction throughout the Foundations Level 1 program.  
See Criteria 4.4 for detailed explanation.

4.2 Handwriting instruction predominantly features unlined paper or picture paper.  
The Level 1 program features handwriting instruction using letter formation grids, not unlined or picture paper.  
See Criteria 4.5 for detailed explanation.

4.3 Handwriting instruction is an isolated add-on.  
Handwriting instruction is included throughout the Level 1 Foundations program and is not an isolated add-on.  
See Criteria 4.6 for detailed explanation.

#### Practices Aligned with the Science of Reading

4.4 There is explicit instruction related to handwriting (e.g., letter formation, posture, grip), and there are opportunities for cumulative practice.  
  
The Level 1 Foundations program continues the instruction provided in Level K, giving all students the strongest possible start in mastering foundational handwriting skills with the goal that all children develop legible and fluent handwriting. Foundations students are guided in learning proper pencil grip, paper position, and posture during Echo/Letter Formation activity. This begins with automaticity of consistent letter formation, which requires substantial repeated practice. Foundations Level 1 teachers review

	<p>the language and tools used in Level K to instruct students in the size, shape, spacing, slant, and stroke for the formation of letters. The Sky Write/Letter Formation activity uses gross motor memory. Students practice handwriting when they write to spell during Dictation/Sounds, Dictation/Words, and Dictation/Sentences on Dry Erase Writing Tablets or in their Composition Books. Writing on dry erase boards involves fine motor memory. Consistent verbalizations direct students' letter formation during the Echo/Letter Formation activity. Students practice these skills throughout the program by using the Student Notebook with Wilson Grid Paper. See the Foundations Level 1 Teacher's Manual (pp. 50–51, 28–39, and 50).</p> <p>In Level 1, only lowercase letters are taught explicitly. Teachers observe student work to note students that may require direct instruction to continue working on mastering the uppercase letters that were taught in Level K. For those students who require additional assistance, the Resource Library available on the Foundations Level 1 Learning Community contains activities for handwriting and intervention support. In addition, the Foundations Learning Community includes the 1-2-3 Right/Let's Write poster, Pencil Grip (Right and Left Hand) graphic, Lower-Case Letter Formation Guides, Upper-Case Letter Formation, Manuscript Upper-Case Letter Formation Grids, and Manuscript Lower-Case Letter Formation Grids. To access it, follow these links: <a href="#">Wilson Academy &gt; Foundations Level 1 Learning Community &gt; Resource Library &gt; Writing/Letter Formation</a>.</p>
4.5	<p>Handwriting instruction features lined paper to guide letter formation.</p> <p>In Foundations Level 1, letters are grouped into like patterns and grid lines for writing are given specific names and used as reference points. Students are guided through a letter's formation using consistent verbalization. Provided materials for grid practice include the Wilson Grid Paper, Foundations Writing and Drawing Pad, the Foundations Large Dictation Grid, the Manuscript Upper-Case Letter Formation Grids, and the Manuscript Lower-Case Letter Formation Grids. See <a href="#">Wilson Academy &gt; Foundations Level 1 Learning Community &gt; Resource Library &gt; Writing/Letter Formation</a>.</p>
4.6	<p>Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.</p> <p>In Foundations, handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning. Students are taught to recognize and quickly and effortlessly reproduce letters. This, combined with the automatic association of the letter to its sounds for both reading and spelling, firmly set the foundation for other literacy instruction. Automatic, fluent handwriting instruction is an integral part of Foundations, simultaneously linked with letter identification and letter-sound mastery. Letter formation is tightly integrated with learning the letter name and letter sound.</p> <p>Additionally, in each Foundations encoding activity, students practice their handwriting when they write to spell words. Encoding activities in Foundations Level 1 include Dictation activities: Sounds, Single Syllable Words, Multisyllable Words, Trick Words, and Sentences; Skywrite/Letter Formation; and Teach Trick Words/Spelling. See the Foundations Level 1 Teacher's Manual (pp. 8–12, 28–37, 50–51, and 54–55).</p>



# Spelling

## Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

4.7	<p>No evidence of explicit spelling instruction; no spelling scope and sequence for spelling, or the spelling scope and sequence is not aligned with the phonics / decoding scope and sequence.</p> <p>Fundations Level 1 has explicit spelling instruction that follows an aligned scope and sequence of decoding.</p> <p>See Criteria 4.12 for detailed explanation.</p>
4.8	<p>No evidence of phoneme segmentation and/or phoneme-grapheme mapping to support spelling instruction.</p> <p>Fundations Level 1 explicitly teaches students how to segment phonemes and map them to graphemes to support spelling instruction.</p> <p>See Criteria 4.13 for detailed explanation.</p>
4.9	<p>Patterns in decoding are not featured in encoding/spelling; spelling lists are based on content or frequency of word use and not connected to decoding/phonics lessons.</p> <p>Fundations Level 1 consistently uses patterns of decoding to inform spelling instruction. Fundations Level 1 notes that by the end of the scope and sequence, students should have mastery of 75% of the first 50 words on the Fry and American Heritage word frequency lists, but these words are taught through established patterns in the decoding/phonics activities as well as the Trick Words Activity. See the Fundations Level 1 Teacher's Manual (p. 5).</p>
4.10	<p>Students practice spelling by memorization only (e.g., rainbow writing, repeated writing, pyramid writing).</p> <p>Fundations Level 1 instructs students to practice spelling in correspondence with the decoding patterns they are learning, or by associating known phonemes with parts of Trick Words. There are no memorization activities in Fundations Level 1.</p> <p>See Criteria 4.15 for detailed explanation.</p>
4.11	<p>Spelling patterns for each phoneme are taught all at once (e.g., all spellings of long /ā/) instead of a systematic progression to develop automaticity with individual grapheme/phonemes.</p>

	<p>The scope and sequence for Foundations Level 1 provides a clear systematic progression of spelling patterns taught throughout the year.</p> <p>See Criteria 4.14 for detailed explanation.</p>	
<p><b>Practices Aligned with the Science of Reading</b></p>		
4.12	<p>There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence.</p> <p>The Foundations Level 1 Teacher’s Manual includes a detailed scope and sequence of phonics skills that shows the progression from instruction in the alphabetic principle (letter name, keyword, sound) to more complex patterns. Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach that explicitly teaches total word structure, not just phonics. Encoding skills are taught and reinforced with manipulatives in tandem with decoding skills. Level 1 focuses on closed syllables, CVC, CCVC, CVCC, CCVCC, CVCe, and VCe words; compound and other two-syllable words; words with suffixes <i>-s</i>, <i>-es</i>, <i>-ed</i>, and <i>-ing</i> when the base word does not have spelling changes. See the Foundations Level 1 Teacher’s Manual (pp. 19–20).</p>	
4.13	<p>Patterns taught for decoding are also practiced in encoding/spelling lessons.</p> <p>Throughout Level 1 Foundations, patterns are taught for decoding and encoding simultaneously. For example, students are learning the concept of digraphs in Week 1 of Unit 3. In the Echo/Find Words activity, teachers dictate the word <i>shop</i>, ask students to segment each of the three sounds, ask what letters make those sounds, and guide students to find their magnetic letter tiles to represent those sounds. After finding a word, students are instructed to orally spell it. The lesson continues through Dictation, where students listen to sounds, current words, review words, Trick Words, and sentences, and write them on their dry erase boards. When first learning new sounds, such as digraphs in this lesson, teachers have students repeat, write, and name the letters. On Day 3 in the Make it Fun activity, the Digraph Detectives exercise brings in decoding skills. Teachers write 10–15 words on the classroom board, some with digraphs and some without. Students become digraph detectives and they need to find all the digraphs and underline them. In the Storytime activity for this week, students are introduced to a story titled <i>Cod Fish</i>. Many words in the story contain digraphs, such as <i>Jack</i>, <i>fish</i>, <i>rock</i>, <i>with</i>, <i>luck</i>, <i>quick</i>, and <i>dish</i>. See the Foundations Level 1 Teacher’s Manual (pp. 135, 137, and 141).</p>	
4.14	<p>Spelling patterns are taught one at a time and not all at once or in a non-systematic manner.</p> <p>Spelling patterns in Level 1 Foundations follow a systematic scope and sequence through the year. Spelling patterns are not taught all at once. Students in Foundations Level 1 move through a progression of spelling three-sound words with short vowel sounds (CVC), digraphs, and <i>-ck</i> at the end of the word, the bonus letter spelling rule, glued sounds, spelling words with up to four sounds, vowel teams, VCe syllable types, and suffixes. See the Foundations Level 1 Teacher’s Manual (pp. 19–20).</p>	

4.15	<p>Extensive and recursive practice opportunities, not based on memorization, are provided to spell words both in isolation and in context.</p> <p>Fundations offers extensive and recursive practice opportunities to spell words both in isolation and in context. Encoding and decoding are taught in tandem. Therefore, all concepts taught throughout the Foundations curricula are taught to mastery for both spelling and reading. Word patterns are taught in a logical sequence building from the simplest word structures in Level 1, to more complex as the Units and Levels progress. The most frequently occurring patterns are emphasized in a systematic manner and are practiced throughout the entirety of the curriculum after they've been introduced. Activities that focus on encoding words in isolation include the following Dictation Activities: Single Syllable Words, Multisyllable Words, and Trick Words. Activities that focus on encoding words in context include Dictation/Sentences Activity. See the Foundations Level 1 Teacher's Manual (pp. 30–37). Additionally, the Foundations Practice Book is a supplemental resource that allows students to practice spelling words both in isolation and in context throughout many of the practice book pages.</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Fun Hub Practice for more opportunities for students to practice spelling words.</p>
4.16	<p>(Grades 2-5 Advanced Word Study): Spelling instruction continues in grades 2 and above and includes explicit instruction in vowel teams, variant vowels, and how morphology influences spelling.</p> <p>(Not applicable for Level 1.)</p>
<p><b>Glossary</b></p> <p><u>Encoding</u>: Using knowledge of individual phonemes in spoken words to build and spell printed words; a skill that develops reciprocally to decoding when explicitly taught.</p> <p><u>Morphology</u>: The system of meaningful parts, or morphemes, that make up words.</p> <p><u>Variant Vowels</u>: Groups of letters that produce the same vowel sound (e.g., ai, ay, eigh).</p>	

# Composition

## Red Flags: Practices Not Aligned with the Science of Reading

**Red  
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4.17

Writing prompts are provided with little time for modeling, planning, and brainstorming ideas.

Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Fundations effectively solidifies students' foundational skills using a research-based Structured Literacy approach. Writing practice occurs in the contexts of learning letter formation, encoding, and forming sentences.

4.18

Writing is primarily unstructured with few models or graphic organizers.

Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Fundations effectively solidifies students' foundational skills using a research-based Structured Literacy approach. Writing practice occurs in the contexts of learning letter formation, encoding, and forming sentences.

4.19

Conventions, grammar, and sentence structure is not explicitly taught and practiced systematically (i.e., from simple to complex) with opportunities for practice to automaticity, instead it is taught implicitly or opportunistically.

Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Fundations effectively solidifies students' foundational skills using a research-based Structured Literacy approach. Writing practice occurs in the contexts of learning letter formation, encoding, and forming sentences.

4.20

Writing instruction is primarily narrative or unstructured choice.

Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within

	a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students' foundational skills using a research-based Structured Literacy approach. Writing practice occurs in the contexts of learning letter formation, encoding, and forming sentences.	
4.21	<p>Students are not taught the writing process (i.e., planning, revising, editing).</p> <p>Foundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students' foundational skills using a research-based Structured Literacy approach. Writing practice occurs in the contexts of learning letter formation, encoding, and forming sentences.</p>	
4.22	<p>Writing is taught as a standalone and is not used to further reading comprehension.</p> <p>Foundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students' foundational skills using a research-based Structured Literacy approach. Writing practice occurs in the contexts of learning letter formation, encoding, and forming sentences.</p>	
<b>Practices Aligned with the Science of Reading</b>		
4.23	<p>Writing is taught explicitly through a gradual release of responsibility (i.e., I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas orally before drafting.</p> <p>Foundations was designed with the expectation that students would also have many opportunities to learn and practice writing through their core ELA curriculum.</p>	
4.24	<p>Writing is structured; models and graphic organizers are provided frequently to support composition and promote executive functioning.</p> <p>Foundations was designed with the expectation that students would also have many opportunities to learn and practice writing using graphic organizers through their core ELA curriculum.</p>	
4.25	<p>The writing process (i.e., planning, revising, editing) is explicitly taught and practiced.</p> <p>Foundations was designed with the expectation that students would also have many opportunities to learn the writing process through their core ELA curriculum.</p>	

4.26	<p>Conventions of print, grammar, and syntax (i.e., sentence structure) are taught explicitly in the context of writing including sentence reduction and sentence combining.</p> <p>Foundations was designed with the expectation that students would also have many opportunities to learn conventions of print, grammar, and syntax through their core ELA curriculum.</p>
4.27	<p>Writing instruction includes a variety of text types (e.g., narrative, informational, persuasive).</p> <p>Foundations was designed with the expectation that students would also have many opportunities to learn and practice writing a variety of text type through their core ELA curriculum.</p>
<p><b>Glossary</b>  <u>Syntax</u>: The arrangement of words to form sentences in a given language.</p>	

# Section 5: ASSESSMENT

**\*\*Note: Many assessment systems are not featured as a part of curriculum packages. In this section, review any assessments that are included with curricular materials along with your school or Local Education Agency’s (LEA) entire suite of assessments.\*\***

<b>NON-NEGOTIABLES: ASSESSMENT</b>		
<b>Red Flags: Practices Not Aligned with the Science of Reading</b>		<b>Red Flag</b> ✓
5.1	<p>Assessments measure comprehension only without additional assessment measures to determine what is leading to comprehension weaknesses (e.g., phonics, phoneme awareness, nonsense word fluency, decoding, encoding, fluency, vocabulary, listening comprehension).</p> <p>Foundations assessments do not measure comprehension only. Additional assessment measures are included to determine what is leading to comprehension weakness.</p> <p>See Criteria 5.3 for detailed explanation.</p>	
5.2	<p>Assessments include miscue analysis in which misread words that have the same meaning are marked as correct.</p> <p>Foundations assessment does not include miscue analysis in which misread words that have the same meaning are marked correct. Students are only given credit for sounds that are correct. See Foundations Level 1 Progress Monitoring in the Teacher’s Manual, Administration Guidelines (pp. 9–16) and the Foundations Level 1 Teacher’s Manual (pp. 100, 126, and 152).</p>	

## Practices Aligned with the Science of Reading

5.3

A school or LEA's suite of assessments provide multiple data points to understand students' word recognition and language comprehension abilities.

Fundations provides multiple data points to understand students' word recognition and language comprehension abilities. Data about students' word recognition and language comprehension abilities is generated from the Dictation Day 5 (Check-Up) activity, the Unit Test, and, for those students receiving additional support, Progress Monitoring and the Fluency Kit. Teachers are guided in ways to determine if any student needs small group intervention instruction. As an example, see the Foundations Level 1 Teacher's Manual (p. 99). Teachers are also instructed to extend the time spent in each unit if 80% of the class does not demonstrate mastery on the unit test. See the Foundations Level 1 Teacher's Manual (pp. 100, 102, and 125).

In Level 1, formative assessment is completed via the Dictation (Day 5 Check-Up) activity and the Unit Test. The Dictation (Day 5 Check-Up) activity and Unit Tests measure students' ability to independently write three sounds, two review words, two current words, two Trick Words, and one sentence. For an example, see the Foundations Level 1 Teacher's Manual (p. 167). Level 1 Unit Tests measure students' ability to write sounds, review words, current words, Trick Words, sentences, and letters in alphabetical order. See Resource Library > Assessments and Unit Tests. In all four levels, each student is assessed individually. Students receiving Tier 2 intervention are also assessed using the Progress Monitoring Tool. Level 1 Progress Monitoring measures what students know compared to the skills taught in the level specific curriculum. Level 1 Progress Monitoring assessment includes word identification, nonsense word fluency, phonemic segmentation, and oral reading fluency.

Student data can be tracked on the Unit Test Recording Form or Electronic Unit Test Tracker, both available in FUN HUB. There is also a Progress Monitoring Teacher's Manual that provides an overview of Progress Monitoring. The Fluency Kit also has a recording sheet for tracking student progress. Both Student Records and Class Record are available, online and in the Foundations Fluency Kit. Additionally, there is digital practice available online through FUN HUB. FUN HUB is available as a subscription service through WLT.

As you collect data for all learners, consider the assessments available within Foundations and the frequency with which to assess students. See the Frequency of Assessments in Foundations Expert Tip on Wilson Academy. Wilson Academy Learning Community > Expert Tips > Frequency of Foundations Assessments.



5.4	<p>Assessment data is used to differentiate instruction across a Multi-Tiered System of Supports (MTSS) based on student progress.</p> <p>Foundations assessment data is used to differentiate instruction across a Multi-Tiered System of Supports (MTSS) based on student progress. When students do not meet benchmark on the Dictation Day 5 (Check-Up) activity and the Unit Test , teachers are instructed to consider students for additional in-class support. See the Foundations Level 1 Progress Monitoring Teacher’s Manual Additional Support Activities (pp. 18-19).</p> <p>Student data can be tracked on the Unit Test Recording Form or Electronic Unit Test Tracker, both available in FUN HUB. There is also a Progress Monitoring Teacher’s Manual that provides an overview of Progress Monitoring. Both Student Records and Class Record are available, online in FUN HUB and in the Foundations kit. The Foundations Level 1 Online Learning Community offers Targeted Instruction Resources, Considerations for Using Foundations as an RTI Model, Level 1 Intervention Guidelines, and Level 1 Intervention Weekly Planer. FUN HUB is available as a subscription service through WLT.</p> <p>Foundations Level 1 also offers a Fluency Intervention Kit, intended for use with students who need additional practice and includes recording charts, automaticity, and fluency drills for each unit. Automaticity drills include Sound Charts and Word Charts (Real Words, Nonsense Words, Trick Words). Fluency Drills include Phrases and Stories. The Prevention/Early Intervention Learning Community has a video demonstration of the timed drills recording and scoring procedures.</p> <p>As you collect data for all learners in Tier 1, Tier 2, and Tier 3, consider the assessments available within Foundations and the frequency with which to assess students. See the Frequency of Assessments in Foundations Expert Tip on Wilson Academy. Wilson Academy Learning Community &gt; Expert Tips &gt; Frequency of Foundations Assessments.</p>
5.5	<p>Assessments are standardized, reliable, and valid for the intended purpose.</p> <p>Foundations assessments are curriculum-based measures that are standardized, reliable, and valid for the intended purpose.</p> <p>Assessments are administered and scored consistently. All students are assessed using the same materials, instructions, and scoring procedures, as outlined on Unit Test Recoding Forms for all units. Administration guidelines are provided for assessments in the Foundations Level 1 Progress Monitoring Teacher Guidelines and Unit Test Scoring Guidelines. This ensures standardization.</p> <p>Assessments are reliable as they accurately assess student understanding of concepts taught in each unit.</p> <p>Foundations assessments are valid. The assessments evaluate students’ ability in the foundational literacy skills that the program focuses on. Dictation Day 5 (Check-Up), Unit Test, Progress Monitoring, and the Fluency Kit measure what students know</p>

<p>compared to the skills taught in the curriculum. Progress Monitoring has a Beginning-Mid Year Assessment and a Mid-End Year Assessment. See Foundations Level 1 Progress Monitoring Teacher's Manual (pp. 2–3).</p>
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# Assessment

<b>Red Flags: Practices Not Aligned with the Science of Reading</b>		<b>Red Flag</b> ✓
5.6	<p>Assessments result in benchmarks according to a leveled text gradient.</p> <p>Foundations assessments do not result in benchmarks according to a leveled text gradient.</p> <p>See Criteria 5.14 for detailed explanation.</p>	
5.7	<p>Foundational skills assessments are primarily running records or similar assessments that are based on whole language or cueing strategies (e.g., read the word by looking at the first letter, use picture support for decoding).</p> <p>Foundations foundational skills assessments do not include running records or similar assessments based on whole language or cueing strategies. Level 1 Dictation Day 5 (Check-Up) and Unit Tests measure students' ability to independently write sounds, review words, current words, Trick Words, and sentences. See the Foundations Level 1 Teacher's Manual (p. 167).</p> <p>The Level 1 Unit Test measure students' ability to write letters in alphabetical order, write sounds, write review words, write current words, write Trick Words, and write sentences. See Resource Library &gt; Assessments and Unit Tests.</p> <p>Level 1 Progress Monitoring assesses Word Identification, Nonsense Word Fluency, Phoneme Segmentation, and Oral Reading Fluency. The Level 1 Fluency Intervention Kit measures fluency with sounds, words, phrases, and stories. The Fluency Intervention Kit measures include fluency with Sound Charts and Word Charts (Real Words, Nonsense Words, Trick Words). Fluency Drills include Phrases and Stories. See the Fluency Intervention Kit.</p>	
5.8	<p>Phonics skills are not assessed.</p> <p>Phonic skills are assessed in Foundations Dictation (Day 5 Check-up), Unit Tests, , Progress Monitoring, and the Fluency Intervention Kit.</p> <p>See Criteria 5.16 for detailed explanation.</p>	
5.9	<p>Phoneme awareness is not assessed.</p> <p>Phoneme awareness is assessed in Foundations Level 1 in Progress Monitoring.</p> <p>See Criteria 5.19 for detailed explanation.</p>	
5.10	<p>Decoding skills are assessed using real words only.</p> <p>Decoding skills are assessed using real words and nonsense words. Level 1 Progress Monitoring assessments and Fluency Intervention Kit include Nonsense Word Fluency.</p>	

5.11	<p>Oral Reading Fluency (ORF) assessments are not used.</p> <p>Oral Reading Fluency assessments are used in Foundations Level 1. The Level 1 Fluency Intervention Kit and Level 1 Progress Monitoring Assessments include ORF.</p>	
5.12	<p>Suite of assessments does not address aspects of language comprehension (e.g., vocabulary, syntax, listening comprehension).</p> <p>The Foundations suite of assessment addresses aspects of language comprehension, including vocabulary and listening comprehension through the performance activities embedded in daily lessons. Teachers are instructed to use formative informal assessment during the learning process, including direct observation of daily work and independent application of skills throughout the day. See Foundations Level 1 Teacher’s Manual (p. 10).</p> <p>In Level 1 Foundations, the Storytime Activity involves listening and reading activities. Storytime is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehensions; and retelling of a story or facts. Storytime, and all daily classroom activities, serve as informal formative assessment. See Foundations Level 1 Teacher’s Manual (pp. 141, 151, and 166). The Word of the Day Activity includes instruction regarding multiple meaning words, words used in sentences, and on flashcards. Students enter the word and a sentence into a vocabulary dictionary in their Student Notebooks. See Foundations Level 1 Teacher’s Manual (pp. 56–57). The Word Talk activities are designed to practice vocabulary and understanding of word structure. See the Foundations Level 1 Teacher’s Manual (pp. 58–59). Students independently write a dictated sentence during Dictation/Sentences. This helps them develop their auditory memory for words. It also develops their proofreading skills with guidance. Sentence frames are used during Dictation/Sentences to teach sentence structure (syntax) to students. See the Foundations Level 1 Teacher’s Manual (pp. 36-37).</p>	
5.13	<p>Multilingual Learners are not assessed in their home language.</p> <p>Multilingual Learners are not assessed in their home language in Foundations. Foundations is a supplemental foundational skills program in standard English and assesses English skills only.</p>	
<p><b>Practices Aligned with the Science of Reading</b></p>		
5.14	<p>Assessments include screening, diagnostic, and progress monitoring to inform instruction and prevent future reading difficulties.</p> <p>Foundations assessments include screening, diagnostic, and progress monitoring to inform instruction and prevent future reading difficulties. Level 1 assessments focus on students’ ability to independently write sounds, words, and sentences, identify words, nonsense word fluency, phoneme segmentation, and oral reading fluency.</p>	

	<p>In Foundations, curriculum-embedded assessments provide diagnostic information to guide instructional decision making and provide teachers information to adjust instruction based on an individual student's performance. In Foundations, teachers are asked to write lesson plans. These lesson plans allow teachers to differentiate their instruction based on need and relative mastery of previously taught material. Teachers are instructed to teach diagnostically based on student mastery of concepts taught. Teachers are instructed to analyze student outcomes and plan their own lessons to include elements that students require to achieve mastery. See the <i>Lesson Planning: Why Wilson Programs Ask Teachers to Write Their Own Lesson Plans</i> in the online Learning Community for more information.</p> <p>The Dictation Day 5 (Check-Up) activity and Unit Test are provided to screen students and identify those that need additional instruction to prevent future reading difficulties. Progress Monitoring and Fluency Kit is available for students in Tier II instruction. See the Level 1 Progress Monitoring Teacher's Manual and Fluency Kit.</p>
5.15	<p>Foundational skills assessments identify students' instructional needs.</p> <p>Foundations combines assessment and instruction, helping teachers determine students' strengths and challenges. During the daily Learning Activities, informal formative assessment helps teachers know how well their students are learning. Dictation and Echo Activities are performance activities. See the Foundations Level 1 Teacher's Manual (pp. 28–37, 40–47, and 48–49).</p> <p>In Level 1, formal formative assessment is completed via the Dictation Day 5 (Check-Up) activity and the Unit Test. Teachers are instructed to ensure that 80% of the class is at benchmark before moving to the next unit. Once needs are determined through assessment, classwork is tailored accordingly. Differentiation guidelines for students needing extra support or greater challenges can be found in the Teacher's Manual Learning Activity Overview and in each Unit's introduction. The Progress Monitoring Teacher's Manual and Fluency Kit provide further activities and assessment for students whose teachers determine need further support in specific areas.</p>
5.16	<p>Phonics skills are assessed using both real and nonsense words.</p> <p>Phonics skills are assessed using real words and nonsense words. Level 1 Progress Monitoring assessments and Fluency Intervention Kit includes both Real Word Fluency and Nonsense Word Fluency. See the Level 1 Progress Monitoring Teacher's Manual (pp. 10-11,12–13) and the Level 1 Fluency Intervention Kit.</p>
5.17	<p>Oral Reading Fluency (ORF) assessments are used to assess fluency, usually first grade and beyond.</p> <p>The Level 1 Progress Monitoring Assessments include ORF. See the Level 1 Progress Monitoring Teacher's Manual (pp. 15–16). The Level 1 Fluency Intervention Kit includes phrases and stories to practice and track development of ORF.</p>
5.18	<p>A systematic spelling survey/spelling inventory is used to analyze students' applications of phonemes, graphemes, and morphemes.</p> <p>Foundations Level 1 does not use a systematic spelling survey/spelling inventory to analyze students' application of phonemes, graphemes, and morphemes. However, teachers use spelling as an assessment of taught sound-symbol correspondence and</p>

	<p>word recognition in Unit tests, following the scope and sequence of Foundations. The teacher dictates sounds, Trick Words, phonetic words, and sentences. Students repeat and write independently. See Unit Test Pages (Level 1 Composition Book, pp. 93–107) and Foundations Level 1 Teacher’s Manual (p. 99). A Unit Tracker that aids teachers in tracking individual student mastery and class readiness is available in the online Foundations Level 1 Learning Community.</p>
5.19	<p>Phonological and phoneme awareness (PA) are assessed in K/1 and for older students who exhibit PA weaknesses as evidenced by appropriate assessment.</p> <p>In Foundations, phonological and phoneme awareness are assessed in K/1. Classroom activities that offer opportunities for teachers to informally observe students phonological and phoneme awareness include Dictation, Echo/Find, Make It Fun, and Word Play. See the Foundations Level 1 Teacher’s Manual (pp. 28–31, 40–43, and 60).</p> <p>In Level 1, formative assessment is completed via the Dictation Day 5 (Check-Up) activity and Unit Tests. Level 1 Progress Monitoring assesses phoneme segmentation. See the Level 1 Progress Monitoring Teacher’s Manual (p. 14).</p>
5.20	<p>Assessments address both word recognition and language comprehension (e.g., vocabulary, syntax, writing, listening comprehension).</p> <p>Foundations assessments address both word recognition and language comprehension. In Foundations, informal assessment opportunities are embedded in learning activities. In Level 1, the Storytime Activity involves listening, reading, and writing activities designed to help students’ awareness of print visualization, understanding of narrative structures and features of information text, verbal memory, vocabulary knowledge, and comprehension. The Word of the Day Activity includes instruction regarding multiple meaning words, words used in sentences, and on flashcards. Students enter the word and a sentence into a vocabulary dictionary in their Student Notebooks. The Word Talk activities are designed to practice vocabulary and understanding of word structure. See the Foundations Level 1 Teacher’s Manual (pp. 141, 151, 166, 58–59, and 56–57).</p> <p>Level 1 Progress Monitoring Assessments that address word recognition and language comprehension include word identification. See the Level 1 Progress Monitoring Teacher’s Manual (p. 14). The Level 1 Unit Tests address syntax and writing as students are asked to write sounds, words, and sentences. See the Unit Test Scoring Guidelines found in the Foundations Level 1 Learning Community. Access it through Foundations Level 1 Learning Community&gt; Resource Library &gt; Assessments and Unit Tests &gt; Unit Test Scoring Guidelines.</p>
5.21	<p>Trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports (MTSS).</p> <p>In Foundations, trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports (MTSS). Foundations offers a digital Level 1 Unit Test Class Tracker file that can be used to analyze how students are performing individually as well as determine how the whole class is progressing. See the Foundations Level 1 Learning Community&gt; Resource Library&gt; Assessments and Unit Tests &gt; Level 1 Unit Test Tracker with Retesting.</p>

5.22 Multilingual Learners are assessed in their home language when available.

Multilingual learners are not assessed in their home language in Foundations because Foundations is a foundational skills program for the English language. However, Foundations does provide guidance and resources for teachers instructing multilingual learners on Wilson Academy. Additional tips can also be found here: <https://docs.wilsonacademy.com?accessCode=FUNMLs>

### Glossary

**Diagnostic Assessments:** Used to assess specific skills or components of reading (such as phonics or fluency) to help educators plan targeted and individualized instruction.

**Grapheme:** A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

**Morpheme:** The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element).

**Multi-Tiered System of Supports (MTSS):** A framework for school improvement that ensures all students are supported to meet positive academic, behavioral, and social-emotional outcomes beginning with core instruction in Tier I and interventions at increasing intensity at Tiers 2 and 3.

**Phoneme:** The smallest unit of sound in a spoken word; an individual speech sound.

**Progress Monitoring:** More frequent assessments given to students receiving intervention that measure progress toward acquiring specific skills.

**Reliable:** The extent to which assessments are consistent over time within the same settings with the same type of subjects.

**Screening/Screeners:** Brief assessments given to all students to determine which students are at risk of struggling with reading.

**Standardized:** Administered and scored in a consistent manner.

**Syllable Types:** The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.

**Systematic Instruction:** The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.

**Valid:** The extent to which an assessment is accurate (i.e., whether or not it measures what it is supposed to measure).

These guidelines include elements of instruction related to word recognition, language comprehension, reading comprehension, writing, and assessment aligned and not-aligned with the science of reading. This resource does not include other essential, contextual elements including student representation in culturally responsive texts, differentiated learning opportunities to support neurodiverse learners, cultural and linguistic diversity of materials, and opportunities for text choice in older grades. Consider these and other factors when selecting a curriculum that provides equitable learning opportunities for all students.

Additionally, these guidelines serve as an overview. For a more comprehensive rating system of “look for” elements, consider referring to the [Colorado Department of Education’s Core, Supplemental, and Intervention Curriculum Review Rubrics](#), and/or the [REL Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5](#).

**NOTES:** This tool is to be considered a “living document” meaning that it will be periodically updated based on user feedback, suggestions for optimizing use, etc. Email questions, feedback, and additional suggested citations to [info@thereadingleague.org](mailto:info@thereadingleague.org). We thank everyone who contributed to the content of this resource.

The Reading League Curriculum Evaluation  
Rubric Responses for Wilson Foundations® Level 2



# Section 1: WORD RECOGNITION

## NON-NEGOTIABLES: WORD RECOGNITION

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
1.1	<p>Three cueing-systems are taught as strategies for decoding in early grades (i.e., directing students to use picture cues, context cues, or attend to the first letter of a word as a cue).</p> <p>There is no evidence of three cueing-system practices within the Foundations Level 2 materials. Foundations is a Structured Literacy program based on research on the <b>Science of Reading</b> and writing. The Foundations Level 2 Teacher’s Manual (pp. 1–14) clearly explains the principles of instruction, which are systematic and comprehensive, and does not include picture cues, context clues, or attending solely to the first letter of a word as appropriate decoding strategies. The <b>Foundations K-3 Learning Activities: Alignment to the Science of Reading</b> document (<a href="#">FUN-Activities-Alignment-to-the-SOR-2.pdf</a>) outlines the Foundations K–3 Learning Activities and research rationales.</p>	
1.2	<p>Guidance to memorize any whole words, including high frequency words, by sight without attending to the sound/symbol correspondences.</p> <p>High frequency words, known as Trick Words in Foundations, are taught by discussing the known phonetic word parts and explicitly pointing out the “tricky part” of the word. Students learn to recognize these automatically and map the words orthographically. In Level 2, Trick Words for a particular Unit often correspond to the word structure being taught. The Foundations Level 2 Teacher’s Manual (pp. 36–37) demonstrates the teaching routine of Trick Words that encourages students to attend to the sound/symbol correspondence as well as the correct spelling of high frequency words.</p>	

1.3	<p>Supporting materials do not provide a systematic scope and sequence nor opportunities for practice and review of elements taught (e.g., phonics, decoding, encoding).</p> <p>Fundations Level 2 contains a systematic scope and sequence (Fundations Level 2 Teacher’s Manual, pp. 24–26) as well as opportunities for practice and review of all elements taught in the program.</p> <p>See Section 1.5 for a detailed explanation.</p>	
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### Practices Aligned with the Science of Reading

1.4	<p>Explicit instruction of phonemic awareness, phonics, and spelling.</p> <p>Fundations provides explicit instruction of phonemic awareness, phonics, and spelling.</p> <p>Fundations Level 2 explicitly instructs students in phonemic awareness, or the ability to notice, separate, and manipulate the individual sounds within words. When manipulating sounds in words, students are asked to orally respond first to the prompt before linking graphemes to the sounds. Sound/symbol correspondence instruction begins with single letters that represent a single sound and progresses through the scope and sequence to more complex representations. The Fundations program uses a finger-tapping method to help students auditorily and kinesthetically learn the segmentation and blending of phonemes; it then moves to instruction using manipulatives (e.g., cards or tiles) with letters. To understand how the instruction is provided, please see the tapping procedure to blend sounds and say words (Fundations Level 2 Teacher’s Manual, pp. 74–75). An example of phonemic awareness instruction may be seen in all Units as students are explicitly taught how to decode and encode words for the first time in a unit as teachers implement the Teach New Concepts Activity.</p> <p>For examples of phonemic awareness and instruction within Fundations Level 2, see the Fundations Level 2 Teacher’s Manual (pp. 2–3), Drill Sounds/Warm-Up and Introduce/Review New Concepts (Unit 1: pp. 74–75), Dictation/Sounds, Words, and Sentences (description pp. 28–39), Unit 5 (p. 183), Echo/Find Letters and Find Evaluation Tool for High-Quality Curricular Materials Aligned to the Science of Reading Words (description: pp. 42–51 and Unit 2: p. 105), and Make it Fun (description: p. 60 and Unit 1: p. 82). Also note the Fundations Expert Tip, located on the Fundations Learning Community titled <i>Fundations and Phonemic Awareness</i> (Wilson Academy&gt; Fundations Learning Community – Level 2 &gt; Expert Tips &gt; Student Activities).</p> <p>Fundations Level 2 phonics instruction is explicit, sequential, and cumulative. Students are taught sound mastery in both letter to sound and sound to letter. Students do daily drill of sounds saying letter keywords and sounds. Students have lots of opportunities to practice sounds within a variety of activities. Phonics instruction in Fundations Level 2 goes beyond sound-symbol knowledge and students are explicitly taught how to blend sounds</p>	
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	<p>into words. This is systematically done following the six basic syllable patterns in English. In Level 2, teachers explicitly review closed syllable types and resulting vowel sounds and introduce and practice the new syllable type: the open syllable. Activities that emphasize new syllable types and blending one and multisyllabic words and more complex vowel sounds (vowel teams, r-controlled, etc.) are integrated into every lesson. By the end of Level 2, students have learned to read and spell all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le, as well as exceptions to these syllable types in real words.</p> <p>Fundations Level 2 explicitly instructs students in spelling throughout instruction. In Fundations, all concepts are taught in two directions: sound to letter and letter to sound. The Fundations Level 2 Teacher’s Manual (p. 9) explains that the accurate visual representation of both letters and words is orthography. The ability to picture and store this visual representation provides the foundation for reading and spelling. Students learn to segment and spell words in correspondence to decoding patterns. Students learn to segment and associate letters with sounds rather than memorize these words. Spelling activities are integrated into every Unit. See the following descriptions in the Learning Activity Overview section in the Fundations Level 2 Teacher’s Manual: (Dictation Sounds: pp. 28–29), (Dictation/Words [Single Syllable]: pp. 30–31), (Dictation/Words [Multisyllabic Words]: pp. 32–33), (Dictation Words [Spelling Option Procedure]: pp. 35–36), (Dictation/Trick Words: pp. 36–37), and (Dictation/Sentences: pp. 38–39.)</p> <p>The Wilson Academy Fundations Learning Community for Level 2 includes demo videos of explicit instruction of each learning activity; these are recorded by expert Wilson instructors. There are also more phonemic awareness, phonics, and spelling activities to ensure learning in the Expert Tips, Resource Library, and Targeted Instruction Resources in the Learning Community, and in the FUN HUB.</p>
1.5	<p>Systematic scope and sequence of skills building from simple to complex.</p> <p>The Fundations Level 2 curriculum contains a systematic scope and sequence (Fundations Level 2 Teacher’s Manual, pp. 24–26). This scope and sequence instructs students in skills from simple to complex, building on concepts learned in Levels K and 1. There are 17 Units that each have explicit skills mapped out.</p> <p>For example, Unit 1 begins with skills such as the letter-keyword-sound connection for consonants and vowels, concept of consonant blends and digraph blends, and the use of closed syllables. Midway through the scope and sequence in Unit 8, students will learn the r-controlled syllable type, the sounds of -ar and -or, and combining r-controlled syllables with other syllable types. At the end of Level 2 in Unit 17, students learn the consonant-le syllable type, work on spelling consonant-le words, and review all six syllable types they have learned throughout the year.</p>
1.6	<p>Curriculum and support materials that provide opportunities for practice and interleaving of elements taught (e.g., phonics, decoding, encoding).</p>

The progression of activities throughout Foundations Level 2 provides ample opportunities for practice and interleaving (or mixing) of taught elements. Foundations concepts are practiced in multiple ways that target multiple learning modalities. All previously taught skills are brought forward in a cumulative way. Students have ample opportunity to apply these skills for reinforcement. Instruction continually spirals back to relate the new concepts with previously mastered ones. In this way, students are able to develop a deeper understanding of the structure of English words. Each Foundations Unit begins with a brief review of previously taught concepts from the previous Units. This brief cumulative review is done through the Drill Sounds/Warm Up activity. In the Drill Sounds/Warm-Up activity, students practice sounds by saying the letter-keyword-sound. This is done with both letter sound cards and posters, depending on the Foundations Level and Unit.

Each Foundations Unit teaches a new concept to students in the Introduce New Concepts activity. However, each Unit also spirals back to review previously taught concepts by incorporating words with previously taught phonetic patterns into practice. For example, lesson activities in a Foundations daily lesson will feature words containing new phonics patterns, but teachers will also be encouraged to use review words in the Foundations Unit Resources section of the Unit to incorporate previously taught concepts. Every activity in Foundations provides teachers with an opportunity to use review words to help students solidify their understanding of all concepts that have been taught up until this point. Teachers are encouraged to plan diagnostically, using the Unit Resources to identify specific targeted words for review. The Foundations curriculum continuously spirals back to ensure mastery of concepts and automaticity.

Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach that explicitly teaches total word structure, not just phonics. Encoding (spelling) skills are taught and reinforced with manipulatives in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading. Research demonstrates that spelling has a strong effect on reading fluency and word reading skills.

The Foundations Level 2 Teacher's Manual Learning Activity Overview (pp. 27–60) provides a comprehensive view of the opportunities for practice of phonics, decoding, and encoding which repeat throughout the Foundations Level 2 program in each Unit. Daily and weekly activities provide opportunities for practice and interleaving. For example, in the Word of the Day activity, teachers make the Word of the Day with Standard Sound Cards to review word structure and discuss vocabulary using questioning techniques. Students tap and blend both new and review words for accuracy. The teacher models marking words to identify sound patterns and word structures. Then, the teacher uses the Word of the Day flashcards to practice automatic reading. Students generate sentences for the Word of the Day and add the word and sentence to their Student Notebook. In Foundations, the teacher will conduct the Learning Activities with students, scaffolding instruction by providing guiding and modeling for the students. This reduces the possibility of student error and is beneficial to all learners.

Additionally, the Foundations Fluency Kit 2 and Geodes® Level 2 Classroom Library are available as supporting materials to provide additional decoding and fluency practice. The Foundations Fluency Kit 2 is included in the Foundations Teacher's Kit 2. The Geodes Level 2 Classroom Library includes 64 titles that provide authentic,

knowledge-building text for students while also providing practice with word-level skills specifically aligned to the Foundations Level 2 Scope and Sequence. The Geodes Level 2 Classroom library is available for supplemental purchase.

# WORD RECOGNITION

## Phonological and Phoneme Awareness

### Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

1.7

Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as /t/ /r/ are kept intact rather than having students notice their individual sounds).

The instruction in Foundations Level 2 consistently includes both large units of phonological awareness (syllables) and phoneme-level instruction, such as noticing the individual sounds of consonant blends before combining them. For example, the Foundations Level 2 Teacher's Manual instructs teachers, "You will reteach the definition of a digraph and the difference between a digraph and a blend. A digraph contains two consonants and only makes one sound as in /sh/. A blend contains two or three consonants, but each keeps its own sound as in /sp/ (/s/ and /p/) and /scr/ (/s/ /c/ /r/)" (p. 70). In the Dictation/Words activity, the teacher says a word. Then, students repeat the word, tap out (segment) the individual phonemes, write the word, then mark up the word (Foundations Level 2 Teacher's Manual, pp. 30–33).

See Section 1.11 for a detailed explanation.

1.8

Instruction is focused on letters only without explicit instruction and practice with the phonemes that letters represent.

Practice with phonemes is a key component of the Foundations Level 2 program. In the Drill Sounds activity (Foundations Level 2 Teacher's Manual, p. 40), students briefly review previously taught concepts from the previous Units. In the Drill Sounds/Warm-Up activity, students echo back orally before matching a letter sound to the initial sound of a keyword. Students practice making the phoneme represented by that letter. A research-based, teacher-facing explanation of this routine is provided in the Foundations Level 2 Teacher's Manual (pp. 2–3).

See Section 1.12 for a detailed explanation.

1.9	<p>Phoneme awareness is not taught as a foundational reading skill.</p> <p>In Foundations, phonemic awareness and the alphabetic principle is directly and explicitly taught as a foundational reading skill, beginning with the basic letter-sound correspondences and progressing to more complex ones, such as the letters <i>dge</i> to represent the sound /j/.</p> <p>The Wilson finger-tapping procedure, used in the Wilson Reading System, is also used in Foundations for both blending and segmenting phonemes. Wilson teaches phonemic awareness auditorily first, then with letters/sounds so students can develop phonemic awareness skills. Phonemic instruction is conducted using manipulatives (e.g., cards or tiles) with letters.</p> <p>Foundations Level 2, see the Foundations Level 2 Teacher’s Manual (pp. 2–3), Drill Sounds/Warm-Up and Introduce/Review New Concepts (Unit 1: pp. 74–75), Dictation/Sounds, Words, and Sentences (description pp. 28–39), Unit 5 (p. 183), Echo/Find Letters and Find Evaluation Tool for High-Quality Curricular Materials Aligned to the Science of Reading Words (description: pp. 42–51 and Unit 2: p. 105), and Make it Fun (description: p. 60 and Unit 1: p. 82). Also note the Foundations Expert Tip, located on the Foundations Learning Community titled <i>Foundations and Phonemic Awareness</i> (Wilson Academy&gt; Foundations Learning Community – Level 2 &gt; Expert Tips &gt; Student Activities).</p> <p>See section 1.12 for a detailed explanation</p>	
1.10	<p>Phonological and phoneme awareness are not assessed and monitored.</p> <p>Assessment and monitoring of phonological knowledge and phoneme awareness are key components of the Foundations Level 2 program.</p> <p>See Section 5 of this rubric for a detailed explanation.</p>	
<p><b>Practices Aligned with the Science of Reading</b></p>		
1.11	<p>Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) in Pre-K and beginning of K (Note: instruction should progress to the phoneme level as soon as possible).</p> <p>Foundations Level 2 builds on instruction in larger units of phonological awareness taught in Pre-K, K, and Level 1. Phoneme-level instruction is specified in the beginning of Level 2, as evidenced by the Scope and Sequence</p>	

	<p>(Foundations Level 2 Teacher’s Manual, pp. 19–26). For instance, the Foundations Level 2 Teacher’s Manual instructs teachers, “You will reteach the definition of a digraph and the difference between a digraph and a blend. A digraph contains two consonants and only makes one sound as in /sh/. A blend contains two or three consonants, but each keeps its own sound as in /sp/ (/s/ and /p/) and /scr/ (/s/ /c/ /r/)”( p. 70).</p>
1.12	<p>Phoneme awareness is taught directly, explicitly, and systematically.</p> <p>Foundations Level 2 explicitly instructs students in phonemic awareness, or the ability to notice, separate, and manipulate the individual sounds within English words. Sound/symbol correspondence instruction begins simply with single letters that represent a single sound; Foundations progresses through the scope and sequence to more complex representations. The Foundations program uses a finger-tapping method to help students auditorily and kinesthetically learn the segmentation and blending of phonemes. The program then moves to instruction that uses manipulatives ( e.g., cards or tiles) with letters.</p> <p>For examples of phonemic awareness and instruction within Foundations Level 2, see the Foundations Level 2 Teacher’s Manual (pp. 2–3), Drill Sounds/Warm-Up and Introduce/Review New Concepts (Unit 1: pp. 74–75), Dictation/Sounds, Words, and Sentences (description pp. 28–39), Unit 5 (p. 183), Echo/Find Letters and Find Evaluation Tool for High-Quality Curricular Materials Aligned to the Science of Reading Words (description: pp. 42–51 and Unit 2: p. 105), and Make it Fun (description: p. 60 and Unit 1: p. 82). Also note the Foundations Expert Tip, located on the Foundations Learning Community titled <i>Foundations and Phonemic Awareness</i> (Wilson Academy&gt; Foundations Learning Community – Level 2 &gt; Expert Tips &gt; Student Activities).</p>
1.13	<p>Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, vocal cord voicing are happening)</p> <p>WLT values and understands the need for some students with speech sound disorders related to articulation and phonology to focus on the articulation of sounds (the actual motor skills/mouth movements to create the sound). Further, we support that motor skill being taught as needed to those students outside of the 30-minute Foundations lesson. Foundations lessons are fast, efficient, and focused on the skills most needed for decoding and encoding success in a Tier 1 setting, and we feel teaching mouth movements should be done as needed for a subset of students, or if done as a whole class, outside of the 30-minute Foundations lesson which is packed with the most essential foundational skills that will help the most students succeed in reading.</p>
1.14	<p>Instructional focus on attuning students to all phonemes in words (e.g., first, final, medial, phonemes in blends).</p> <p>Students identify the initial, medial, and final sounds in words by using the tapping routine, present throughout</p>



the Foundations Level 2 program. The skill of isolating phonemes orally first in a spoken word is emphasized in the procedure of Dictation Words and Echo/Find Words activities and in some Introduce New Concepts and Make It Fun activities. The tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The instructor says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word, applying the alphabetic principle and confirming their understanding of the identified sounds (Foundations Level 2 Teacher’s Manual, pp. 68, 237, 239, 241, 307, 309, and 355).

Students are also instructed in noticing the individual sounds of consonant blends before combining them. For instance, the Foundations Level 2 Teacher's Manual instructs teachers, “You will reteach the definition of a digraph and the difference between a digraph and a blend. A digraph contains two consonants and only makes one sound as in /sh/. A blend contains two or three consonants, but each keeps its own sound as in /sp/ (/s/ and /p/) and /scr/ (/s/ /c/ /r/)” (p. 70).

## Glossary

**Explicit Instruction:** Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback.

**Grapheme:** A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, and ough).

**Phoneme:** The smallest unit of sound in a spoken word; an individual speech sound.

**Phoneme Awareness:** The ability to notice, think about, or manipulate the individual phonemes (sounds) in spoken words. It is the highest level of phonological awareness and a potent predictor of future reading success.

**Phonological Awareness:** One’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. It is an “umbrella” term that encompasses awareness of individual words in spoken sentences, syllables, onset-rime segments, and individual phonemes.

**Systematic Instruction:** The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.

# Phonics and Phonic Decoding

Note: Decoding and Encoding are reciprocal processes and should be taught as such. This section includes similar components to the spelling components in Section 4. Reviewing these sections together may take less time than reviewing them separately.

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
1.15	Letter-sound correspondences are taught opportunistically or implicitly during text reading. Foundations Level 2 teaches letter-sound correspondence purposefully and explicitly. See Section 1.27 for a detailed explanation.	
1.16	Instruction is typically “one and done;” phonics skills are introduced but with very little or short-term review. Foundations Level 2 Scope and Sequence (Foundations Level 2 Teacher’s Manual, pp. 24–26) plans for repetition and review throughout the program. See Section 1.28 for a detailed explanation	
1.17	Key words for letter/sound correspondences are not aligned with the pure phoneme being taught (e.g., earth for /ě/, ant for /ă/, orange for /ǒ/). The Foundations Level 2 Drill Sounds activity teaches corresponding phonemes with letters (e.g., o - octopus- /ǒ/ or e-Ed-/ě/). See the Foundations Basic Keyword Poster for more letter/sound correspondences taught through the Drill Sounds routine and practiced throughout the Foundations curriculum. See Section 1.29 for a detailed explanation.	
1.18	Phonics instruction takes place in short (or optional) “mini-lessons” or “word work” sessions. Foundations Level 2 incorporates phonics instruction throughout instruction, not as short or optional add-ons. See the Scope and Sequence (Foundations Level 2 Teacher’s Manual, pp. 24–26) for full phonics instructional plan.	
1.19	The initial instructional sequence introduces many (or all) consonants before a vowel is introduced, short vowels are all taught in rapid succession and/or all sounds for one letter are taught all at once.	

	<p>Foundations Level 2 builds on past mastery of consonants and vowel sounds in Levels K and 1. New sounds introduced in Level 2 are spaced throughout the Scope and Sequence (Foundations Level 2 Teacher's Manual pp. 24–26).</p> <p>See Section 1.29 for a detailed explanation.</p>	
1.20	<p>Blending is not explicitly taught nor practiced.</p> <p>Foundations Level 2 explicitly teaches and has students practice blending sounds using the tapping procedure to blend sounds into words (Foundations Level 2 Teacher's Manual, pp. 74–75).</p> <p>See Section 1.30 for a detailed explanation.</p>	
1.21	<p>Instruction encourages students to memorize whole words, read using the first letter only as a clue, guess at words in context using a “what would make sense?” strategy, or use picture clues rather than phonic decoding.</p> <p>Reading the first letter only, guessing at words in context, and using picture clues rather than phonic decoding are not elements present within the Foundations Level 2 program.</p> <p>See Section 1.31 for a detailed explanation.</p>	
1.22	<p>Words with known sound-symbol correspondences, including high frequency words, are taught as whole-word units, often as stand-alone “sight words” to be memorized.</p> <p>Words with known sound-symbol correspondence are not taught as whole-word units within Foundations Level 2. Students are taught to decode the known parts of high frequency words, and directly instructed on the “tricky parts” of words. Trick Words instruction in Foundations is not taught in isolation.</p> <p>See Section 1.32 for a detailed explanation.</p>	
1.23	<p>Few opportunities for word-level decoding practice are provided.</p> <p>Foundations Level 2 includes consistent opportunity for word-level decoding, including instruction in all of the six syllable types and morphology. For a complete list, see the Scope and Sequence (Foundations Level 2 Teacher's Manual, pp. 24–26). Decodable texts are also an important part of Foundations Level 2 through the Level 2 Storytime activity (accessed on the online Foundations Level 2 Learning Community) and the Geodes® Classroom Libraries for Level 2. The Geodes are readable texts, at least 80% decodable, and aligned to the scope and sequence of the Foundations curriculum. These accessible, knowledge-building books for emerging and developing readers allow students to practice applying taught skills.</p>	

	<p>The Foundations Practice Books contain supplemental practice activities to reinforce and review concepts outside the 30-minute lesson. This includes opportunities to practice decoding at the word-level.</p> <p>Also, available directly through Wilson Language Training, teachers can utilize Foundations Readers and Fun Hub Practice for word-level decoding practice.</p> <p>See Section 1.36 for a detailed explanation.</p>	
1.24	<p>Early texts are predominantly predictable and/or leveled texts which include phonic elements that have not been taught; decodable texts are not used or emphasized.</p> <p>Although Foundations is not a comprehensive core/basal program, it provides instruction with decodable texts through the Level 2 Storytime Activity (accessed on the online Foundations Level 2 Learning Community), the Geodes<sup>®</sup> Classroom Libraries for Level 2, and the Foundations Fluency Kit 2.</p> <p>Available directly through Wilson Language Training, teachers can utilize Foundations Readers as decodable texts that include phonics elements that have been taught.</p> <p>See Section 1.35 for a detailed explanation.</p>	
1.25	<p>Advanced word study (Grades 2-5) Instruction in phonics ends once single syllable phonics patterns (e.g., CVC, CVCe) are taught.</p> <p>Foundations Level 2 instructs students in phonics well beyond single syllable phonics patterns. See the Scope and Sequence (Foundations Level 2 Teacher's Manual, pp. 24–26).</p> <p>See Section 1.36 for a detailed explanation.</p>	
1.26	<p>Advanced word study (Grades 2-5) No instruction in multisyllabic word decoding strategies and/or using morphology to support word recognition is evident.</p> <p>Foundations Level 2 includes consistent opportunities for word study, including decoding strategies and/or using morphology to support word recognition. This instruction incorporates all six syllable types. For a complete list, see the Scope and Sequence (Foundations Level 2 Teacher's Manual, pp. 24–26).</p> <p>See Section 1.36 for a detailed explanation.</p>	
<b>Practices Aligned with the Science of Reading</b>		
1.27	<p>Letter-sound correspondences are taught to automaticity in an explicit manner.</p>	

	<p>In Foundations, letter-sound correspondences are taught to automaticity in an explicit manner. Foundations letter-sound instruction integrates the letter name, sound, and explicitly and systematically how to write the symbol. Letter-sounds are introduced and taught to mastery in Level K and then practiced and reviewed throughout each subsequent Foundations Level with the Drill Sounds/Warmup activity. See the Foundations Level 2 Teacher’s Manual for an example of instruction in letter name, sound, and letter formation (pp. 66–67). In Unit 1 of Level 2, students review letter formations, names, keywords, and sounds taught in the previous Levels of Foundations. If students are new to the program, they are introduced to the Foundations automaticity-building routines. The Foundations Level 2 Teacher’s Manual discusses the importance of integrating letter, keyword, and sound (pp. 3–4). Sound mastery is a key component of phonics; to remember sounds, students learn a keyword. This word is used consistently. For example, the keyword for the letter “b” is “bat” (B-bat-/b/). Teachers ensure that students learn to say the sequence for each sound so that the keyword helps students remember the sound. In Foundations, students simultaneously learn the letter name, its formation, and its sound. This creates an important link and uses motor memory learning to associate letters with their sounds. This multimodal approach helps the brain form a tight association with the letter, its sound, and how it is formed.</p>
1.28	<p>Phonics instruction includes cumulative review including application in reading and writing.</p> <p>Foundations phonics instruction includes cumulative review that includes application in reading and writing. Knowledge and skills acquired in each Level are carried through, reviewed, and built upon in each subsequent Foundations Level. Foundations is a program that is cumulative and continually spirals back to ensure automaticity. Each Foundations Level reviews known letter-sound combinations and words and applies previously learned skills in reading and writing practice in subsequent Foundations Units and Levels.</p> <p>The Foundations Level 2 Teacher’s Manual provides examples of the following activities that promote cumulative review: Dictation/Trick Words Instructions and Cue Card (pp. 36–37), Dictation Sentences Instructions and Cue Card (pp. 38–39), Drill Sounds Warm-Up and Cue Card (pp. 40–41), Echo/Find Letters Instructions and Cue Card (pp. 42–43), and Echo/Find Words Instructions (pp. 44–49).</p>
1.29	<p>Phonics instruction is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns (i.e., instruction begins with short vowels and consonants).</p> <p>Foundations instruction is systematic and sequential as it moves from building simple letter sound correspondences to complex phonics patterns. Each level of the Foundations curriculum moves from simple to more complex word and syllable types. The Foundations Level 2 Teacher’s Manual includes a detailed Scope and Sequence of phonics skills that shows the progression from simple letter sounds to more complex patterns (pp. 24–26).</p> <p>In the scope and sequence of Level 2, students begin phonics skills instruction with a review of sounds for consonants and vowels, consonant digraphs, the concept of consonant blends, digraph blends, and the closed syllable type. Instruction continues in Unit 2 as teachers review bonus letters, glued sounds, blending, and reading words with glued sounds among other concepts. In Unit 3, instructors teach closed-syllable exceptions, more vowel teams, and more Trick Words.</p> <p>Instruction continues through teaching all the six syllable types: closed, vowel-consonant-e, open, consonant- le, r- controlled,</p>

	<p>and the d-syllable (the double vowel syllable type). Students learn to read and spell multisyllabic words by combining different syllable types and additional syllable division rules. Students also learn to use a spelling option procedure for words with sounds that may have options (e.g., t___ mite [termite] and choosing -er, -ur, or -er) and review morphology, including prefixes, suffixes, and additional spelling generalizations. Students also learn to use comprehension/visualization techniques for story retelling in each Unit. They learn many more Trick Words as well. For a complete list, see the Scope and Sequence (Foundations Level 2 Teacher’s Manual, pp. 24–26).</p> <p>Another important aspect to sound mastery with Foundations is teaching of sounds in two directions: (1) Letter to Sound: In this direction students see the letter and identify the sound; and (2) Sound to Letter: In this direction students hear the sound and identify the corresponding letters. Students learn how to blend words with the finger tapping procedure used very successfully in the Wilson Reading System. For example, to blend the sounds /m/ /a/ /t/ into a word, students are taught how to say each sound as they tap a finger to their thumb. As they say /m/, they tap their index finger to their thumb; as they say /a/, they tap their middle finger to the thumb; and as they say /t/, they tap their ring finger to their thumb. They blend the sounds together as they drag their thumb across their fingers starting with their index finger.</p>
1.30	<p>Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.</p> <p>In all Levels of Foundations, students are explicitly taught to use the tapping routine for practicing segmenting and blending words regularly. The tapping routine evolves as students’ knowledge of word features grows. Students manipulate sounds overtly by using auditory cues, such as hearing each phoneme isolated before blending. A variety of manipulatives are used to also cue the manipulation of sounds, such as the Magnetic Letter Tiles used on the Foundations Letter Board or Standard Sound Cards.</p> <p>For examples, see the following pages of the Foundations Level 2 Teacher’s Manuals: pp. 30, 44, and 58.</p>
1.31	<p>Explicit instruction directs students’ attention to the structure of the word; the emphasis is on phonic decoding.</p> <p>In Foundations, explicit instruction directs students’ attention to the structure of the word with emphasis on phonic decoding. Students using Foundations Level 2 apply phonics skills to decode words, phrases, sentences, and stories that contain the specific letter-sound relationships that they are learning; there are multiple opportunities within lessons for students to apply skills. Students apply phonics skills to read real words and nonwords to help solidify their knowledge of word structure. This ensures a systematic application of the students’ skills and the teachers’ evaluation of this. The nonwords in Foundations have no meaning, but they conform to English spelling patterns and rules. To accurately read and spell a nonword that follows the rules of English orthography, a student must apply letter sound correspondences term to determine something that has not been memorized from exposure. Students are challenged with nonwords to help determine their decoding and spelling mastery. Difficulty with nonword repetition is a predictor of reading difficulties.</p> <p>The Echo/Find Words activity explicitly direct students’ attention to the structure of words (Foundations Level 2 Teacher’s Manual, pp. 44–49). In this activity, the teacher dictates a word, and students repeat the word. Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with</p>

	<p>finger tapping; students use manipulatives, such as their Letter Board and Tiles. For words with a suffix, the teacher says the whole word and students repeat the word. The teacher asks if the word contains a suffix. If it does, students say the base word, build the base word with tiles (tapping if necessary), and add the yellow suffix tile to represent the suffix. Another student spells the word orally and uses it in a sentence. Eventually, students should repeat the whole word and then say the base word independently. The skill of first isolating phonemes orally in a spoken word is emphasized in this procedure, thus efficiently focusing on the most complex phonemic awareness skill of phoneme segmentation.</p> <p>This activity also has variations with multisyllabic words and words with multiple spelling options. Each of these activities reinforces students' attention to phonic decoding.</p>
1.32	<p>Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught.</p> <p>In Foundations, high frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught. Foundations identifies two types of high frequency words—phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum. To help students learn high frequency words, teachers make sure that students know what is “regular” or decodable about the word and identify the irregular part or parts. The teacher explains that the word is called a <i>Trick Word</i> because it has a part that is tricky, so it is not tapped out. The teacher guides students to identify any phonetic part(s) of the word students have learned; the teacher then points out the tricky part, explaining that this is the part they will need to remember. See the Foundations Level 2 Teacher’s Manual (pp. 74–75, 82, and 86). A full explanation of Trick Words is provided in the online Foundations Level 2 Learning Community. Follow this path: Wilson Academy&gt; Foundations Learning Community – Level 2&gt; Resource Library &gt; Lesson Activities &gt; <i>How We Teach Trick Words for Immediate Recognition in Foundations</i>.</p>
1.33	<p>Opportunities to practice decoding regular and irregular words in isolation are provided.</p> <p>Foundations provides opportunities for students to practice decoding regular and irregular words in isolation. The Word of the Day activity is an ongoing opportunity to provide practice decoding regular words in isolation (Foundations Level 2 Teacher’s Manual, pp. 56–57). Teachers make the Word of the Day with Standard Sound Cards to review word structure and discuss vocabulary using questioning techniques. Students tap and blend both new and review words for accuracy. The teacher models marking words to identify sound patterns and word structures. Then, the teacher uses the Word of the Day flashcards to practice automatic reading.</p> <p>Word Talk is another activity where students practice decoding words (Foundations Level 2 Teacher’s Manual, pp. 58–59). Word Talk activities are designed to practice decoding and review past concepts and vocabulary. Students decode words made with word part manipulatives (e.g., Sound Cards or Syllable and Suffix Frames) and fluently read flashcards. The teacher prompts their students to mark words, identifying word structures. Then, the teacher uses questioning to discuss word structure and word meaning. The teacher selects four to five words from the accumulated Word of the Day Card practice pack. These cards include one or two words from the current Unit</p>

and two to three words from previous Units. Then, the teacher makes the word with Standard Sound Cards or Syllable and Suffix Frames, as appropriate. Students decode those words. This can be done chorally, or an individual student could be called on. A student can come up to the front and “mark it.” The class discusses word structure and the meaning of the word. The teacher may also have students provide a synonym or antonym and use the word in a sentence.

Irregular words are practiced in Teach Trick Words and Trick Word Practice in Level 2 (Foundations Level 2 Teacher’s Manual, pp. 54–55). These are activities where students practice decoding irregular words in isolation. The activities are designed to help students learn high frequency words for reading. During Teach Trick Words, teachers show the Trick Word card. They point out what is known and tricky about the word. The teacher then writes the word in large letters on the board or on the Large Letter Formation Grid. Students sky write the letters that are in the Trick Word with the teacher. They also practice the Trick Word on gel boards and in their Student Notebooks. The teacher also presents the Trick Word Flashcards that students have already learned that are new or challenging. Students quickly read them as teachers go through the pack.

Students review previous Trick Words during Trick Word Practice. Teachers select a few challenging Trick Words to focus on. The procedure for Trick Word Practice is the same as the procedure for Teach Trick Words. The only difference is this activity focuses on teachers strategically choosing Trick Words from previous Units that students still need extra practice learning instead of only focusing on current Trick Words.

The Fluency Kit also provides students with the opportunity to practice decoding regular and irregular words in isolation. Materials include Real Word Drills (regular words) and Trick Word Drills (irregular words) that students can practice in different ways including echo reading, choral reading, and individually reading through applied practice.

The Foundations Practice Books contain supplemental practice activities to reinforce and review concepts outside the 30-minute lesson. This includes opportunities to practice decoding regular and irregular words in isolation.

Available directly through Wilson Language Training, teachers can utilize Fun Hub Practice for instruction that includes decoding regular and irregular words in isolation.

1.34

Instruction includes spaced practice and interleaving of skills taught (e.g., practicing old and new phonics patterns in one activity, practicing a learned phonics pattern in reading *and* spelling).

Foundations instruction includes spaced practice and interleaving of taught skills in reading and spelling. All previously taught skills are brought forward in a cumulative way. Students have ample opportunity to apply these skills for reinforcement. Instruction continually spirals back to relate the new concepts with previously mastered ones. In this way, students are able to develop a deeper understanding of the structure of English words. Each Foundations daily lesson includes a cumulative review of previously taught skills; a phonological warm up; phoneme grapheme matching; word reading accuracy; fluency building at the word, phrase, sentence and passage level; sentence dictation; and transfer to text.



Each Foundations lesson begins with a brief review of previously taught concepts from the previous Units. If it is Unit 1 of Foundations Levels 1–3, the lesson begins with a review of concepts taught in the previous Level of Foundations. This brief, cumulative review is done through the Drill Sounds/Warm Up activity. In the Drill Sounds/Warm-Up activity, students practice sounds by saying the letter-keyword-sound. This is done with both letter sound cards and posters, depending on the Unit in Level 2. For a full description of all Foundations activities that are included in Foundations daily lessons, please see the Learning Activity Overview in the Foundations Level 2 Teacher’s Manual (pp. 27–60).

Each Foundations Unit teaches a new concept to students in the Introduce New Concepts activity. However, each Foundations activity within the Unit also provides teachers with the opportunity to spiral back to review previously taught concepts by incorporating words with these previously taught phonetic patterns into practice. For example, lesson activities in a Foundations daily lesson will feature words containing new phonics patterns, but teachers will also be encouraged to use review words in the Foundations Unit Resources section of the Unit to incorporate previously taught concepts. The Foundations curriculum continuously spirals back to ensure mastery of concepts and automaticity. For examples, please see the Foundations Level 2 Teacher’s Manual (pp. 74–76, 81, and 105).

The Fluency Kit provides additional spaced practice with the interleaving of skills taught. The goal of this fluency instruction is to develop the student’s word automaticity and rate-appropriate independent reading of connected text, with ease and expression for meaning. (See the Fluency Kit Level 2 pp. 1-2)

Available directly through Wilson Language Training, teachers can utilize Foundations Readers and Fun Hub Practice for instruction that includes practicing old and new phonics patterns within one resource.

1.35

Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.

In Foundations, phonics patterns are practiced in decodable texts that match the phonics elements taught thus far. The Foundations Level 2 Teacher’s Manual provides examples of teaching words in isolation before practicing in text. For example: In Unit 4, Week 2, Day 1, students learn three different sounds for the -ed suffix (grapheme), which are /d/, /id/ and /t/ in the Introduce New Concepts activity (pp.158–159). They practice and apply this new learning throughout the Unit in several activities, including Word of the Day (e.g., “swelled” and “checked;” pp. 159, 161, etc.), Introduce New Concepts: Spelling the Suffix (Day 2, p.161), Dictation/Composition Book (p.165), etc. This new concept is also part of the practice that will occur in the Storytime activities. (The story itself, *Wish Come True*, is found in the Resource Library page of the online Foundations Level 2 Learning Community.)

Students practice decoding words with taught concepts and apply those skills to reading connected text. Foundations provides

	<p>resources for decoding sentences and passages using the mastered word structures and syllable types. The Foundations Level 2 Teacher’s Manual provides many opportunities to read controlled, decodable text with phonic elements and irregular words students have learned in Storytime, Dictation/ Sentences, and Introduce New Concepts activities. The Resources section at the end of each Unit also contains aligned decodable words and sentences. Also see the Wilson Academy Foundations Level 2 Learning Community, which provides more activities and demonstrations for teachers to use to build text reading accuracy and automaticity. These are found in the Demo Videos, Expert Tips, Resource Library, Targeted Instruction Resources, and FUN HUB (available as a subscription service through WLT). Examples of Storytime activities are found in the Foundations Level 2 Teacher’s Manual (pp. 108 and 115).</p> <p>The Foundations Fluency Kit 2 and Geodes® provide additional decoding practice. The Foundations Fluency Kit 2 is included in the Foundations Teacher’s Kit 2. The Geodes Level 2 Classroom Library, available for supplemental purchase, includes 64 titles that provide authentic, knowledge-building text for students. Geodes provide practice with word-level skills specifically aligned to the scope and sequence of Foundations Level 2.</p> <p>Available directly through Wilson Language Training, teachers can utilize Foundations Readers for phonics skills practice where students can apply letter-sound knowledge in text that is 95% decodable. Level 2 Foundations Readers are aligned to the Level 2 Foundations Scope and Sequence and reinforce taught phonics skills.</p>
1.36	<p><b>Advanced Word Study (Grades 2 and above):</b> Instruction begins with basic letter-sound correspondences followed by increasingly more complex patterns such as syllable types, morphemes, and etymological influences (i.e., word origins).</p> <p>In Foundations Level 2, advanced word study instructs students in increasingly complex patterns. Please see the Scope and Sequence in the Foundations Level 2 Teacher’s Manual (pp. 24–26).</p> <p>Each Level of the Foundations curriculum supports instruction that progresses from simple to more complex spelling patterns and word analysis skills. The curriculum is cumulative and sequential in that it builds upon previously taught concepts, starting with simple concepts or review of previously taught concepts in the earliest Units; in the later Units of the curriculum, the program moves towards more complex concepts. This instruction includes the continuation of the use of manipulatives and the tapping technique that students learned in Level K. Syllable Frames are used when learning multisyllable words in Level 1; the use of Syllable Frames is continued in Level 2. Activities in Level 2 that support advanced word study include Word of the Day/Word Talk, Dictation, and Echo/Find Words. See the Foundations Level 2 Teacher’s Manual (pp. 28-39, 42-29, 56–59).</p> <p>In Level 2, teachers help students blend sounds into orthographic units: syllables, base words, and morphemes, such as prefixes and suffixes. Level 2 students also work at length with words with more complex patterns, including multisyllabic words and all types of vowel patterns. See Unit 5 for examples of multisyllabic work (p. 172).</p> <p>Level 2 Scope and Sequence covers all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le.</p>

	<p>Students in Level 2 build on their knowledge of suffixes from Level 1. They are introduced to more suffixes and how to apply them to base words. Level 2 also introduces students to prefixes in Unit 5 (p. 193) and Unit 7 (p. 249). They are introduced to the most common closed syllable and open syllable prefixes.</p> <p>Etymological influences will continue to be covered in Foundations Level 3, including common Latin suffixes, prefixes, and roots.</p>
1.37	<p><b>Advanced Word Study (Grades 2 and above):</b> Includes more advanced phonics skills (e.g., second sounds of c/g, digraphs, variant vowels).</p> <p>Advanced word study in Foundations Level 2 includes more advanced phonics skills. These skills include teaching all six syllable types including vowel teams, r-controlled vowels and consonant –le. ,These skills also include digraphs, digraph blends, words that have unexpected vowel sounds (old, ild, ind, ost, olt, ive), and multisyllabic words that include multiple syllable types, . To see all of the advanced word study concepts taught in Level 2 of Foundations, please see the Scope and Sequence in the Foundations Level 2 Teacher’s Manual (pp. 24–26).</p>
1.38	<p>For Multilingual Learners, once they decode the word accurately, supports (e.g., descriptions, pictures, or gestures) are used to teach or confirm the meaning of the decoded word(s).</p> <p>In Foundations, various supports are encouraged for multilingual learners (MLs). Resources on Wilson Academy provide teachers with additional information to help them understand how to best incorporate techniques for multilingual learners’ understanding of word meaning.</p> <p>Below are some examples of how Foundations teachers are instructed to teach or confirm the meaning of decoded words for multilingual learners:</p> <ul style="list-style-type: none"> <li>• Foundations uses a keyword picture for each letter-sound correspondence. Be sure to support the meaning of these keywords for MLs. Also stretch out the keyword sound to tune students into the sound and provide ample opportunities for students to practice phonemes that are not present in the student’s native language. Incorporate known sounds with unfamiliar sounds.</li> <li>• Use activities such as Word of the Day, Word Talk, and Word Play to extend the meaning of words. When building a word and reviewing vocabulary, talk about the word’s meaning, emphasizing morphology at the word level, phrase level, and sentence level. Teach the word in everyday and or academic language. Be prepared with multiple examples of when and how that word is used in English. Provide background knowledge to aid in understanding of the word. Use synonyms and antonyms to deepen students’ understanding of words. Differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another. Use questioning techniques to cover both concepts and vocabulary.</li> <li>• Scoop sentences and have MLs echo the teacher to help students hear how to use intonation (phrasing and</li> </ul>

	<p>expression) and give meaning.</p> <p>For a complete list, please refer to this document which is provided on all of the online Foundations Learning Communities as a resource for teachers of ML students. <a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a></p> <p>Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.</p>
1.39	<p>For Multilingual Learners, attention is paid to positive transfer of letters and sounds from their home language in addition to explicit attention to those not present in their home language.</p> <p>Foundations Level 2 provides attention to positive transfer or absence of letters and sounds from students' home languages.</p> <p>Foundations provides a resource document for teachers of ML students:  <a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a></p> <p>Of note in this document is a resource compiled by the American Speech–Language–Hearing Association (ASHA) which notes the phonemic systems of many languages. A teacher may use this document to attend to positive transfer or absence of letters and sounds from the home languages of MLs in their classroom. Foundations notes that teachers may benefit from the support of an experienced ML teacher/educator to understand the linguistic characteristics of students' native languages, such as phonemes that exist or do not exist in a student's native language.</p> <p>Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.</p>

## **Glossary**

**Blending:** Putting phonemes together to form a word.

**Encoding:** Understanding the spelling of words; a skill that develops reciprocally to decoding when explicitly taught.

**Etymology:** The history of a word or word part that includes its origin.

**High-Frequency Words:** Words that appear most frequently in printed text.

**Interleaving:** Practice that is spaced out over time, consisting of two or more subjects or skills related to an instructional target within the same practice task.

**Morpheme:** The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element)

**Phonics:** Instruction to teach how print/letters represent the sounds of spoken language.

**Phonic Decoding:** The process of sounding out words using letter-sound knowledge and blending those sounds together to pronounce the word. In the research literature, this process is referred to as phonological recoding or simply recoding.

**Segmenting:** Breaking a spoken word into its individual phonemes.

**Syllable Types:** The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.

**Sound-Symbol Correspondences:** The relationship between a grapheme, or printed letter(s), and its corresponding phoneme, or individual speech sound (i.e., <c> can correspond to the phoneme /k/ or /s/).

**Spaced Practice:** Practice that occurs over time.

**Types of Text:**

- *Decodable:* Texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.
- *Leveled:* Texts leveled according to a gradient of difficulty based on multiple supportive features of the whole *text*, which allow for an emphasis on meaning, such as text structure, themes and ideas, or language and literary features.
- *Predictable:* Texts with predictable text structures such as repetitive and predictable sentences, words, and phrases.

**Variant Vowels:** Groups of letters that produce the same vowel sound (e.g., ai, ay, and eigh).

# Fluency

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
1.40	<p>Fluency instruction focuses primarily on student silent reading.</p> <p>Fundations fluency instruction does not utilize student silent reading.</p>	
1.41	<p>Rate is emphasized over accuracy; priority is given to the student's ability to read words quickly.</p> <p>Fundations does not emphasize rate over accuracy. Fundations provides students with ample practice for accurate reading. Teachers also monitor students for automatic reading without scaffolds such as tapping. Students are taught to scoop sentences into phrases to help them with prosody, rate, and intonation, all of which support comprehension. Available directly through Wilson Language Training, teachers can utilize Fundations Readers, the Practice Books, and Fun Hub Practice as students practice accurate reading. See Section 1.47 for a detailed explanation.</p>	
1.42	<p>Word-level fluency practice to automaticity is not provided, or fluency is viewed only as text-reading fluency.</p> <p>Word-level fluency practice to automaticity is provided in Fundations. The Fundations Level 2 Teacher's Manual provides activities that teachers can use to move students from accuracy to automaticity, such as Word Talk, Word of the Day, Drill Sounds/Warm-Up, and the Fundations Fluency Kit 2. See Section 1.48 for a detailed explanation.</p>	
1.43	<p>Fluency is practiced only in narrative text or with repeated readings of patterned text.</p> <p>Fluency is not only practiced in narrative text or with repeated readings of patterned text, but in multiple text types and decodable passages. See Section 1.49 for a detailed explanation.</p>	
1.44	<p>Fluency assessment allows acceptance of incorrectly decoded words if they are close in meaning to the target word (e.g., assessment based upon the cueing systems, M/S/V).</p> <p>Fluency assessment does not allow acceptance of incorrectly decoded words if they are close in meaning to the target word. Word fluency assessments include Nonsense Word Fluency as well as Oral Reading Fluency. See Fundations Level 2 Progress Monitoring Teacher Guide (pp. 5–9). In Unit Tests and Progress Monitoring, points are given for each correct sound, word, Trick Word, and sentence. In addition, the Fluency Kit also does not allow acceptance of</p>	

incorrectly decoded words if they are close in meaning to the target word. See the Foundations Level 2 Fluency Kit.

### Practices Aligned with the Science of Reading

1.45 Letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity.

In Foundations, letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity. Letter-sound correspondences are explicitly taught to automaticity in Level K, including letter formation. Letter-sound correspondences are practiced and reviewed throughout each of the subsequent Foundations Levels.

See the Foundations Level 2 Teacher’s Manual for instruction in letter name, sound, and formation (pp. 66–67). During Unit 1 of Foundations Level 2, students review letter formation, name, keyword, sounds, and the pencil grip that were taught in Level 1.

If Foundations is new to students, teachers are directed to extend the instruction and orientation using the Large Letter Formation Grid and the letter formation guides for upper and lower-case letters available in the Foundations Learning Community (Wilson Academy> Foundations Learning Community – Level 2> Resource Library> Writing/Letter Formation).

1.46 Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.

Foundations instruction includes teacher-led modeling, oral reading by students, and immediate feedback. Each Daily Lesson includes a cumulative review of previously taught skills; a phonological warm up; phoneme grapheme matching; word reading accuracy; fluency building at the word, phrase, sentence, and passage level; and sentence dictation. These all provide students with multiple opportunities to deliberately practice and reinforce all skills. Information is presented in different ways and with varying activities within a lesson. Students demonstrate their understanding and application of concepts through a variety of tasks.

Students’ correct answers are given immediate positive feedback. Students’ errors are corrected “on the spot” with guided questions so that students learn from their mistakes. Teachers provide immediate feedback to students so they will know how they are doing and what they can do differently if they are struggling. Students must explain their thinking when determining unknown words or when attempting to spell a word for their independent writing. If the word is not accurate, teachers are expected to ask if they can correct it with guiding questions, such as, “Do you know where the digraph is?” or “Can you explain what a digraph is?” Teachers are instructed to see if students are beginning to self-monitor their responses and use problem solving thinking to complete a decoding or spelling task. This might include having students look in their Student Notebook for the spelling of a high frequency Trick Word or referring to a poster to check a sound. Questions such as “How can you check to be sure?” or “Show me how you know that?” are used. Also, questions are posed to be sure students understand the importance and relevance of what they are learning, such as, “How will you know that the letter Q always has a U with it?” to

	<p>help with spelling. Teachers are taught to use questioning to guide higher order thinking. Metacognitive questions are built into instruction. Teachers are instructed to use additional ones as appropriate. Teachers also teach students how to use their skills and have them become self-reliant using tapping and scooping as well as reference materials which include posters desk strips and student notebooks to assist them in independent decoding and spelling throughout the day.</p> <p>See the Foundations Level 2 Teacher’s Manual on providing immediate feedback (pp. 9–10) and the notes with each Unit Test in the Teacher’s Manual. (See page 93 of the Foundations Level 2 Teacher’s Manual for an example.) Explaining when a class or individual student may need more time with the material. Also see the Targeted Instructional Resources the in Wilson Academy Foundations Learning Community for Guidelines, Additional Support Activities.</p> <p>Learning Activities in the Teacher’s Manual clearly state routines, how to give feedback through guiding questions, and what specific language to use. See the Gradual Release Model section in the Foundations Level 2 Teacher’s Manual (p. 10). Formative assessment can be informal and is used during the learning process. Its purpose is to inform a teacher of how well the students are learning. “Show Me” is a phrase that will be used with clear instructional objectives which require learners to do both intellectual work and demonstrate their thinking with performance. Teachers will then provide immediate feedback to students, so that they know how they are doing and what they can do differently if they are struggling. Teachers assess student achievement of skills based on knowledge and application. They look at student progress from multiple perspectives. This includes direct observation of daily work and independent application of skills throughout the day. Teachers require students to explain their thinking when determining unknown words or when attempting to spell a word for their independent writing. Even if the word is not accurate, they can correct it with guiding questions or what they know about parts of the world that they have mastered. The teacher will lead them to help them explain what they can tell about the parts of words, and teachers help students begin to self-monitor their responses and use problem solving thinking to complete decoding or spelling. This may include looking at their Student Notebooks for spelling of high frequency Trick Words, the spelling rule for a phonetically regular word, the meaning of recorded words, the sounds of given letters or referring to a poster to check a sound.</p> <p>Additionally, the Foundations Teacher’s Kit 2 contains the Foundations Fluency Kit 2 for students who need additional practice. The Foundations Fluency Kit 2 provide word lists, phrases, sentences and controlled decodable passages for students to read and practice to mastery.</p>
1.47	<p>Reading accuracy and automaticity are emphasized as the hallmarks of fluent reading.</p> <p>Foundations emphasizes accuracy and automaticity as the hallmarks of fluent reading. Each Foundations Daily Lesson includes a cumulative review of previously taught skills, a phonological warm up, phoneme grapheme matching, word reading accuracy, fluency building at the word, phrase, sentence, and passage level, and sentence dictation. In Level K, letter-sound correspondences are explicitly taught to automaticity. The Foundations curriculum continuously spirals back to ensure mastery of concepts and automaticity. In Foundations, students are taught phonics patterns to automaticity so that when they read connected text, words are easily decoded. The phonics patterns included in the connected text available in the Foundations program include previously taught and current concepts.</p>



	<p>Optimal learning in Foundations is facilitated by a gradual release of responsibility model. The Learning Activity sequence on a given day or within a week moves students toward independence following these steps: teacher demonstration, guided instruction/practice, collaborative learning, and independent success. This plan moves students through the week from practicing for accuracy with Word of the Day earlier in the week to practicing for automaticity with Word Talk later in the week.</p> <p>There is a daily Sound Drill that starts off each lesson in Foundations. Teachers plan for students to review known letter-sound combinations to build automaticity. Storytime (p. 60), Word of the Day (pp. 56-57), and Word Talk (pp. 58–59) activities emphasize accuracy and automaticity as the hallmarks of fluent reading. The Level 2 Activity Cue cards provide examples—see the Drill Sounds/Warm Up activity cue card.</p> <p>Progress Monitoring features a teacher’s guide, teacher and student probes, and a class record. The Teacher and Student probes provide word lists, phrases, and sentences for students to practice to automaticity and for teachers to monitor intervention students’ progress throughout the academic year. Specific fluency measures are provided to measure progress after each week of instruction. Charts and class records monitor progress towards the benchmark. Progress Monitoring for Level 2 includes Nonsense Word Fluency and Oral Reading Fluency.</p> <p>Foundations Level 2 also includes a Fluency Kit, available for students that need additional practice in an intervention setting. The Fluency Kit provides word lists, phrases, sentences, and controlled decodable passages for students to read and practice for accuracy and automaticity.</p> <p>The Home Support Pack 2 provides activities for families at home to focus on accuracy, automaticity and fluency, including book recommendations to read together.</p> <p>Available directly through Wilson Language Training, teachers can utilize Foundations Readers and Fun Hub Practice as students practice reading for accuracy and automaticity.</p>
1.48	<p>Word-level fluency practice is provided.</p> <p>Foundations provides word-level fluency practice. In each Foundations Level, students practice to automaticity in word lists, phrases, and controlled decodable texts that provide enough exposures to the learned words that they become sight words. Each Foundations Unit has Unit resources available for teachers, including word lists, phrases, and sentences (Foundations Level 2 Teacher’s Guide, pp. 412–414).</p> <p>Progress Monitoring features a teacher's guide, teacher and student probes, and a class record. The Teacher and Student probes provide word lists, phrases, and sentences for students to practice to automaticity and for teachers to monitor intervention students’ progress throughout the academic year.</p>

	<p>The Foundations Teacher’s Kit 2 includes the Foundations Fluency Kit 2 for students who need additional practice; the Foundations Fluency Kit 2 is perfect for an intervention setting. The Fluency Kit provides word lists, phrases, sentences, and controlled decodable passages for students to read and practice to mastery. Fluency templates are available for download in the online Foundations Level 2 Learning Community so that teachers can create practice that is specifically designed for a student's area of need.</p> <p>The Foundations Practice Books contain supplemental practice activities to reinforce and review concepts outside the 30-minute lesson. This includes opportunities to practice word-level fluency practice.</p> <p>Available directly through Wilson Language Training, teachers can also utilize Fun Hub Practice for word-level fluency practice.</p>
1.49	<p>Connected text fluency practice is provided encouraging students to read with prosody (e.g. decodable texts, poetry, readers’ theater, paired reading)</p> <p>Foundations provides connected text that encourages students to read with prosody. In Level 2, the Storytime activity provided in each Foundations Unit uses words decodable at that Level/Unit in Foundations. The Storytime stories incorporate letter-sounds, syllable types, Trick Words, and more that students have been explicitly taught and previously practiced in class. (See the Foundations Level 2 Teacher’s Manual [ p. 60] and the Teacher’s Activity Cue Cards [pp. 29–30]).</p> <p>Storytime is designed to help develop students’ awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. Storytime involves listening, reading, and writing activities designed to help develop students’ awareness of print visualization, understanding of story structure, verbal memory, and comprehension. Activities for Storytime are described in each Foundations Unit. See page 117 of the Foundations Level 2 Teacher’s Manual for an example of the Storytime activity.</p> <p>The Fluency Kit provides additional fluency practice opportunities. The goal of this fluency instruction is to develop the student’s word automaticity and rate-appropriate independent reading of connected text, with ease and expression for meaning. (See the Fluency Kit Level 1 pp. 1-2)</p> <p>The Geodes<sup>®</sup> Classroom Library is also available for additional fluency practice and opportunities for students to practice reading accuracy and automaticity. The Geodes<sup>®</sup> Classroom Library includes 64 titles that provide authentic, knowledge-building text for students that also provide practice with word-level skills specifically aligned to the Foundations Level 2 scope and sequence.</p> <p>The Foundations Learning Community on Wilson Academy provides more activities and demonstrations for teachers to use to build text reading accuracy, automaticity, fluency, and comprehension. These are found in the Demo Videos, Expert Tips, Resource Library, Targeted Instruction Resources, and FUN HUB (available as a subscription service through WLT).</p>

Available directly through Wilson Language Training, teachers can utilize Foundations Readers for connected text fluency practice to encourage students to read with prosody.

1.50 For Multilingual Learners, additional support is included whenever possible to ensure students understand the meaning of words being read.

Support for all students, including Multilingual Learners (MLs), is included throughout Foundations Level 2 to ensure students understand the meaning of words being read. Please refer to the following document, *How Foundations Supports the Reading Development of Multilingual Learners*, which is provided on all of the online Foundations Learning Communities. <https://docs.wilsonacademy.com?accessCode=FUNMLs>

The Foundations Level 2 Teacher’s Manual addresses how the Foundations curriculum systematically and directly teaches the English language to all students, including those for whom English is not their native language. (See pages 11 and 12.) The Teacher’s Manual reads, “Throughout every Foundations lesson, it is important to weave vocabulary instruction and talk about word meanings. Do this at appropriate times within the learning activities” (p. 12). Reminders to weave vocabulary discussion into lessons are in several other places in the manual— including the Learning Activity Overview for Echo/Find Words (p. 44), every Student Notebook entry, and every Storytime entry.

The Teacher’s Manual reads, “ELs as well as students with language-based learning disabilities may have more difficulty retrieving the words to express concepts during the lesson. They may need to be given a choice of responses (such as ‘Is this a digraph or a blend?’) instead of open-ended type questions (such as ‘What is this called?’)” (p. 12).

There are several program activities that support all students in understanding of word meaning. The daily Letter-Keyword Sound activity introduces students to letter names and sound association with the help of a keyword picture. Teachers can support these keyword meanings for MLs and stretch out the keyword sound to tune students into the sound. Students also will be provided ample opportunities to practice phonemes that are not present within the students’ native language. Activities such as Word of the Day, Word Talk, and the Vocabulary section of the Student Notebook are other opportunities to ensure all students, including MLs, understand the meaning of words being read (Level 2 Activity Cue Cards, pp. 25–29).

Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.

**Glossary**  
Accuracy: Decoding words without any sound/symbol errors.  
Automaticity: Performing a reading task without conscious effort. For example, reading words in connected text with automaticity means that there is no conscious attention paid to decoding words.  
Connected Text: Text that includes multiple sentences that are related to one another.

Prosody: Reading smoothly with expression and intonation that represents the meaning and comprehension of connected text

# Sections 2-4: LANGUAGE COMPREHENSION, READING COMPREHENSION, AND WRITING

## NON-NEGOTIABLES: LANGUAGE COMPREHENSION (LC), READING COMPREHENSION (RC), AND WRITING (W)

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
2-4.1	<p>(LC, RC, W) In early grades, the instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning.</p> <p>The instructional framework for Foundations Level 2 emphasizes direct instruction for a 30-minute block each day.</p> <p>See Section 2-4.6 for a detailed explanation.</p>	
2-4.2	<p>(LC, RC, W) Students are not exposed to rich vocabulary and complex syntax in reading and writing materials.</p> <p>Students using the Foundations Level 2 program are exposed to rich vocabulary and complex syntax throughout reading and writing materials.</p> <p>See Section 2-4.7 for a detailed explanation.</p>	
2-4.3	<p>(RC) Comprehension activities focus mainly on assessing whether students understand content (the product of comprehension) instead of supporting the process of comprehending texts.</p> <p>The Foundations Level 2 program includes comprehension activities that support both content and the process of comprehending texts.</p> <p>See Section 3 for a detailed explanation.</p>	
2-4.4	<p>(RC, W) Writing is not taught or is taught separately from reading at all times.</p>	

	<p>Fundations Level 2 teaches writing and reading (encoding and decoding) simultaneously in a multimodal, structured approach.</p> <p>See Sections 3 and 4 for detailed explanations.</p>	
2-4.5	<p>(LC, RC) Questioning during read-alouds focuses mainly on lower-level questioning skills.</p> <p>Questioning during read-alouds in Fundations Level 2 occurs in the Storytime activity. An example of the Storytime activity can be found on page 117 of the Fundations Level 2 Teacher’s Manual.</p> <p>Questioning during read-alouds also occurs in the Geodes® Classroom Libraries materials. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>Available directly through Wilson Language Training, teachers can utilize Fundations Readers for instruction that includes questioning during read-alouds. The Did You Know Section and Extension Activity use higher-level questioning skills to help students build background and extend their learning.</p> <p>See Sections 2 and 3 for detailed explanations.</p>	
<p><b>Practices Aligned with the Science of Reading</b></p>		
2-4.6	<p>(LC, RC, W) There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of elements of language comprehension, reading comprehension, and writing taught in an explicit system.</p> <p>Fundations Level 2 includes a clear and consistent instructional framework. The comprehensive scope and sequence (Fundations Level 2 Teacher’s Manual, pp. 24–26) covers elements of language comprehension, reading comprehension, and writing in an explicit system. Also, available directly through Wilson Language Training, teachers can utilize Fundations Readers for instruction that includes comprehension.</p> <p>The following are representative examples of each element; please see the Scope and Sequence for a complete list of the instructional goals.</p> <p>Language Comprehension:</p> <ul style="list-style-type: none"> <li>• Morpheme study: Read and spell words with suffixes -s, -es, -ed, -ing, -er, -est, -ful, -less, -ment, -ness, -ish, -en, -able, -ive, -y, -ly, and -ty; prefixes un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de-</li> </ul>	

- 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
- Read and spell the first 200 high frequency words including irregular words
- Identify real life connections between words and their use

Reading Comprehension:

- Retell short narrative stories, recounting key ideas and details
- Retell facts from informational text
- Locate facts and details in narrative and informational writing
- Use sentence level context as a clue to the meaning of a word or phrase
- Make judgments and predictions from given facts

Writing:

- Use correct writing position and pencil grip
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, and aw)
- Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, and ive)
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Apply correct punctuation (e.g., period, question mark, and exclamation point)

2-4.7

(LC, RC, W) Students are exposed to rich vocabulary and complex syntax in reading and writing materials and orally, including but not limited to read alouds, at language levels beyond students' reading levels.

Foundations Level 2 exposes students to rich vocabulary and complex syntax through the Storytime activity provided in each Foundations Unit. The Storytime stories incorporate letter-sounds, syllable types, Trick Words, and more that students have been explicitly taught and previously practiced in class. For a description, see page 16 of the Foundations Level 2 Teacher's Manual; for an example, see page 117.

Students are also exposed to rich vocabulary and complex syntax through the Geodes<sup>®</sup> component. Geodes are accessible, engaging, knowledge-building sets. Each book is 80% decodable, with reoccurring content words throughout the books in each module. (The Geodes Classroom Libraries are available for supplemental purchase.)

	<p>Available directly through Wilson Language Training, teachers can utilize Foundations Readers and Fun Hub Practice for instruction that exposes students to rich vocabulary.</p> <p>Important Note for Consideration: As a supplemental program, Foundations was designed with the expectation that students would also have many opportunities to be exposed to texts with vocabulary and syntax at language levels above their current reading levels through their core ELA curricula.</p>
2-4.8	<p>(LC, RC, W) For Multilingual Learners, instruction in English language development (ELD) and acquisition is included to support reading comprehension and continued reading and writing development.</p> <p>The Foundations Level 2 curriculum provides a means to ensure all students work with and can meet grade-level standards. The curriculum provides systematic guidance and resources required for all students, including Multilingual Learners (MLs). Instruction in English language development and acquisition is included through activities that systematically teach how decoding and encoding function in the English language. Teaching tips embedded within the Foundations curriculum that particularly support the language development of MLs include the following:</p> <ul style="list-style-type: none"><li>• Foundations uses a keyword picture for each letter-sound correspondence. Be sure to support the meaning of these keywords for MLs. Also, stretch out the keyword sound to tune students into the sound and provide ample opportunities for students to practice phonemes that are not present in the student’s native language. Incorporate known sounds with unfamiliar sounds.</li><li>• MLs can benefit from learning letter and sound correlations. Foundations provides explicit instruction of letter-sound correspondence.</li><li>• Encourage the use of the Student Notebook with keywords and have students keep them at their desks during activities that deal with sounds, phoneme segmentation, and blending.</li><li>• When building words with Sound Cards on the board or during dictation activities, use chaining to help students discriminate between vowel sounds. Chains that deal with minimal pairs will help students begin to differentiate vowel sounds. When building nonsense words, explain that they are not actual words but nonsense words follow that patterns and rules of English.</li><li>• Use and encourage the Foundations sound tapping technique; this technique is an essential tool to help ML students identify sounds.</li><li>• Foundations explicitly teaches the sound-spelling patterns based on syllable types, including the numerous spelling options for vowel sounds. The scaffolded approach of these activities is very beneficial to MLs.</li><li>• Use the Student Notebook as a resource for spelling rules. Students can refer to this tool as needed.</li></ul>



- For phonological and phonemic awareness activities (including Echo/Find activities), it is helpful to have a knowledge of words within which they are identifying phonemes. Discuss unfamiliar words in the framework of vocabulary.
- Use activities such as Word of the Day, Word Talk, and Word Play to extend the meaning of words. When building a word and reviewing vocabulary, talk about the word's meaning, emphasizing morphology at the word level, phrase level, and sentence level. Teach the word in everyday and or academic language. Be prepared with multiple examples of when and how that word is used in English. Provide background knowledge to aid in understanding of the word. Use synonyms and antonyms to deepen students' understanding of words. Differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another. Use questioning techniques to cover both concepts and vocabulary.
- Along with words with multiple meanings, emphasize transition words.
- Use the comprehension strategies outlined for Storytime activities to help model replay and retell. Use drawings to help with retell activities. Provide extra practice in repeated reading to support oral language development.
- Scoop sentences and have ML students echo the teacher to help students hear how to use intonation (phrasing and expression) and give meaning.
- Maximize the use of the Fluency Kit for targeted fluency practice with words, phrases, and stories.

Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.

# Section 2: LANGUAGE COMPREHENSION

## A NOTE ON EVALUATING LANGUAGE COMPREHENSION

This section may take longer to complete, so it is recommended to review after you are familiar with a curriculum’s design. Elements of language comprehension may not be apparent from the lesson title, so be sure to read multiple complete lessons across grade levels to review this section.

### Background Knowledge

#### Red Flags: Practices Not Aligned with the Science of Reading

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2.1	<p>Read-aloud opportunities emphasize simple stories or narrative texts. Read-aloud text is not sufficiently complex and/or does not include knowledge-building expository texts (i.e., topics related to science, social studies, current events).</p> <p>Read-aloud opportunities within the Foundations Level 2 curriculum includes complex text and includes both the Storytime activity and the knowledge-building expository text in the Geodes<sup>®</sup> Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training. (The Geodes Classroom Libraries are available for supplemental purchase.) In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers as knowledge-building texts. Building knowledge occurs throughout the Readers but also through the Did You Know Section and Extension Activity. The Did You Know Section provides knowledge-building information aligned to common grade-level social studies and science themes to engage students and extend the student’s experienced beyond the text. The Extension Activity allows teachers to make connections between the text, Did You know Section and the level-specific themes.</p> <p>See 2.4 for a further explanation.</p>	
2.2	<p>Opportunities to bridge existing knowledge to new knowledge is not apparent in instruction.</p> <p>Foundations Level 2 provides consistent opportunities to bridge existing knowledge to new knowledge.</p>	

	<p>Fundations is a program that is cumulative and continually spirals back to ensure automaticity. Each Foundations Level reviews known letter-sound combinations and words and applies previously learned skills in reading and writing practice in subsequent Foundations Units and Levels.</p> <p>See 2.5 for a further explanation.</p>	
2.3	<p>Advanced (Grades 2-5): For students who are automatic with the code, texts for reading are primarily leveled texts that do not feature a variety of diverse, complex, knowledge-building text sets to develop background knowledge in a variety of subject areas.</p> <p>Fundations Level 2 curriculum includes complex text and includes both the Storytime activity and the knowledge-building expository text in the Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training.</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers as knowledge-building texts. Building knowledge occurs throughout the Readers but also through the Did You Know Section and Extension Activity. The Did You Know Section provides knowledge-building information aligned to common grade-level social studies and science themes to engage students and extend the student’s experienced beyond the text. The Extension Activity allows teachers to make connections between the text, Did You know Section and the level-specific themes.</p> <p>It is also important to note that Foundations is designed as a supplemental program. Foundations was designed with the expectation that students would also have many opportunities to read a variety of diverse, complex, knowledge-building text sets through their core ELA curricula.</p> <p>See 2.4 for a further explanation.</p>	

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2.4	<p>Read-aloud opportunities (for students who are still learning the code) and text reading opportunities (for students who are automatic with the code) feature a variety of diverse, complex texts, including narrative and expository texts above grade-level to develop background knowledge and vocabulary in a variety of subject areas.</p> <p>Fundations Level 2 provides opportunities for both read-aloud stories and text reading opportunities through the Storytime activity (Fundations Level 2 Teacher’s Manual, description on p. 60; example on p. 117) and the Geodes® Level 2 Classroom Library, published by Great Minds in collaboration with Wilson Language Training. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>Additionally, available directly through Wilson Language Training, teachers can utilize Foundations Readers as read-aloud and text</p>
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	<p>reading opportunities through a variety of texts. Developing knowledge occurs throughout the Readers but also through the Did You Know Section and Extension Activity. The Did You Know Section provides knowledge-building information aligned to common grade-level social studies and science themes to engage students and extend the student’s experienced beyond the text. The Extension Activity allows teachers to make connections between the text, Did You know Section and the level-specific themes.</p> <p>It is also important to note that Foundations is designed as a supplemental foundational skills program. Foundations was designed with the expectation that students would also have many opportunities to read a variety of diverse, complex, knowledge-building text sets through their core ELA curricula.</p>
2.5	<p>Opportunities are provided to make connections between a new word or concept and other known words or concepts, relating ideas to experiences.</p> <p>Opportunities exist throughout Foundations Level 2 for students to make connections with prior knowledge. The Foundations Level 2 Teacher’s Manual instructs teachers to make use of questioning strategies and explicit instruction to guide students to see patterns and relationships among bits of information within the curriculum (p. 14). Specific activities in the curriculum that prompt students to make connections include the following:</p> <ul style="list-style-type: none"> <li>• Introduce New Concepts (Foundations Level 2 Teacher’s Manual, pp. 74–75)</li> <li>• Word of the Day (Foundations Level 2 Teacher’s Manual, pp. 56–57)</li> <li>• Word Talk (Foundations Level 2 Teacher’s Manual, pp. 58–59)</li> </ul>
2.6	<p>For Multilingual Learners, opportunities are identified for building background knowledge in a students’ home language and/or by using visuals and clarification whenever possible.</p> <p>Activities in Foundations Level 2 which identify opportunities for building background knowledge include Word of the Day (Foundations Level 2 Teacher’s Manual, pp. 56–57), Word Talk (Foundations Level 2 Teacher’s Manual, pp. 58–59), and Storytime (Foundations Level 2 Teacher’s Manual, p. 60).</p> <p>Visuals are included in the Drill Sounds/Warm Up activity that use Large Sound Cards for each keyword (Foundations Level 2 Teacher’s Manual, pp. 40–41) to help students connect the word in English with their understanding in their home language. Visuals are also found on reference materials such as the Classroom Posters and in the Student Notebooks.</p> <p>Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.</p>
<p><b>Glossary</b></p> <p><u>Background Knowledge</u>: A specific subset of knowledge needed to comprehend a particular situation, lesson, or text.</p> <p><u>English Language Development (ELD)</u>: Instruction that is specially designed for Multilingual Learners to develop their listening, speaking, reading, and writing skills in English.</p>	

Expository Text: Text that provides factual information about a topic.

Narrative Text: Text that relates a series of events; this can include both fiction and nonfiction.

# Vocabulary

## Red Flags: Practices Not Aligned with the Science of Reading

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2.7

Vocabulary worksheets and activities are used with little opportunity for deep understanding of vocabulary words.

Foundations Level 2 does not include worksheets as a teaching method. Vocabulary is taught through direct instruction using activities such as Word of the Day and Word Talk. Teachers are instructed to: talk about the word’s meaning; emphasize morphology at the word level, phrase level, and sentence level; teach the word in everyday and or academic language; be prepared with multiple examples of when and how that word is used in English; provide background knowledge to aid in understanding of the word; and use synonyms and antonyms to deepen students’ understanding of words.

See 2.12–2.17 for further explanation.

2.8

Instruction includes memorization of isolated words and definitions out of context.

Vocabulary instruction does not include the memorization of isolated words and definitions out of context; students are taught words within appropriate sentence and text-level examples.

See 2.14 for further explanation.

2.9

Tier 2 words are not taught explicitly and practiced; students are not given opportunities to use them in their speech, see them in print, and use them in writing.

Foundations Level 2 explicitly teaches Tier 2 vocabulary words as part of the scope and sequence of the curriculum. By the end of Level 2, students are prepared to use the first 200 words on the Fry list and 95% of the first 300 words on the American Heritage Word Frequency list, both of which contain Tier 2 vocabulary words.

See 2.14-2.15 for further explanation.

2.10

Students are not exposed to and taught Tier 3 words.

Tier 3 words, academic words used within a particular content area, are included within the activities of

	<p>Fundations Level 2.</p> <p>See 2.14 for further explanation.</p>	
2.11	<p>Explicit instruction in morphology is not present and/or not taught according to a scope and sequence (i.e., simple to complex) consistently throughout K-5 instruction.</p> <p>Explicit instruction in morphology is taught according to a systematic scope and sequence in Fundations Level 2 (Fundations Level 2 Teacher’s Manual, pp. 24–26).</p> <p>See 2.16 for further explanation.</p>	

**Practices Aligned with the Science of Reading**

2.12	<p>Instruction includes robust teacher-student and student-student conversations in order to support a clear understanding of vocabulary words.</p> <p>Vocabulary conversation between teacher and student is present in almost every lesson of Fundations Level 2. Week 1 of Unit 2 is a typical week of instruction that covers a four-part Storytime sequence (Fundations Level 2 Teacher’s Manual, pp. 104–117). Teacher-student conversations about the vocabulary word “toss” can be seen in the Word of the Day activity (p. 104) In Storytime (Part 1), Story Introduction, teachers explain challenging vocabulary, referring back to the wording of the text (p. 105). Word Talk has teachers review the Word of the Day for the week that is ending. Teachers discuss the meaning and structure of each word, ask for students to provide synonyms or antonyms, and ask for students to use the words correctly within sentences (p. 120).</p>	
2.13	<p>Vocabulary words are taught deeply by using concept maps or other devices that help students understand multiple layers of the word. (Anderson &amp; Freebody, 1981)</p> <p>As a supplemental foundational skills program, vocabulary is not taught through concept maps in Fundations Level 2. Vocabulary instruction is embedded and practiced throughout the daily activities and in the student practice book.</p>	
2.14	<p>Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).</p> <p>Fundations includes explicit vocabulary instruction for Tier 2 and 3 words through the Word of the Day and Storytime activities. The Words of the Day are taken from resources such as Beimiller’s list (Beimiller, 2010) or the Academic Wordlist (Coxhead, 1998) so students learn the meaning of words with higher utility. By the end of Level 2, students are prepared to use the first 200</p>	

	<p>words on the Fry list and 95% of the first 300 words on the American Heritage Word Frequency list, both of which contain Tier 2 vocabulary words. Examples of Tier 2 vocabulary in Foundations Level 2 includes “disrupt” (Unit 5, Week 1), “predict” (Unit 7, Week 1), and “speech” (Unit 11, Week 1). Examples of Tier 3 vocabulary in Foundations Level 2 includes “adjective” (Unit 6, Week 2), “verb” (Unit 9, Week 1), and “fable” (Unit 17, Week 1)</p> <p>Instruction in the context of texts occurs in Storytime as well as the Geodes® Level 2 Classroom Library, published by Great Minds in collaboration with Wilson Language Training.</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for vocabulary instruction.</p>
2.15	<p>Tier 2 words are taught explicitly, and students are given opportunities to use them in their speech, see them in print, and use them in writing (when appropriate).</p> <p>Foundations includes explicit vocabulary instruction for Tier 2 words through the Word of the Day and Storytime activities. Students will see these words in the text used during the Storytime activity. Teachers will prompt students to use the Word of the Day in their oral questioning and use them in the optional writing activity of Part 4 of the Storytime activity. (See an example lesson in the Foundations Level 2 Teacher’s Manual on page 117.)</p> <p>Foundations also includes opportunities for students to practice tier 2 vocabulary in the Practice Books. Students see decodable words in print on practice book pages that focus on vocabulary and write them in or match them to where they belong.</p> <p>Students may also see Tier 2 words in print within the Geodes® Level 2 Classroom Library, published by Great Minds in collaboration with Wilson Language Training. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Fun Hub Practice for opportunities to use new vocabulary.</p>
2.16	<p>Explicit instruction in morphology is provided with numerous opportunities for students to read and write words with these morphemes</p> <p>Students learn about morphology throughout the year-long curriculum as they study prefixes suffixes, base words, and their meanings; how to form plurals; understand present and past tense; and learn to categorize vowel and consonant suffixes.</p> <p>The scope and sequence of Foundations Level 2 provides a list of all explicitly taught morphemes (Foundations Level 2 Teacher’s Manual, pp. 24–46). For example, students in Level 2 will be able to read and spell words with suffixes -s, -es, -ed, -ing, -er, -est, -ful, -less, -ment, -ness, -ish, -en, -able, -ive, -y, -ly, -ty; prefixes un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-, and determine the meaning of a new word when a prefix is added to a known word.</p>



Students practice reading and writing words with these morphemes in activities each day. See the following examples in the Foundations Level 2 Teacher’s Manual:

- Unit 4, Week 1, Day 1 (pp. 146–161): -s, -es, -ed, and -ing
- Unit 5, Week 2, Day 1 (pp. 188–189) students learn new suffixes -ful, -ment,-ness, -less, -able, -en, and -ish; they also learn prefixes mis-, un-, non-, dis-, and trans-
- Unit 6, Week 2, Day 2 (p. 219): students learn the suffix -ive

Unit 7, Week 3, Day 1 (p. 255) students learn new suffixes –y, -ty, -ly; they also learn new prefixes pre-, re--, de-, and pro-

2.17 For Multilingual Learners, instruction in ELD is included to support continued vocabulary development. The Foundations Level 2 curriculum provides means to ensure all students work with and can meet grade-level standards. The curriculum provides systematic guidance and resources required for all students, including Multilingual Learners (MLs). Teachers are instructed to do the following to help support MLs:

- Use activities such as Word of the Day and Word Talkto extend the meaning of words.
- When building a word and reviewing vocabulary, talk about the word’s meaning emphasizing morphology at the word level, phrase level, and sentence level.
- Teach the word in everyday and or academic language. Be prepared with multiple examples of when and how that word is used in English.
- Provide background knowledge to aid in understanding of the word. Use synonyms and antonyms to deepen students’ understanding of words.
- Differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another.
- Use questioning techniques to cover both concepts and vocabulary.
- Along with words with multiple meanings, emphasize transition words.

Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.

**Glossary**  
**English Language Development (ELD):** Instruction that is specially designed for Multilingual Learners to help develop their listening, speaking, reading, and writing skills in English.  
**Morphology:** The system of meaningful parts, or morphemes, that make up words.  
**Tiered Vocabulary Words:** A means of classifying words due to their level of difficulty and frequency of use. It is important to note that these tiers

are *not* related to tiers of instruction in a Multi-Tiered System of Supports.

Tier 1 Vocabulary Words: Words students already know the meaning of (e.g., house, car, dog, school).

Tier 2 Vocabulary Words: Words that are not likely to be familiar to young children but reflect a concept they can identify with and can use in conversation (e.g., shiver, excitement, remarkable). Tier 2 words can appear in multiple domains and content areas.

Tier 3 Vocabulary Words: Words that are low frequency and domain or content-area specific (e.g., words from math, science, history, music, art).

# Knowledge of Language Structures

## Red Flags: Practices Not Aligned with the Science of Reading

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2.18

Conventions of print, grammar, and syntax are taught implicitly or opportunistically with no evidence of consistent, explicit, simple to complex instruction across all grade levels.

Foundations Level 2 teaches conventions of print, grammar, and syntax throughout the curriculum, more specifically through the Dictation and Storytime activities.

See Section 2.21 for a detailed explanation.

2.19

Instruction does not include teacher modeling nor sufficient opportunities for discussion.

Foundations Level 2 includes teacher modeling each day as well as opportunities for discussion.

See Section 2.23 for a detailed explanation.

2.20

Students are asked to memorize parts of speech as a list without learning in context and through application.

Foundations Level 2 never asks students to memorize anything as a list. Parts of speech are taught in context and through application. When students are instructed in parts of speech, it is within the context of learning morphemes, such as –es. Teachers tell students “...[a word] can be a plural noun or action verb. Use it in a sentence each way.” (Foundations Level 2 Teacher’s Manual, p. 147).

## Practices Aligned with the Science of Reading

2.21

There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing.

Foundations is a foundational skills program focused on decoding, encoding, and handwriting. Toward this end, there is a clear scope and sequence (Foundations Level 2 Teacher’s Manual, pp. 24–26) for teaching conventions of print. The following examples are representative of each topic.

Conventions of print:

Apply correct punctuation (period, question mark, exclamation point)

	<p>Apply capitalization rules for beginning of sentences and people’s names Proofread sentences by checking for a capital letter at the beginning and a punctuation mark at the end of a sentence during Dictation.</p> <p>Grammar and Syntax:</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>• Use words and phrases acquired through conversations, reading, and listening to and responding to texts, including using adjectives and adverbs to describe something</li> <li>• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to dictated sentences during Dictduring Dictatotion and as part of discussions during Storytime, and Word of the Day.</li> <li>• Construct complete sentences using vocabulary words.</li> </ul> <p>Fundations was designed with the expectation that students would also have many opportunities for instruction on language structures through their core ELA curriculum.</p>
2.22	<p>Instruction attends to sentence-level comprehension including simple, compound, and complex sentences, as well as cohesive devices within and among sentences.</p> <p>The Dictation/ Sentences activity instructs students in various types of sentences (Fundations Level 2 Teacher’s Manual, pp. 38–39). For examples, see Unit Resources throughout the Teacher’s Manual (p. 488 for Unit 16). The Storytime activity instructs students in sentence-level and connected text comprehension (Fundations Level 2 Teacher’s Manual, p. 60). The activities include both narrative and informational text with simple, compound, and complex sentences. Students focus on text features including cohesive devices within and among sentences, such as main ideas and details.</p>
2.23	<p>Instruction includes sufficient time for discussion, including teacher modeling full ideas and complete sentences.</p> <p>The Fundations teacher directly teaches all skills through modeling, using full ideas, and complete sentences. Please see the Fundations Level 2 Learning Community for videos of teachers using Fundations to model full ideas and complete sentences in their instruction. To access the Fundations Level 2 Learning Community, follow this path: Wilson Academy&gt; Fundations Learning Community – Level 2&gt; Demo Videos.</p>
2.24	<p>Highlighting the difference in complexity between conversational speaking and sentences found in expository Texts.</p> <p>In the Storytime activity for Unit 9, Week 2 (Fundations Level 2 Teacher’s Manual, p. 300) students read a story titled <i>The Red Planet</i>. The teacher is instructed to ask, “Is this a narrative, or is this a factual, expository passage?” (Stories for Fundations Level 2 are accessed through the Resource Library on the Fundations Level 2 Learning Community.)</p>

2.25

For speakers of English language variations, an asset-based approach is used to engage in a contrastive analysis between home and school language including sentence structures, suffixes, and subject-verb agreement.

Foundations is intended as a supplemental foundational skills program in academic English and does not instruct students in contrastive analyses of variations of English.

**Glossary**

Cohesive Devices: Words used to connect ideas within a sentence or text (e.g., pronouns, synonyms, connectives including coordinate and subordinate conjunctions).

Contrastive Analysis: A systematic study of two languages (or language variations) with the intent of identifying their structural similarities and differences.

Syntax: The arrangement of words to form sentences in a given language.

# Verbal Reasoning

## Red Flags: Practices Not Aligned with the Science of Reading

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2.26

Inferencing strategies are not taught explicitly and may be based only on picture clues and not text (i.e., picture walking).

Inferencing strategies are taught explicitly in Foundations Level 2. See Section 2.28 for a detailed explanation.

2.27

Students do not practice inference as a discrete skill.

Inferencing strategies are taught explicitly in Foundations Level 2. See Section 2.28 for a detailed explanation.

## Practices Aligned with the Science of Reading

2.28

Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate and accurate background knowledge.

Although Foundations Level 2 is not a comprehension program, it does provide instruction in learning to think about text, including the use of inferencing. In the Storytime activity, teachers use a procedure called Comprehension S.O.S, which stands for Stop-Orient-Support/Scaffold. Foundations teachers lead students through an interactive discussion, including gestures, mental imagery, and drawing, which concludes with retelling. In early Levels, students will retell simple sequences of events. By Level 2, students should be paraphrasing, linking content together, and drawing conclusions about the texts they read. Instruction in metacognition is evident in questioning strategies and teacher feedback in Storytime activity. An example of a teacher asking students to use inferencing in a Storytime activity is found in Unit 4, Week 2 (p. 163). The teacher asks “Do you think Beth will be a good pet owner? Why?”

In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for instruction in inferencing. Literal and/or inferential questions are included with each story to support students in reading for meaning; looking for text evidence and connecting to prior knowledge.

2.29

Students are instructed how to interpret inferential language (i.e., ideas beyond the immediate context of what they read) from a text and in conversation.

	<p>Instruction in interpreting inferential language occurs through the Storytime activity (Foundations Level 2 Teacher’s Manual, p. 60).</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for instruction in inferencing. Literal and/or inferential questions are included with each story to support students in reading for meaning; looking for text evidence and connecting to prior knowledge.</p> <p>It is important to note that Foundations is not a complete ELA curriculum.</p>
2.30	<p>Students are instructed how narrative language is used to describe a series of events, both fictional and non-fictional.</p> <p>The Storytime activity asks students to retell a sequence of events in each Unit. The activity is described in detail in the Foundations Level 2 Teacher’s Manual (p. 60).</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for instruction in retelling a sequence of events for each story through Wilson’s Comprehension S.O.S process. Literal and/or inferential questions are included with each story to support students in reading for meaning; looking for text evidence and connecting to prior knowledge.</p>
2.32	<p>Instruction includes queries to develop a student’s ability to be metacognitive (i.e., to think about their thinking while they read).</p> <p>Foundations engages students in metacognitive thinking as it is essential that they understand the underpinnings of word structure and can apply and generalize these concepts. All Units have metacognitive questioning built into instruction, such as in Week 2 of Unit 5. In Week 2, the teacher is instructed to ask “Find words with two syllables. How do you know where to divide these words?” (p. 196).</p>
<p><b>Glossary:</b>  Inference: Using what you know and parts of text to comprehend what is not directly said in a text.  Metacognition: Developing an interactive approach with text to recognize when a text does not make sense and have options to know what to do about it.</p>	

# Literacy Knowledge

## Red Flags: Practices Not Aligned with the Science of Reading

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2.33 Genre types and features are not explicitly taught.  
Foundations level 2 explicitly differentiates between fiction and nonfiction stories.

2.34 Genre-specific text structures and corresponding signal words are not explicitly taught and practiced.  
As a supplemental foundational skills program, Foundations was designed with the expectation that students would have many opportunities to practice reading text of different genres as part of their core ELA curricula.

## Practices Aligned with the Science of Reading

2.35 Genre types and features are explicitly taught and used to support comprehension and/or build content knowledge.

The Storytime activity in Foundations Level 2 explicitly teaches genre types and features. The teacher is instructed to explain that the purpose of informational text is to provide facts or information about a topic. Later, after reading the passage three times, students are asked “Which paragraph would these sentences fit in?”, prompting a discussion about the purpose of each paragraph (Foundations Level 2 Teacher’s Manual, pp. 172 and 191).

However, because Foundations is a 30-minute supplemental program primarily focused on the foundational skills of decoding, encoding, and handwriting, it does not address this standard in its entirety because it is expected that the core ELA program would include more extensive opportunities for students to encounter and work with grade-level text.

2.36 Explicit instruction of text types (e.g., cause and effect, problem/solution, sequence, time order, compare and contrast).

Foundations is a 30-minute supplemental program primarily focused on the foundational skills of decoding, encoding, and handwriting; it does not address this standard in its entirety because it is expected that the core ELA program would include more extensive opportunities for students to encounter and work with grade-level text.



2.37	<p>Explicit instruction in signal words (aka connectives). For example, signal words for cause and effect texts include <i>for, because, and as a result</i> whereas signal words for problem and solution texts include <i>however, in contrast, and on the other hand</i>.</p> <p>Foundations is a 30-minute supplemental program primarily focused on the foundational skills of decoding, encoding, and handwriting; it does not address this standard in its entirety because it is expected that the core ELA program would include more extensive opportunities for students to encounter and work with grade-level text.</p>
2.38	<p>Graphic organizers are provided to support student understanding of text and genre types.</p> <p>Foundations is a 30-minute supplemental program primarily focused on the foundational skills of decoding, encoding, and handwriting; it does not address this standard in its entirety because it is expected that the core ELA program would include more extensive opportunities for students to encounter and work with grade-level text.</p>
<p><b>Glossary</b></p> <p><u>Genre</u>: A type of text or literature that has a particular form and style (e.g., poetry, fiction, nonfiction)</p> <p><u>Signal Words</u>: Words that signal readers as to the text type. For example, signal words for cause and effect texts include <i>for, because, and as a result</i> whereas signal words for problem and solution texts include <i>however, in contrast, and on the other hand</i>.</p>	

# Section 3: READING COMPREHENSION

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
3.1	<p>Students are asked to independently read texts they are unable to decode with accuracy in order to practice reading comprehension strategies (e.g., making inferences, predicting, summarizing, visualizing).</p> <p>Students are not asked to independently read texts that they are unable to decode. Any independent reading is done with the Level 2 Storytime activity (stories for this activity are accessed through the online Foundations Level 2 Learning Community), the Geodes® Classroom Libraries for Level 2 (available for supplemental purchase), and the Foundations Fluency Kit 2 (included with purchase of the Foundations Teacher's Kit 2).</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers by engaging with the texts through echo reading, choral reading, teacher-directed oral reading, paired reading, and student independent reading to practice comprehension strategies.</p>	
3.2	<p>Students are asked to independently apply reading comprehension strategies primarily in short, disconnected readings at the expense of engaging in knowledge-building text sets.</p> <p>Foundations Level 2 uses the Geodes® Classroom Libraries. Geodes are readable texts, at least 80% decodable as aligned to the scope and sequence of the Foundations curriculum. These accessible, knowledge-building books for emerging and developing readers allow students to practice applying taught skills. The Geodes Classroom Libraries are available for supplemental purchase. In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for students as they practice and apply reading comprehension strategies with the teacher as needed.</p>	
3.3	<p>Emphasis on independent reading and book choice without engaging with complex texts.</p> <p>Foundations Level 2 does not have an independent reading or book choice component. It is a supplemental foundational skills program. In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers as engaging texts.</p>	
3.4	<p>Materials for comprehension instruction are predominantly predictable and/or leveled texts.</p> <p>Comprehension instruction takes place with the Level 2 Storytime activity (stories for this activity are accessed through the online Foundations Level 2 Learning Community), the Geodes® Classroom Libraries for Level 2 (available for supplemental purchase), and the Foundations Fluency Kit 2 (included with purchase of the Foundations Teacher's Kit 2). These materials do not include predictable patterned texts nor leveled texts. They are aligned to the scope and</p>	

	<p>sequence of Foundations Level 2.</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers for comprehension instruction through decodable text (not predictable or leveled text). The Foundations Readers are decodable texts that are engaging and reinforce the phonics skills taught in Foundations lessons.</p>	
3.5	<p>Students are not taught methods to monitor their comprehension while reading.</p> <p>The Storytime activities in each Unit explicitly teach comprehension monitoring strategies. See Section 3.7 for a detailed explanation. In addition, available directly through Wilson Language Training, teachers can utilize Foundations Readers to teach comprehension monitoring strategies.</p>	
<p><b>Practices Aligned with the Science of Reading</b></p>		
3.6	<p>The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently.</p> <p>The Storytime activity, used throughout all Foundations Levels, employs read-alouds that expose children to the building blocks for reading comprehension. By Level 2, students are reading independently.</p>	
3.7	<p>Comprehension strategies (e.g., making inferences, summarizing) are taught via gradual release of responsibility (i.e., I do, we do, you do) using appropriate instructional text that students can accurately decode.</p> <p>Teaching comprehension strategies and all instruction in Foundations Level 2 is facilitated by the gradual release of responsibility model. This philosophy is described in the Foundations Level 2 Teacher’s Manual (p. 10). Instructional texts throughout the program are based on the scope and sequence of skills taught for decodability.</p>	
3.8	<p>Students are taught and practice comprehension-monitoring strategies.</p> <p>The Storytime activities in each Unit explicitly teach comprehension monitoring strategies. For example, teachers ask questions after reading a decodable text (Foundations Level 2 Teacher’s Manual; Unit 2, Week 2, Day 2; p. 115). These types of questions, which make comprehension-monitoring strategies visible and routine to students, recur throughout the curriculum. The following are the questions from Unit 2, Week 2, Day 2:</p> <ul style="list-style-type: none"> <li>• <i>How many paragraphs are there in this story?</i></li> <li>• <i>Which paragraph tells the reader about the things Skip did to get better?</i></li> <li>• <i>Why didn’t Skip want to miss school?</i></li> <li>• <i>Why did Skip say he was not having much luck in the last paragraph?</i></li> <li>• <i>Why did Skip fall off the swing? Read aloud the sentence that tells us.</i></li> <li>• <i>Find a sentence in the first paragraph that tells how Skip’s mom knew he was sick.</i></li> </ul>	

3.9

Advanced (Grades 2-5) For students automatic with the code, materials for reading comprehension instruction include sufficiently complex literary and knowledge-building informational texts.

Fundations Level 2 reading comprehension instruction uses the Storytime activity (stories for this activity are accessed through the online Fundations Level 2 Learning Community) and the Geodes<sup>®</sup> Classroom Libraries (available for supplemental purchase). The Geodes are readable texts, at least 80% decodable as aligned to the scope and sequence of the Fundations curriculum. These accessible, knowledge-building books for emerging and developing readers allow students to practice applying taught skills.

### **Glossary**

#### Types of Text:

- *Decodable*: Texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.
- *Leveled*: Texts leveled according to a gradient of difficulty based on multiple supportive features of the whole *text*, which allow for an emphasis on meaning, such as text structure, themes and ideas, or language and literary features.
- *Predictable*: Texts with predictable text structures such as repetitive and predictable sentences, words, and phrases.

# Section 4: WRITING

## A NOTE ON EVALUATING WRITING

These elements may or may not be included in a comprehensive Tier I curriculum. For this section, review all available instructional materials both within and outside of the core curriculum.

### Handwriting

#### Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

4.1 No direct instruction in handwriting.  
There is direct handwriting instruction throughout the Foundations Level 2 program. See Section 4.4 for a detailed explanation.

4.2 Handwriting instruction predominantly features unlined paper or picture paper.  
The Level 2 program features handwriting instruction using letter formation grids. See Section 4.5 for a detailed explanation.

4.3 Handwriting instruction is an isolated add-on.  
Handwriting instruction is included throughout the Foundations Level 2 program. See Section 4.6 for a detailed explanation.

#### Practices Aligned with the Science of Reading

4.4 There is explicit instruction related to handwriting (e.g., letter formation, posture, grip), and there are opportunities for cumulative practice.  
  
By Level 2, students are expected to have learned letter formation, posture, and grip in handwriting from the previous two Foundations Levels. Teachers are instructed to hold Level 2 students accountable for what they have previously learned about proper letter formation during dictation activities and through their daily lessons. (Foundations Level 2 Teacher’s Manual, p. 8). In addition, the Echo/Letter Formation and Sky Write/Letter Formation activities, which students used throughout Levels K and 1, are available as supplemental activities to be practiced and implemented as needed.

	<p>Letters are practiced with sky writing. Gross motor memory helps students learn the letter formation. In Level 2, students master letter formation with verbal cues, repetition, the Sky Write/Letter Formation activity (Foundations Level 2 Teacher’s Manual, p. 52), tracing, and writing practice. Sky writing also helps students make multimodal associations between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Consistent verbalizations direct students’ letter formation during Echo/Letter Formation (Foundations Level 2 Teacher’s Manual; description, p. 50; orientation, p. 67). During Dictation/Trick Words (description p. 36), students sky write, write on Gel Word Boards, and/or in their Student Notebook. Examples of the Dictation/Trick Words activity can be found on the following pages of the Foundations Level 2 Teacher’s Manual: Unit 1: p. 88; Unit 2: pp. 110, 113, and 116; and Unit 3: p. 135. Students practice handwriting when they write to spell during Dictation/Sounds, Dictation/Words, and Dictation/Sentences on their Dry Erase Writing Tablets or in their Composition Books (Foundations Level 2 Teacher’s Manual, pp. 28–39). See pages 183 and 185 in Unit 5 of the Foundations Level 2 Teacher’s Manual for examples.</p> <p>The online Resource Library in the Foundations Level 2 Learning Community contains activities for handwriting and intervention support. For example, the <i>Roll and Write Trick Words</i> activity is part of Additional Print-Based Practice in Unit 2, Week 1. Each space that students are expected to write uses the Wilson lined paper to reinforce handwriting instruction through the Trick Word practice. In addition, the Foundations Level 2 Learning Community also includes the <i>1-2-3 Right/Let’s Write</i> poster, <i>Pencil Grip (Right and Left Hand)</i> graphic, <i>Lower-Case Letter Formation Guides</i>, <i>Upper-Case Letter Formation Guides</i> (Verbalization guidelines for manuscript letter formation during the dictation activities), <i>Manuscript Upper-Case Letter Formation Grids</i>, and <i>Manuscript Lower-Case Letter Formation Grids</i> (Wilson Academy&gt; Foundations Learning Community – Level 2 &gt; Resource Library Writing/Letter Formation).</p> <p>The Cursive Kit, included with Foundations Level 3, is also available as an optional add-on for Level 2 classrooms. This kit includes an instructor guide, laminated worksheets, letter formation grids and posters, forward slant workbooks for right-handed learners, and backward slant workbooks for left-handed learners.</p>
4.5	<p>Handwriting instruction features lined paper to guide letter formation.</p> <p>In the Foundations Level 2 program, students use the Wilson lined paper that has named lines to ensure proper letter formation. Provided materials for grid practice include the <i>Foundations Writing and Drawing Pad</i>, the <i>Foundations Large Dictation Grid</i>, the <i>Manuscript Upper-Case Letter Formation Grids</i>, and the <i>Manuscript Lower-Case Letter Formation Grids</i> (Wilson Academy&gt; Foundations Learning Community – Level 2 &gt; Resource Library Writing/Letter Formation).</p>
4.6	<p>Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.</p> <p>As Foundations is a 30-minute supplemental program primarily focused on the foundational skills of decoding, encoding, and</p>

<p>handwriting; it does not address this standard in its entirety because it is expected that the core ELA program would include more extensive opportunities for writing. By Level 2, students have already learned all the letters and are practicing writing with automaticity and fluidity. Handwriting is integrated into dictation activities throughout the Foundations Level 2 curriculum.</p>
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# Spelling

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
4.7	<p>No evidence of explicit spelling instruction; no spelling scope and sequence for spelling, or the spelling scope and sequence is not aligned with the phonics / decoding scope and sequence.</p> <p>Fundations Level 2 has an aligned scope and sequence of decoding and encoding (spelling). See Section 4.12 for a detailed explanation</p>	
4.8	<p>No evidence of phoneme segmentation and/or phoneme-grapheme mapping to support spelling instruction.</p> <p>Fundations Level 2 explicitly teaches students how to segment phonemes and map them to graphemes to support spelling instruction. See Section 4.13 for a detailed explanation.</p>	
4.9	<p>Patterns in decoding are not featured in encoding/spelling; spelling lists are based on content or frequency of word use and not connected to decoding/phonics lessons.</p> <p>Fundations Level 2 consistently uses patterns of decoding to inform spelling instruction. See Sections 4.13 and 4.14 for detailed explanations.</p>	
4.10	<p>Students practice spelling by memorization only (e.g., rainbow writing, repeated writing, pyramid writing).</p> <p>Fundations Level 2 instructs students to practice spelling in correspondence with the decoding patterns that they are learning or by associating known phonemes with parts of Trick Words. There are no memorization activities in Fundations Level 2. See Section 4.15 for a detailed explanation.</p>	
4.11	<p>Spelling patterns for each phoneme are taught all at once (e.g., all spellings of long /ā/) instead of a systematic progression to develop automaticity with individual grapheme/phonemes.</p> <p>The scope and sequence for Fundations Level 2 provides a clear, systematic progression of spelling patterns taught throughout the school year. See Section 4.14 for a detailed explanation.</p>	



## Practices Aligned with the Science of Reading

4.12	<p>There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence.</p> <p>The Foundations Level 2 Teacher’s Manual includes a detailed scope and sequence of phonics skills that shows that students learn to spell (encode) and read (decode) simultaneously (pp. 24–26). For example, students in Foundations Level 2 will study the bonus letter spelling rule (e.g., “ff” or “ss”), glued sounds (e.g., “ing” or “ank”), vowel teams (e.g., “ay” or “oi”), how to spell words with suffixes, and spelling options for long vowel sounds throughout their year.</p>
4.13	<p>Patterns taught for decoding are also practiced in encoding/spelling lessons.</p> <p>Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach which explicitly teaches total word structure. Encoding (spelling) skills are taught and reinforced with manipulatives in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading.</p> <p>Learning Activities that reinforce decoding patterns in encoding lessons include:</p> <ul style="list-style-type: none"> <li>• Dictation/Words (Single Syllable Words): pp. 30–31</li> <li>• Dictation/Words (Multisyllabic Words): pp. 32–33</li> <li>• Dictation/Words (Spelling Option Procedures): pp. 34–45</li> <li>• Dictation/Trick Words: pp. 36–37</li> <li>• Dictation/Sentences: pp. 38–39</li> <li>• Trick Words: pp. 54–55</li> </ul>
4.14	<p>Spelling patterns are taught one at a time and not all at once or in a non-systematic manner.</p> <p>The Foundations Level 2 Teacher’s Manual includes a detailed scope and sequence of phonics skills that shows that students learn to spell (encode) and read (decode) simultaneously (pp. 24–26). For example, students in Foundations Level 2 will study the bonus letter spelling rule (e.g., “ff” or “ss”), glued sounds (e.g., “ing” or “ank”), vowel teams (e.g., “ay” or “oi”), how to spell words with suffixes, and spelling options for long vowel sounds throughout their year.</p>
4.15	<p>Extensive and recursive practice opportunities, not based on memorization, are provided to spell words both in isolation and in context.</p> <p>Foundations Level 2 provides opportunities for students to practice spelling words both in isolation and in context throughout the year. Activities that focus on words in isolation include:</p> <ul style="list-style-type: none"> <li>• Dictation/Words (Single Syllable Words): pp. 30–31</li> <li>• Dictation/Words (Multisyllabic Words): pp. 32–33</li> </ul>

- Dictation/Words (Spelling Option Procedures): pp. 34–45
- Dictation/Trick Words: pp. 36–37
- Trick Words: pp. 54–55

An activity that focus on words in context is:

- Dictation/Sentences: pp. 38–39
- 

Additionally, the Foundations Practice Book is a supplemental resource that allows students to practice spelling words both in isolation and in context throughout many of the practice book pages.

In addition, available directly through Wilson Language Training, teachers can utilize Fun Hub Practice for more opportunities for students to practice spelling words.

4.16

(Grades 2-5 Advanced Word Study): Spelling instruction continues in grades 2 and above and includes explicit instruction in vowel teams, variant vowels, and how morphology influences spelling.

Foundations Level 2 addresses advanced word study throughout the scope and sequence (Foundations Level 2 Teacher’s Manual, pp. 24–46). Students are explicitly instructed in vowel teams beginning in Unit 10, variant vowels (known in Foundations as spelling options) beginning in Unit 9, and how morphology influences spelling in Unit 4 (spelling procedure for words with suffixes).

**Glossary**

Encoding: Using knowledge of individual phonemes in spoken words to build and spell printed words; a skill that develops reciprocally to decoding when explicitly taught.

Morphology: The system of meaningful parts, or morphemes, that make up words.

Variant Vowels: Groups of letters that produce the same vowel sound (e.g., ai, ay, and eigh).

# Composition

<b>Red Flags: Practices Not Aligned with the Science of Reading</b>		<b>Red Flag</b> ✓
4.17	<p>Writing prompts are provided with little time for modeling, planning, and brainstorming ideas.</p> <p>Foundations Level 2 is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	
4.18	<p>Writing is primarily unstructured with few models or graphic organizers.</p> <p>Foundations Level 2 is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	
4.19	<p>Conventions, grammar, and sentence structure is not explicitly taught and practiced systematically (i.e., from simple to complex) with opportunities for practice to automaticity, instead it is taught implicitly or opportunistically.</p> <p>Foundations Level 2 is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	
4.20	<p>Writing instruction is primarily narrative or unstructured choice.</p> <p>Foundations Level 2 is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	
4.21	<p>Students are not taught the writing process (i.e., planning, revising, editing).</p> <p>Foundations Level 2 is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	
4.22	<p>Writing is taught as a standalone and is not used to further reading comprehension.</p> <p>Foundations Level 2 is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>	
<b>Practices Aligned with the Science of Reading</b>		
4.23	<p>Writing is taught explicitly through a gradual release of responsibility (i.e., I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas orally before drafting.</p>	

	<p>Fundations Level 2 is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>
4.24	<p>Writing is structured; models and graphic organizers are provided frequently to support composition and promote executive functioning.</p> <p>Fundations Level 2 is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>
4.25	<p>The writing process (i.e., planning, revising, editing) is explicitly taught and practiced.</p> <p>Fundations Level 2 is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>
4.26	<p>Conventions of print, grammar, and syntax (i.e., sentence structure) are taught explicitly in the context of writing including sentence reduction and sentence combining.</p> <p>Fundations Level 2 is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>
4.27	<p>Writing instruction includes a variety of text types (e.g., narrative, informational, persuasive).</p> <p>Fundations Level 2 is a supplemental foundational skills program. Writing instruction focuses tightly on letter formation, learning to encode, and sentence-writing skills.</p>

**Glossary**

Syntax: The arrangement of words to form sentences in a given language.

# Section 5: ASSESSMENT

**\*\*Note: Many assessment systems are not featured as a part of curriculum packages. In this section, review any assessments that are included with curricular materials along with your school or Local Education Agency’s (LEA) entire suite of assessments.\*\***

## NON-NEGOTIABLES: ASSESSMENT

### Red Flags: Practices Not Aligned with the Science of Reading

**Red Flag**  
✓

5.1

Assessments measure comprehension only without additional assessment measures to determine what is leading to comprehension weaknesses (e.g., phonics, phoneme awareness, nonsense word fluency, decoding, encoding, fluency, vocabulary, listening comprehension).

Foundations assessments do not only measure comprehension. Additional assessment measures are included to determine what is leading to comprehension weakness.

See Section 5.3 for detailed explanation.

5.2

Assessments include miscue analysis in which misread words that have the same meaning are marked as correct.

Foundations assessments do not include miscue analysis in which misread words that have the same meaning are marked correct. Students are only given credit for correct sounds or words. See the Foundations Progress Monitoring Teacher’s Guide (pp. 18–22).

## Practices Aligned with the Science of Reading

5.3

A school or LEA's suite of assessments provide multiple data points to understand students' word recognition and language comprehension abilities.

Foundations provides multiple data points to understand students' word recognition and language comprehension abilities. Data about students' word recognition and language comprehension abilities is generated from the Dictation Day 5 (Check-Up) activity and Unit Tests, and, for those students receiving additional support, Progress Monitoring. Teachers are guided in ways to determine if any student needs small group intervention instruction. For an example, see page 1 of the Foundations Level 2 Teacher's Manual. Teachers are also instructed to extend the time spent in each Unit if 80% of the class does not demonstrate mastery on the Unit Test (Foundations Level 2 Teacher's Manual, p. 93).

In Level 2, formative assessment is completed via the Dictation (Day 5 Check-Up) activity and Unit Tests. Level 2 Dictation (Day 5 Check-Up) activity and Unit Tests measure students' ability to identify sounds, spell words, mark words, spell Trick Words, and read Trick Words. See [Wilson Academy > Foundations Learning Community – Level 2 > Resource Library > Assessments and Unit Tests](#). Each student is assessed individually in all four Levels. Students receiving Tier 2 intervention are also assessed using the Progress Monitoring Tool. The Foundations Level 2 Progress Monitoring tool measures what students know compared to the skills taught in the level specific curriculum. The Foundations Level 2 Progress Monitoring assessment includes Nonsense Word Fluency and Oral Reading Fluency.

Student data can be tracked on the Unit Test Recording Form or Electronic Unit Test Tracker, both available through the online Foundations Learning Community. There is also a Progress Monitoring Teacher's Guide that provides an overview of Progress Monitoring. Both Student Records and Class Record are available online and in the Foundations Teacher's Kit. The Foundations Fluency Kit 2 also includes a recording chart to track student progress in identifying sounds, reading real words, reading nonsense words, and reading Trick Words. Read more about the Foundations Fluency Kit 2 on page 6 of the Foundations Level 2 Teacher's Manual.

As you collect data for all learners, consider the assessments available within Foundations and the frequency with which to assess students. See the Frequency of Assessments in Foundations Expert Tip on [Wilson Academy](#). [Wilson Academy Learning Community > Expert Tips > Frequency of Foundations Assessments](#).

<p>5.4</p>	<p>Assessment data is used to differentiate instruction across a Multi-Tiered System of Supports (MTSS) based on student progress.</p> <p>Foundations assessment data is used to differentiate instruction across a Multi-Tiered System of Supports (MTSS) based on student progress. When students do not meet benchmark on the Dictation Day 5 (Check-Up) and Unit Tests, teachers are instructed to consider students for additional in-class support. See the Foundations Level K Progress Monitoring Teacher’s Guide Additional Support Activities (p. 15).</p> <p>Student data can be tracked on the Unit Test Recording Form or electronic Unit Test Tracker, both available through the Foundations Level 2 Learning Community (Wilson Academy&gt; Foundations Learning Community – Level 2&gt; Assessments and Unit Tests&gt; Unit Test Scoring Guidelines). There is also a Progress Monitoring Teacher’s Guide that provides an over of Progress Monitoring. Both Student Records and Class Record are available, online and in the Foundations kit. The Foundations Level 2 Online Learning Community offers Targeted Instruction Resources, Considerations for Using Foundations as an RTI Model, Level 2 Intervention Guidelines, Level 2 Intervention Weekly Planer, and a Level 2 Fluency Intervention Kit.</p> <p>As you collect data for all learners in Tier 1, Tier 2, and Tier 3, consider the assessments available within Foundations and the frequency with which to assess students. See the Frequency of Assessments in Foundations Expert Tip on Wilson Academy. Wilson Academy Learning Community &gt; Expert Tips &gt; Frequency of Foundations Assessments.</p>
<p>5.5</p>	<p>Assessments are standardized, reliable, and valid for the intended purpose.</p> <p>Foundations assessments are curriculum-based measures that are standardized, reliable, and valid for the intended purpose.</p> <p>Assessments are administered and scored consistently. All students are assessed using the same materials, instructions, and scoring procedures, as outlined on Unit Test Recoding Forms for all units. Administration guidelines are provided for assessments in the Foundations Level 1 Progress Monitoring Teacher Guidelines and Unit Test Scoring Guidelines. This ensures standardization.</p> <p>Assessments are reliable as they accurately assess student understanding of concepts taught in each unit.</p> <p>Foundations assessments are valid. The assessments evaluate students’ ability in the foundational literacy skills that the program focuses on. The Dictation Day 5 (Check-Up) activity, Unit Tests , Progress Monitoring, and the Fluency Kit measure what students know compared to the skills taught in the curriculum. Progress Monitoring has a Beginning-Mid Year Assessment and a Mid-End Year Assessment. See Foundations Level 2 Progress Monitoring Teacher’s Guide (pp. 2–3).</p>

# Assessment

<b>Red Flags: Practices Not Aligned with the Science of Reading</b>		<b>Red Flag</b> ✓
5.6	<p>Assessments result in benchmarks according to a leveled text gradient.</p> <p>Foundations assessments do not result in benchmarks according to a leveled text gradient.</p> <p>See Section 5.14 for a detailed explanation.</p>	
5.7	<p>Foundational skills assessments are primarily running records or similar assessments that are based on whole language or cueing strategies (e.g., read the word by looking at the first letter, use picture support for decoding).</p> <p>The foundational skills assessments used in Foundations do not include running records or similar assessments based on whole language or cueing strategies. Foundations Level 2 Dictation Day 5 (Check-Up) and Unit Tests measure students' ability to identify sounds, spell words, mark words, spell Trick Words, and read Trick Words. Students receiving Tier 2 intervention are also assessed using the Progress Monitoring Tool. The Foundations Level 2 Progress Monitoring tool measures what students know compared to the skills taught in the Level-specific curriculum. The Foundations Level 2 Progress Monitoring assessment includes Nonsense Word Fluency and Oral Reading Fluency.</p>	
5.8	<p>Phonics skills are not assessed.</p> <p>Phonics skills are assessed in the Foundations Dictation (Day 5 Check-up) , Unit Tests, and Progress Monitoring, and the Fluency Kit..</p> <p>See Section 5.16 for a detailed explanation.</p>	
5.9	<p>Phoneme awareness is not assessed.</p> <p>Phoneme awareness was taught and assessed in previous Levels. Please see the Scope and Sequence (Foundations Level 2 Teacher's Manual, pp. 19–26).</p> <p>See Section 5.19 for a detailed explanation.</p>	
5.10	<p>Decoding skills are assessed using real words only.</p> <p>Decoding skills are assessed using real words and nonsense words. The Foundations Level 2 Progress Monitoring and the Foundations Fluency Kit 2 assessments include Nonsense Word Fluency.</p>	
5.11	<p>Oral Reading Fluency (ORF) assessments are not used.</p> <p>Oral Reading Fluency assessments are used in Foundations Level 2. Level 2 Progress Monitoring includes ORF assessments.</p>	
	<p>Suite of assessments does not address aspects of language comprehension (e.g., vocabulary, syntax,</p>	



5.12	<p>listening comprehension).</p> <p>The Foundations suite of assessment addresses some aspects of language comprehension.</p> <p>In Foundations, retelling begins in Level K with the Storytime activity, which offers explicit instruction on creating mental images through listening comprehension. Students learn to use their working memory to hold several words/sentences in mind and to process, understand and recall them, eventually retelling the whole story in their own words. In Level 2, the Storytime activity takes place in Units 2–17, twice each week. Storytime and all daily classroom activities serve as informal formative assessment. In Level 2, students also independently write a dictated sentence during Dictation/Sentences. This helps them develop their auditory memory for words. It also develops their proofreading skills with guidance. Sentence frames are used during Dictation/Sentences to teach sentence structure (syntax) to students. See the Foundations Level 2 Teacher’s Manual (pp. 38-39).</p>	
5.13	<p>Multilingual Learners are not assessed in their home language.</p> <p>Multilingual Learners are not assessed in their home language in Foundations because it is a supplemental foundational skills program focused on academic English skills.</p>	
<b>Practices Aligned with the Science of Reading</b>		
5.14	<p>Assessments include screening, diagnostic, and progress monitoring to inform instruction and prevent future reading difficulties.</p> <p>Foundations assessments are diagnostic and include screening and progress monitoring to inform instruction and prevent future reading difficulties. Level 2 Unit Tests focus on sound identification, word marking, and spelling.</p> <p>In Foundations, curriculum-embedded assessments provide diagnostic information to guide instructional decision making. An individual student’s performance provides teachers with information that helps them adjust instruction. In Foundations, teachers are asked to write lesson plans. These lesson plans allow teachers to differentiate their instruction based on need and relative mastery of previously taught material. Teachers are instructed to teach diagnostically based on student mastery of taught concepts. Teachers are instructed to analyze student outcomes and plan their own lessons to include elements that students require practice with to achieve mastery. See the <i>Lesson Planning: Why Wilson Programs Ask Teachers to Write Their Own Lesson Plans</i> in the online Foundations Level 2 Learning Community for more information (Wilson Academy&gt; Foundations Learning Community – Level 2 &gt; Lesson Planning).</p> <p>The Dictation Day 5 (Check-Up) activity and Unit Tests are provided to screen students and identify those that need additional instruction to prevent future reading difficulties. Progress Monitoring is available for students in Tier 2 instruction. See the Level 2 Progress Monitoring Teacher’s Guide for more information.</p>	

5.15	<p>Foundational skills assessments identify students’ instructional needs.</p> <p>Foundations combines assessment and instruction; this helps teachers determine students’ strengths and challenges. Informal formative assessment during the daily learning activities helps teachers know how well their students are learning. See Dictation/Sounds, Dictation/Trick Words, Dictation/Sentences, and Echo/Find Word activities for examples of performance activities (Foundations Level 2 Teacher’s Manual, pp. 28–29, 34–35, and 38–39).</p> <p>In Level 2, formal formative assessment is completed via the Dictation Day 5 (Check-Up) activity and Unit Tests (Foundations Level 2 Teacher’s Manual, pp. 109–110, 147–148, and 165–166). Teachers are instructed to ensure that 80% of the class is at benchmark before moving to the next Unit. Once needs are determined through assessment, classwork is tailored accordingly. Differentiation guidelines for students needing extra support or greater challenges can be found in the Learning Activity Overview and in each Unit’s introduction within the Foundations Level 2 Teacher’s Manual. Teachers use assessment data to differentiate instruction to reflect the needs of their students.</p>
5.16	<p>Phonics skills are assessed using both real and nonsense words.</p> <p>Decoding skills are assessed using real words and nonsense words. The Foundations Level 2 Progress Monitoring and the Foundations Fluency Kit 2 includes assessments that measure both Real Word Fluency and Nonsense Word Fluency. See the Foundations Level 2 Progress Monitoring Teacher’s Manual and the Foundations Fluency Kit 2.</p>
5.17	<p>Oral Reading Fluency (ORF) assessments are used to assess fluency, usually first grade and beyond.</p> <p>Oral Reading Fluency assessments are used in Foundations Level 2. Foundations Level 2 Progress Monitoring includes ORF assessments.</p>
5.18	<p>A systematic spelling survey/spelling inventory is used to analyze students’ applications of phonemes, graphemes, and morphemes.</p> <p>Foundations does not use a systematic spelling survey or spelling inventory to analyze students’ application of phonemes, graphemes, and/or morphemes. However, teachers use spelling as an assessment of taught sound-symbol correspondence and word recognition in the Unit Tests; this follows the scope and sequence of Foundations. The teacher dictates sounds, Trick Words, phonetic words, and sentences. Students repeat and write independently. See the <i>Unit Test Scoring Guidelines</i> document available on the Foundations Level 2 Learning Community (Wilson Academy&gt; Foundations Learning Community – Level 2&gt; Assessments and Unit Tests&gt; <i>Unit Test Scoring Guidelines</i>).</p>
5.19	<p>Phonological and phoneme awareness (PA) are assessed in K/1 and for older students who exhibit PA weaknesses as evidenced by appropriate assessment.</p> <p>In Foundations, phonological and phoneme awareness are assessed in Levels K and 1. The Dictation/Sounds, Dictation/Words, Echo/Find Words, and Make It Fun activities offer opportunities for teachers to informally observe students’ phonological and phoneme awareness in Level 2 (Foundations Level 2 Teacher’s Manual, pp. 28–29, 30–31, 44–47, and 60).</p>
5.20	<p>Assessments address both word recognition and language comprehension (e.g., vocabulary, syntax, writing, listening comprehension).</p>

	<p>In Foundations, informal assessment opportunities are embedded in learning activities. The Storytime activity involves listening, reading, and writing activities designed to help students’ awareness of print visualization, verbal memory, vocabulary knowledge, comprehension, and understanding of narrative structures and features of information text (Foundations Level 2 Teacher’s Manual, p. 60).</p> <p>Foundations Level 2 Unit Tests subtests that address word recognition and language comprehension include Trick Words and Sentences: Phonetic Words and Trick Words. See the Foundations Level 2 Unit Test Scoring Guidelines.</p>
5.21	<p>Trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports (MTSS).</p> <p>In Foundations, trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports. Foundations offers a digital Level 2 Unit Test Class Tracker that can be used to analyze how students are performing individually as well as determine how the whole class is progressing.</p>
5.22	<p>Multilingual Learners are assessed in their home language when available.</p> <p>Multilingual Learners are not assessed in their home language in Foundations because the program is a supplemental foundational skills program focused on academic English skills.</p>

**Glossary**

- Diagnostic Assessments: Used to assess specific skills or components of reading (such as phonics or fluency) to help educators plan targeted and individualized instruction.
- Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, and ough).
- Morpheme: The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element).
- Multi-Tiered System of Supports (MTSS): A framework for school improvement that ensures all students are supported to meet positive academic, behavioral, and social-emotional outcomes beginning with core instruction in Tier I and interventions at increasing intensity at Tiers 2 and 3.
- Phoneme: The smallest unit of sound in a spoken word; an individual speech sound.
- Progress Monitoring: More frequent assessments given to students receiving intervention that measure progress toward acquiring specific skills.
- Reliable: The extent to which assessments are consistent over time within the same settings with the same type of subjects.
- Screening/Screeners: Brief assessments given to all students to determine which students are at risk of struggling with reading.
- Standardized: Administered and scored in a consistent manner.
- Syllable Types: The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.
- Systematic Instruction: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.
- Valid: The extent to which an assessment is accurate (i.e., whether or not it measures what it is supposed to measure).

These guidelines include elements of instruction related to word recognition, language comprehension, reading comprehension, writing, and assessment aligned and not aligned with the science of reading. This resource does not include other essential, contextual elements including student representation in culturally responsive texts, differentiated learning opportunities to support neurodiverse learners, cultural and linguistic diversity of materials, and opportunities for text choice in older grades. Consider these and other factors when selecting a curriculum

that provides equitable learning opportunities for all students.

Additionally, these guidelines serve as an overview. For a more comprehensive rating system of “look for” elements, consider referring to the [Colorado Department of Education’s Core, Supplemental, and Intervention Curriculum Review Rubrics](#), and/or the [REL Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5](#).

**NOTES:** This tool is to be considered a “living document” meaning that it will be periodically updated based on user feedback, suggestions for optimizing use, etc. Email questions, feedback, and additional suggested citations to [info@thereadingleague.org](mailto:info@thereadingleague.org). We thank everyone who contributed to the content of this resource.

# The Reading League Curriculum Evaluation Rubric Responses for Wilson Foundations® Level 3

# Section 1: WORD RECOGNITION

## NON-NEGOTIABLES: WORD RECOGNITION

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
1.1	<p>Three cueing-systems are taught as strategies for decoding in early grades (i.e., directing students to use picture cues, context cues, or attend to the first letter of a word as a cue).</p> <p>There is no evidence of three cueing-system practices within the Foundations Level 3 materials. Foundations is a Structured Literacy program based on research on the <b>Science of Reading</b> and writing. The Foundations Level 3 Teacher’s Manual (pp. 1–14) outlines the principles of instruction for the program, which are systematic and comprehensive; the manual does not include picture cues, context clues, nor attends solely to the first letter of a word as the appropriate decoding strategy.</p> <p>The <b>Foundations K-3 Learning Activities: Alignment to the Science of Reading</b> document (<a href="#">FUN-Activities-Alignment-to-the-SOR-2.pdf</a>) outlines the Foundations K–3 Learning Activities and research rationales.</p>	
1.2	<p>Guidance to memorize any whole words, including high frequency words, by sight without attending to the sound/symbol correspondences.</p> <p>High frequency words, known as <i>Trick Words</i> in Foundations, are taught by explicitly pointing out the “tricky part” of the word and discussion of known phonetic word parts. Students were directly taught Trick Words for both reading and spelling in Level K, Level 1, and Level 2. A lot of repetition is needed to master these words, so the Trick Words that were previously learned are included in Level 3 and are reviewed often. They are listed in the Appendix and in the Student Notebook. ,</p>	

	<p>Foundations intentionally provides suggested review Trick Words in the Unit Resources. These Trick Words are embedded into Daily Lessons for activities such as Dictation. Foundations also provides an opportunity for Trick Words to be taught as a supplemental activity (pp. 64-65) if students need the extra support.</p>	
1.3	<p>Supporting materials do not provide a systematic scope and sequence nor opportunities for practice and review of elements taught (e.g., phonics, decoding, encoding).</p> <p>Foundations Level 3 contains a systematic scope and sequence as well as opportunities for practice and review of all elements taught in the program. See the Foundations Level 3 Teacher’s Manual (pp. 19–29). See Criteria 1.5 for a detailed explanation.</p>	

**Practices Aligned with the Science of Reading**

1.4	<p>Explicit instruction of phonemic awareness, phonics, and spelling.</p> <p>Foundations provides explicit instruction of phonemic awareness, phonics, and spelling.</p> <p>Foundations Level 3 explicitly instructs students in phonemic awareness, or the ability to notice, separate, and manipulate the individual sounds within letters. When manipulating sounds in words, students are asked to orally respond first to the prompt before linking graphemes to the sounds. Sound/symbol correspondence instruction begins with single letters representing a single sound and progresses through the scope and sequence to more complex representations. The Foundations program uses a finger-tapping method to help students auditorily and kinesthetically learn segmentation and blending of phonemes; the program then moves to instruction that uses manipulatives with letters (e.g., cards and tiles). To understand how the instruction is provided, see the tapping procedure to blend sounds and say words (Foundations Level 3 Teacher’s Manual, pp. 3-4). Phonemic awareness instruction may be seen in all Units as students are explicitly taught how to decode and encode words in the Teach New Concepts activity.</p> <p>Students in Level 3 are instructed on how to segment syllables into phonemes and divide multisyllabic words. For examples of phonemic awareness and instruction within Foundations Level 3, see the Foundations Level 3 Teacher’s Manual (pp. 2–3); Drill Sounds/Warm-Up and Introduce/Review New Concepts (pp. 74–75); Dictation/Sounds; Words (single syllable, multisyllabic, spelling options, sound alike and Trick Words) and Sentences (pp. 32–43); and Echo/Find Letters and Find Words (pp. 46–53 and 105). Also note the Foundations Expert Tip, located on the Foundations Level 3 Learning Community titled <i>Foundations and Phonemic Awareness</i> (Wilson Academy &gt; Foundations Learning Community – Level 3 &gt; Expert Tips &gt; Student Activities).</p> <p>Foundations Level 3 phonics instruction is explicit, sequential, and cumulative. Students are taught sound</p>
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mastery in both directions: letter to sound and sound to letter. Students participate in a daily drill of sounds saying letters, keywords, and sounds. Students have lots of opportunities to practice sounds within a variety of activities. Phonics instruction in Foundations Level 3 goes beyond sound-symbol knowledge. Students are explicitly taught how to blend sounds into words. This is systematically done by following the six basic syllable patterns in English and exceptions to these syllable types. Activities that emphasize all syllable types, blending one and multisyllabic words, and more complex vowel sounds (vowel teams, r-controlled, schwa, etc.) are integrated into every lesson. By the end of Level 3, students have learned to read and spell words with both regular grapheme representation and sound options for grapheme representation.

Foundations Level 3 explicitly instructs students in spelling throughout instruction. In Foundations, all concepts are taught in two directions—sound to letter and letter to sound. The Foundations Teacher’s Manual Level 3 (p. 9) explains that the accurate visual representation of both letters and words is orthography. The ability to picture and store this visual representation provides the foundation for reading and spelling. Students learn to segment and spell words in correspondence to decoding patterns. Students learn to segment and associate letters with sounds rather than memorize these words. Spelling activities are integrated into every unit. Spelling in Level 3 becomes more complex, including silent letters *wr, rh, gn, kn, mn, mb, and gh*; the soft sounds of *c* and *g*, vowel teams *ai, ay, ee, et, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, and aw*; digraphs and trigraphs such as *th, tch, dge*. See Foundations Level 3 Scope and Sequence (Level 3 Teacher’s Manual, pp. 27-29).

The Wilson Academy Learning Community for Level 3 includes demonstration videos of explicit instruction of each learning activity recorded by expert Wilson instructors; there are also more phonemic awareness, phonics, and spelling activities provided to ensure learning in the Expert Tips, Resource Library and Targeted Instruction Resources available on the Foundations Level 3 Learning Community, and in the FUN HUB.

1.5 Systematic scope and sequence of skills building from simple to complex.

The Foundations Level 3 curriculum contains a systematic scope and sequence (Level 3 Teacher’s Manual, pp. 19-29). This scope and sequence builds student skills from simple to complex, building on skills learned in Levels K, 1, and 2. Level 3 includes 14 Units and one bonus Unit. Each Unit is explicit, systematic, and sequential.

For example, Unit 1 begins the sequence with review of skills such as closed syllables, glued sounds *all, an, am, ng* and *nk*, as well as exceptions to closed syllables such as the patterns *old, ost, ind*. It introduces the concept of "Sound Alike Words" such as "know"/"no" and "which"/"witch." Unit 7, midway through the scope and sequence, contains instruction on pluralizing words ending in *y* and *o*, learning the *y* and suffix spelling rule, and practicing Sound Alike Words (e.g., "flour"/"flower" and "thrown"/"throne"). The final Unit, Unit 14, contains instruction on the sounds and spelling of *ture, tu, ci* and *ti*. It also includes advanced suffixes *-ous, -al, -ent, -an* and practice of Sound Alike Words/homophones "stationary"/"stationery", "eight"/"ate", "straight"/"strait",



	<p>“side”/”sighed.”</p>
<p>1.6</p>	<p>Curriculum and support materials that provide opportunities for practice and interleaving of elements taught (e.g., phonics, decoding, encoding).</p> <p>The progression of activities throughout Foundations Level 3 provides ample opportunities for practice and interleaving, or mixing, of taught elements. Foundations concepts are practiced in multiple ways that target multiple learning modalities. All previously taught skills are brought forward in a cumulative way. Students have ample opportunity to apply these skills for reinforcement. Instruction continually spirals back to relate the new concepts with previously mastered ones. In this way, students develop a deeper understanding of the structure of English words. Each Foundations Unit begins with a brief review of previously taught concepts from the previous Units. This brief cumulative review is done through the Drill Sounds/Warm-Up activity. In the Drill Sounds/Warm-Up activity, students practice sounds by saying the letter-keyword-sound. Depending on the Foundations Level and Unit, this is done with both Letter Sound Cards and posters.</p> <p>Each Foundations Unit teaches a new concept to students in the Introduce New Concepts activity. Each Unit also spirals back to review previously taught concepts by incorporating words with these previously taught phonetic patterns into practice. For example, a Foundations daily lesson features words that contain new phonics patterns, but teachers are also encouraged to use review words in the Foundations Unit Resources section to incorporate previously taught concepts. Every activity in Foundations provides teachers with an opportunity to use review words to help students solidify their understanding of all concepts that have been taught up until this point. Teachers are encouraged to plan diagnostically, using the Unit Resources to identify specific targeted words for review. The Foundations curriculum continuously spirals back to ensure mastery of concepts and automaticity.</p> <p>Foundations simultaneously teaches both reading (decoding) and spelling (encoding) with a multimodal, structured language, and literacy approach that explicitly teaches total word structure, not just phonics. Encoding skills are taught and reinforced with manipulatives in tandem with decoding skills.</p> <p>The Foundations Level 3 Teacher’s Manual Learning Activity Overview (pp. 27–70) provides a comprehensive view of the opportunities for practice of phonics, decoding, and encoding that repeat throughout the Level 3 Foundations program in each Unit. Daily and weekly activities provide opportunity for practice and interleaving. For example, in the Word of the Day activity, teachers make the Word of the Day with Standard Sound Cards to review word structure and discuss vocabulary using questioning techniques. Students tap and blend both new and review words for accuracy. The teacher models marking words to identify sound patterns and word structures. Then, the teacher uses the Word of the Day flashcards to practice automatic reading. Students generate sentences for the Word of the Day and add the word and sentence to their Student Notebooks. In Foundations, the teacher conducts the learning activities with students, scaffolding instruction by providing guidance and modeling for the students. This reduces the possibility of student error and is beneficial to all learners.</p>



# WORD RECOGNITION

## Phonological and Phoneme Awareness

### Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

1.7

Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as /t/ /r/ are kept intact rather than having students notice their individual sounds).

The instruction in Foundations Level 3 consistently includes both large units of phonological awareness (syllables) and phoneme-level instruction, such as noticing the individual sounds of consonant blends before combining them. For example, read the following from the Foundations Level 3 Teacher’s Manual: “You will reteach the definition of a digraph and the difference between a digraph and a blend. A digraph contains two consonants and only makes one sound as in /sh/. A blend contains two or three consonants, but each keeps its own sound as in /sp/ (/s/ and /p/) and /scr/ (/s/ /c/ /r/)” (pp. 74–75). In the Dictation/Words activity, the teacher says a word. Then, students repeat the word, tap out (segment) the individual phonemes, write the word, and then mark up the word (Foundations Level 3 Teacher’s Manual, pp. 34–35).

See Criteria 1.11 for a detailed explanation.

1.8

Instruction is focused on letters only without explicit instruction and practice with the phonemes that letters represent.

Practice with phonemes is a key component of the Foundations Level 3 program. In Drill Sounds/Warm-Up activity, students echo back orally before matching a letter sound to the sound in a keyword. Students practice making the phoneme represented by that letter or group of letters (Foundations Level 3 Teacher’s Manual, pp. 44–45). A research-based, teacher-facing explanation of this routine is provided in the Foundations Level 3 Teacher’s Manual (pp. 2–3).

See Criteria 1.12 for a detailed explanation.

1.9

Phoneme awareness is not taught as a foundational reading skill.

In Foundations, phonemic awareness and the alphabetic principle are directly and explicitly taught as a foundational reading skill, beginning with the basic letter-sound correspondences and progressing to

	<p>more complex ones, such as the letters <i>dge</i> to represent the sound /j/.</p> <p>The Wilson finger-tapping procedure, used in the Wilson Reading System, is also used in Foundations for both blending and segmentation of phonemes. Wilson teaches phonemic awareness auditorily first, then with letters/sounds so students can develop phonemic awareness skills. Phonemic instruction is conducted using manipulatives (cards and tiles) with letters.</p> <p>Also see the Foundations Expert Tip, located on the Foundations Learning Community titled <i>Foundations and Phonemic Awareness</i> (Wilson Academy&gt; Foundations Learning Community – Level 3&gt; Expert Tips &gt; Student Activities).</p> <p>See Criteria 1.12 for a detailed explanation</p>	
1.10	<p>Phonological and phoneme awareness are not assessed and monitored.</p> <p>Assessment and monitoring of phonological knowledge and phoneme awareness is a key component of the Foundations Level 3 program.</p> <p>See Section 5 for a detailed explanation.</p>	
<p><b>Practices Aligned with the Science of Reading</b></p>		
1.11	<p>Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) in Pre-K and beginning of K (Note: instruction should progress to the phoneme level as soon as possible).</p> <p>Foundations Level 3 builds on instruction in larger units of phonological awareness first taught in Levels K, 1, and 2. Phoneme-level instruction is specified in the beginning of Level 3, as evidenced by the Scope and Sequence (Foundations Level 3 Teacher’s Manual, pp. 27–29). For instance, read the following from the Foundations Level 3 Teacher’s Manual, “You will reteach the definition of a digraph and the difference between a digraph and a blend. A digraph contains two consonants and only makes one sound as in /sh/. A blend contains two or three consonants, but each keeps its own sound as in /sp/ (/s/ and /p/) and /scr/ (/s/ /c/ /r/)”(pp. 74–75).</p>	
1.12	<p>Phoneme awareness is taught directly, explicitly, and systematically.</p> <p>Foundations Level 3 explicitly instructs students in phonemic awareness, or the ability to notice, separate, and manipulate the individual sounds within letters. Sound-symbol correspondence instruction in Level 3 is complex and includes words with up to five sounds in a syllable. The Foundations program uses a finger-tapping method to help students auditorily and kinesthetically learn to segment and blend phonemes; the program then moves to using manipulatives with letters and groups of letters(e.g., cards and tiles). For examples of phonemic</p>	

	<p>awareness and instruction within Level 3, see the Foundations Level 3 Teacher ‘s Manual (pp. 2–3); Dictation/Sounds, Dictation/Words, and Dictation/Sentences (pp. 34–43); Echo/Find Letters and Find Words (pp. 46–53), and Make It Fun (p. 70). Also note the Foundations Expert Tips, located on the Foundations Level 3 Learning Community titled <i>Foundations and Phonemic Awareness</i> (Wilson Academy&gt; Foundations Level 3 Learning Community&gt; Expert Tips&gt; Student Activities).</p>
1.13	<p>Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, vocal cord voicing are happening)</p> <p>WLT values and understands the need for some students with speech sound disorders related to articulation and phonology to focus on the articulation of sounds (the actual motor skills/mouth movements to create the sound). Further, we support that motor skill being taught as needed to those students outside of the 30-minute Foundations lesson. Foundations lessons are fast, efficient, and focused on the skills most needed for decoding and encoding success in a Tier 1 setting, and we feel teaching mouth movements should be done as needed for a subset of students, or if done as a whole class, outside of the 30-minute Foundations lesson which is packed with the most essential foundational skills that will help the most students succeed in reading.</p>
1.14	<p>Instructional focus on attuning students to all phonemes in words (e.g., first, final, medial, phonemes in blends). Students identify the initial, medial, and final sounds in words by using the tapping routine, present throughout the Foundations program. The skill of isolating phonemes orally first in a spoken word is emphasized in the procedure of the Dictation/Words, Echo/Find Words, and in some Introduce New Concepts and Make It Fun activities. See the Foundations Level 3 Teacher’s Manual (pp. 34–41 and 48–53).</p> <p>The tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The instructor says a word; students then echo and tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle and confirming their understanding of the identified sounds. Students are also instructed to notice the individual sounds of consonant blends before combining them. For instance, read the following from the Foundations Level 3 Orientation in the Teacher’s Manual, “You will reteach the definition of a digraph and the difference between a digraph and a blend. A digraph contains two consonants and only makes one sound as in /sh/. A blend contains two or three consonants, but each keeps its own sound as in /sp/ (/s/ and /p/) and /scr/ (/s/ /c/ /r/)” (p. 72).</p>
<p><b>Glossary</b></p> <p><u>Explicit Instruction</u>: Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback.</p> <p><u>Grapheme</u>: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., l, ou, igh, and ough).</p> <p><u>Phoneme</u>: The smallest unit of sound in a spoken word; an individual speech sound.</p>	

Phoneme Awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in spoken words. It is the highest level of phonological awareness and a potent predictor of future reading success.

Phonological Awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. It is an "umbrella" term that encompasses awareness of individual words in spoken sentences, syllables, onset-rime segments, and individual phonemes.

Systematic Instruction: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.

# Phonics and Phonic Decoding

Note: Decoding and Encoding are reciprocal processes and should be taught as such. This section includes similar components to the spelling components in Section 4. Reviewing these sections together may take less time than reviewing them separately.

<b>Red Flags: Practices Not Aligned with the Science of Reading</b>		<b>Red Flag</b> ✓
1.15	<p>Letter-sound correspondences are taught opportunistically or implicitly during text reading. Foundations Level 3 purposefully and explicitly teaches letter-sound correspondence.</p> <p>See Criteria 1.27 for a detailed explanation.</p>	
1.16	<p>Instruction is typically “one and done;” phonics skills are introduced but with very little or short-term review.</p> <p>The Scope and Sequence of Foundations Level 3 plans for repetition and review throughout the program (Foundations Level 3 Teacher’s Manual, pp. 27–29).</p> <p>See Criteria 1.28 for a detailed explanation</p>	
1.17	<p>Key words for letter/sound correspondences are not aligned with the pure phoneme being taught (e.g., earth for /ě/, ant for /ǎ/, orange for /ǒ/).</p> <p>The Drill Sounds activity teaches corresponding phonemes with letters (e.g., o – octopus- /ǒ/ or e-Ed- /ě/)(Foundations Level 3 Teacher’s Manual, pp. 27–29). See the Foundations Standard Sound Cards for more letter/sound correspondences taught through the Drill Sounds routine practiced throughout the Foundations curriculum. Large Sound Cards 3 are also used to teach all new letter-sound correspondence and the pure sound of each phoneme. See the Foundations Materials Guides K–3.</p> <p>See Criteria 1.29 for a detailed explanation.</p>	
1.18	<p>Phonics instruction takes place in short (or optional) “mini-lessons” or “word work” sessions.</p> <p>Foundations Level 3 incorporates phonics instruction throughout instruction, not as short or optional add-ons.</p> <p>See the Scope and Sequence for full phonics instructional plan (Foundations Level 3 Teacher’s Manual,</p>	

	pp. 27–29).	
1.19	<p>The initial instructional sequence introduces many (or all) consonants before a vowel is introduced, short vowels are all taught in rapid succession and/or all sounds for one letter are taught all at once.</p> <p>Foundations Level 3 builds on past mastery of consonants and vowel sounds in Levels K, 1, and 2. New sounds introduced in Level 3 are spaced throughout the Scope and Sequence. See the Foundations Level 3 Teacher’s Manual (pp. 27–29).</p> <p>See Criteria 1.29 for a detailed explanation.</p>	
1.20	<p>Blending is not explicitly taught nor practiced.</p> <p>Foundations Level 3 explicitly teaches and has students practice blending sounds using the tapping procedure to blend sounds into words. See the Foundations Level 3 Teacher’s Manual (pp. 74–75).</p> <p>See Criteria 1.30 for detailed explanation.</p>	
1.21	<p>Instruction encourages students to memorize whole words, read using the first letter only as a clue, guess at words in context using a “what would make sense?” strategy, or use picture clues rather than phonic decoding.</p> <p>Reading the first letter only, guessing at words in context, and using picture clues rather than phonic decoding are not elements present within the Foundations Level 3 program.</p> <p>See Criteria 1.31 for a detailed explanation.</p>	
1.22	<p>Words with known sound-symbol correspondences, including high frequency words, are taught as whole-word units, often as stand-alone “sight words” to be memorized.</p> <p>Words with known sound-symbol correspondence are not taught as whole-word units within Foundations Level 3. Students are taught to decode the known parts of high frequency words and are directly instructed on the “tricky parts” of words.</p> <p>Foundations intentionally provides suggested review Trick Words in the Unit Resources. These Trick Words are embedded into Daily Lessons for activities such as Dictation. Foundations also provides an opportunity for Trick Words to be taught as a supplemental activity (pp. 64-65) if students need extra support.</p> <p>See Criteria 1.32 for a detailed explanation.</p>	
1.23	<p>Few opportunities for word-level decoding practice are provided.</p> <p>Foundations Level 3 includes consistent opportunities for word-level decoding, including instruction in all the</p>	



	<p>six syllable types, exceptions to those types, morphology, and etymology of roots and affixes. For a complete list, see the Scope and Sequence (Foundations Level 3 Teacher’s Manual, pp. 27–29).</p> <p>The Foundations Practice Books contain supplemental practice activities to reinforce and review concepts outside the 30-minute lesson. This includes opportunities to practice decoding at the word-level.</p> <p>Also, available directly through Wilson Language Training, teachers can utilize Fun Hub Practice for word-level decoding practice.</p> <p>See Criteria 1.36 for a detailed explanation.</p>	
1.24	<p>Early texts are predominantly predictable and/or leveled texts which include phonic elements that have not been taught; decodable texts are not used or emphasized.</p> <p>Foundations is not a comprehensive ELA program and does not use leveled or predictable texts. However, teachers can utilize the Level 2 Storytime Activity (accessed on the online Foundations Level 2 Learning Community), the Geodes® Classroom Libraries for Level 2, and the Foundations Fluency Kit 2 for students requiring additional practice transferring skills to text.</p> <p>Additionally, available directly through Wilson Language Training, teachers can use Level 2 Foundations Readers for students requiring additional practice as they transfer their phonics skills to text. See Criteria 1.35 for a detailed explanation.</p>	
1.25	<p>Advanced word study (Grades 2-5) Instruction in phonics ends once single syllable phonics patterns (e.g., CVC, CVCe) are taught.</p> <p>Foundations Level 3 instructs students in phonics well beyond single syllable phonics patterns. See the Scope and Sequence (Foundations Level 3 Teacher’s Manual, pp. 27–29).</p> <p>See Criteria 1.36 for a detailed explanation.</p>	
1.26	<p>Advanced word study (Grades 2-5) No instruction in multisyllabic word decoding strategies and/or using morphology to support word recognition is evident.</p> <p>Foundations Level 3 includes consistent opportunities for multisyllabic word study, including instruction in decoding strategies and/or using morphology to support word recognition and all the six syllable types. For a complete list, see the Scope and Sequence (Foundations Level 3 Teacher’s Manual, pp. 27–29).</p> <p>See Criteria 1.36 for a detailed explanation.</p>	

## Practices Aligned with the Science of Reading

1.27	<p>Letter-sound correspondences are taught to automaticity in an explicit manner.</p> <p>In Foundations, letter-sound correspondences are taught to automaticity in an explicit manner. Foundations letter-sound instruction explicitly and systematically integrates the letter name, sound, and how to write the symbol. Letter-sounds are introduced and taught to mastery in Level K and then practiced and reviewed throughout each of the subsequent Foundations Levels with the Drill Sounds/Warm-Up activity. See the Foundations Level 3 Teacher’s Manual for the Drill Sounds/Warm Up procedure (pp. 44–45). In Unit 1 of Level 3, students review closed syllables and routines introduced in Levels K, 1, and 2. The Level 3 Teacher’s Manual discusses the importance of integrating letter, keyword, and sound (pp. 3–4). Sound mastery is a key component of phonics; to remember sounds, students learn a keyword. This word is used consistently. For example, the keyword for the letter b is <i>bat</i> (b-bat-/b/). Teachers ensure that students learn to say the sequence for each sound so that the keyword helps students remember the sound. In Foundations, students learn the letter name, its formation, and its sound all together. This creates an important link and uses motor memory learning to associate letters with their sounds. This multimodal approach helps the brain form a tight association with the letter, its sound, and how it is formed.</p>
1.28	<p>Phonics instruction includes cumulative review including application in reading and writing.</p> <p>Foundations phonics instruction includes cumulative review that incorporates application in reading and writing. Knowledge and skills acquired in each Level is carried through, reviewed, and built upon in each of the subsequent Foundations Level. Foundations is a program that is cumulative and continually spirals back to ensure automaticity. Each Foundations Level reviews known letter-sound combinations and words and applies previously learned skills in reading and writing practice in subsequent Foundations Units and Levels.</p> <p>The Foundations Level 3 Teacher’s Manual provides examples of the following activities that promote cumulative review: Dictation/Sound Alike and Trick Words (pp. 40–41), Dictation/Sentences (pp. 42–43), Drill Sounds/Warm-Up (pp. 44–45), Echo/Find Letters (pp. 46–47), and Echo/Find Words (pp. 48–53).</p>
1.29	<p>Phonics instruction is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns (i.e., instruction begins with short vowels and consonants).</p> <p>Foundations instruction is systematic and sequential as it moves from building simple letter-sound correspondences to complex phonics patterns. Each Level of the Foundations curriculum moves from simple to more complex word and syllable types. The Foundations Level 3 Teacher’s Manual includes a detailed Scope and Sequence of phonics skills that shows the progression (pp. 24–26).</p> <p>Foundations Levels K–2 built a foundational knowledge of short vowels and consonants to automaticity, priming students to continue learning complex phonics patterns in Level 3. In the Level 3 Scope and Sequence, students begin instruction in</p>

	<p>phonics skills with a review of closed syllables. Instruction continues in Unit 2 as teachers review, among other concepts, suffixes, irregular plurals, and the three pronunciations of <i>-ed</i>. In Unit 3, instructors review vowel-consonant-e syllables and the division of multisyllabic words.</p> <p>Instruction continues through teaching all the six syllable types: closed, vowel-consonant-e, open, consonant- le, r- controlled, and the d-syllable (the double vowel syllable type), as well as exceptions to the rules. Students learn to read and spell multisyllabic words by combining different syllable types and additional syllable division rules. Students also learn to use a spelling option procedure for words with sounds that may have options (i.e., t___ mite [termite] choosing <i>-er</i>, <i>-ur</i>, or <i>-er</i>) and review morphology, including prefixes and suffixes, as well as additional spelling generalizations. For a complete list, see the Scope and Sequence (Foundations Level 3 Teacher’s Manual, pp. 27–29).</p> <p>Another important aspect to sound mastery with Foundations is teaching of sounds in two directions: (1) Letter to Sound: In this direction students see the letter and identify the sound. Students learn how to blend words with the finger tapping procedure used very successfully in the Wilson Reading System. For example, to blend the sounds /m/ /a/ /t/ into a word, students are taught how to say each sound as they tap a finger to their thumb. As they say /m/, they tap their index finger to their thumb; as they say /a/, they tap their middle finger to the thumb; and as they say /t/, they tap their ring finger to their thumb. They blend the sounds together as they drag their thumb across their fingers starting with their index finger. (2) Sound to Letter: In this direction students hear the sound and identify the corresponding letters. Students segment the sounds heard in a word in order to spell the word.</p>
1.30	<p>Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.</p> <p>In all levels of Foundations, students are explicitly taught to use the tapping routine for practicing segmenting and blending words regularly. The tapping routine evolves as students’ knowledge of word features grows. Students manipulate sounds overtly by using auditory cues, such as hearing each phoneme isolated before blending. A variety of manipulatives are also used to cue the manipulation of sounds, such as Magnetic Letter Tiles (used on a Letter Board) and Standard Sound Cards (often used by instructor). Students mark words to show the segmented phonemes within them. See the Foundations Level 3 Teacher’s Manual (pp. 94–95).</p>
1.31	<p>Explicit instruction directs students’ attention to the structure of the word; the emphasis is on phonic decoding.</p> <p>In Foundations, explicit instruction directs students’ attention to the structure of the word with emphasis on phonic decoding. Students using Foundations Level 3 apply phonics skills to decode words, phrases, sentences, and stories that contain the specific letter-sound relationships that they are learning. There are multiple opportunities within lessons for students to apply skills. Students apply phonics skills to read real and nonsense words to help solidify their knowledge of word structure. This ensures a systematic application of the students’ skills and the teacher’s evaluation of this. The nonwords in Foundations have no meaning, but they conform to English spelling patterns and rules. To accurately read and spell a nonword that follows the rules of English orthography, a student must apply letter-sound correspondences to determine something that has not been memorized from</p>

	<p>exposure. Students are challenged with non-words to help determine their decoding and spelling mastery. Difficulty with nonword repetition is a predictor of reading difficulties.</p> <p>Foundations activities that explicitly direct students’ attention to the structure of words include the variations of Echo/Find Words (Foundations Level 3 Teacher’s Manual, pp. 48–53). In this activity, the teacher dictates a word, and students repeat the word. Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping; students use manipulatives such as their Letter Board and Magnetic Letter Tiles. For words with a suffix, the teacher says the whole word and students repeat the word. The teacher asks if the word contains a suffix. If so, students say the base word, build the base word with Magnetic Letter Tiles (tapping if necessary), and then add the yellow suffix tile to represent the suffix. Another student spells the word orally and uses it in a sentence. Eventually, students should repeat the whole word and then say the base word independently. The skill of first isolating phonemes orally in a spoken word is emphasized in this procedure, thus efficiently focusing on the most complex phonemic awareness skill of phoneme segmentation.</p> <p>This activity also has variations with multisyllabic words and words with multiple spelling options. Each of these activities reinforces the students’ attention to phonic decoding.</p>
1.32	<p>Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught.</p> <p>Students were directly taught Trick Words for both reading and spelling in Level K, Level 1, and Level 2. A lot of repetition is needed to master these words, so the Trick Words that were previously learned are included in Level 3 and are reviewed often. They are listed in the Appendix and in the Student Notebook. ,</p> <p>Foundations intentionally provides suggested review Trick Words in the Unit Resources. These Trick Words are embedded into Daily Lessons for activities such as Dictation. Foundations also provides an opportunity for Trick Words to be taught as a supplemental activity (pp. 64-65) if students need the extra support.</p> <p>In this supplemental Foundations activity, high frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught. Foundations identifies two types of high frequency words—phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum. To help students learn high frequency words, teachers make sure that students know what is regular or decodable about the word and identify the irregular part or parts. The teacher explains that the word is called a “trick word” because it has a part that is tricky, so it is not tapped out. The teacher guides students to identify any phonetic part(s) of the word students have learned, followed by pointing out the tricky part, explaining that this is the part they need to remember (Foundations Level 3 Foundations Teacher’s Manual, pp. 64–65). A full explanation of Trick Words is provided in the online Foundations Learning Community (Wilson Academy&gt; Foundations Learning Community – Level 3&gt; Resource Library &gt; Lesson Activities &gt; <i>How We Teach Trick Words for Immediate Recognition in Foundations</i>).</p>

1.33	<p>Opportunities to practice decoding regular and irregular words in isolation are provided.</p> <p>Foundations provides students opportunities to practice decoding regular and irregular words in isolation. The Word of the Day activity is an ongoing opportunity for students to practice decoding regular words in isolation (Foundations Level 3 Teacher’s Manual, pp. 66–67). The teacher makes the Word of the Day with Standard Sound Cards to review word structure and discuss vocabulary using questioning techniques. Students tap and blend both new and review words for accuracy. The teacher then models marking words to identify sound patterns and word structures. The teacher uses the Word of the Day flashcards to practice automatic reading.</p> <p>Another activity to practice decoding words is in Word Talk (Foundations Level 3 Teacher’s Manual, pp. 68–69). Word Talk activities are designed to practice decoding and review past concepts and vocabulary. Students decode words made with word part manipulatives (e.g., Sound Cards or Syllable and Suffix Frames) and fluently read flashcards. The teacher prompts students to mark words and identify word structures. Then, the teacher uses questioning to discuss word structure and word meaning. The teacher selects four or five words from the accumulated Word of the Day Card practice pack. They include one or two from the current Unit and two or three from previous Units. Then, the teacher makes the word with Standard Sound Card or Syllable and Suffix Frames, as appropriate. Students decode those words. This can be done chorally or by an individual student. A student can come up to the front of the class and mark the word. The class discusses word structure and the meaning of the word. Teachers may also have students provide a synonym or antonym and use the word in a sentence.</p> <p>Irregular words or High Frequency Words, known as <i>Trick Words</i> in Foundations, are taught by explicitly pointing out the “tricky part” of the word and discussion of known phonetic word parts. Students were directly taught Trick Words for both reading and spelling in Level K, Level 1, and Level 2. A lot of repetition is needed to master these words, so the Trick Words that were previously learned are included in Level 3 are reviewed often. They are listed in the Appendix and in the Student Notebook. We intentionally provide suggested review Trick Words in the Unit Resources. These Trick Words are embedded into Daily Lessons for activities such as Dictation. We also provide an opportunity for Trick Words to be taught as a supplemental activity (pp. 64-65) if students need the extra support.</p> <p>The Foundations Practice Books contain supplemental practice activities to reinforce and review concepts outside the 30-minute lesson. This includes opportunities to practice decoding regular and irregular words in isolation.</p> <p>Available directly through Wilson Language Training, teachers can utilize Fun Hub Practice for instruction that includes decoding regular and irregular words in isolation.</p>
1.34	<p>Instruction includes spaced practice and interleaving of skills taught (e.g., practicing old and new phonics patterns in one activity, practicing a learned phonics pattern in reading <i>and</i> spelling).</p> <p>Foundations instruction includes spaced practice and interleaving of taught skills in reading and spelling. All previously taught skills are brought forward in a cumulative way. Students have ample opportunities to apply these skills for reinforcement. Instruction continually spirals back to relate new concepts with previously</p>

	<p>mastered ones. In this way, students can develop a deeper understanding of the structure of English words. Each Foundations daily lesson includes a cumulative review of previously taught skills; a phonological warm up; phoneme grapheme matching; word reading accuracy; fluency building at the word, phrase, sentence and passage level; and sentence dictation as well as transfer to text.</p> <p>Each Foundations lesson begins with a brief review of previously taught concepts from the previous Units; if it is Unit 1 of Foundations Levels 1–3, the Foundations lesson begins with a review of taught concepts from the previous Level of Foundations. This brief, cumulative review is done through the Drill Sounds/Warm-Up activity. In the Drill Sounds/Warm-Up activity, students practice sounds by saying the letter-keyword-sound. This is done with both letter sound cards and posters, depending on the Foundations Level and Unit. For a full description of all Foundations activities that are included in Foundations daily lessons, see the Learning Activity Overview in the Foundations Level 3 Teacher’s Manual (pp. 27–60).</p> <p>Each Foundations Unit teaches a new concept to students in the Introduce New Concepts activity. However, each Foundations activity within the Unit also provides teachers with the opportunity to spiral back to review previously taught concepts by incorporating words with these previously taught phonetic patterns into practice. For example, lesson activities in a Foundations daily lesson feature words containing new phonics patterns, but teachers also are encouraged to use review words in the Foundations Unit Resources Section of the Unit to incorporate previously taught concepts. The Foundations curriculum continuously spirals back to ensure mastery of concepts and automaticity. For examples, see the Foundations Level 3 Teacher’s Manual (pp. 74–76, 81, and 105).</p> <p>Available directly through Wilson Language Training, teachers can utilize Fun Hub Practice for instruction that includes practicing old and new phonics patterns within one resource.</p>
1.35	<p>Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.</p> <p>Foundations Level 3 does not include decodable texts. For students to be in Level 3, they need to have successfully completed the prerequisite Level 2 and demonstrated 80% success on Level 2 Unit Tests. Students in Level 3 generally read at grade level and apply their phonetic knowledge to read grade-level text. S</p> <p>Teachers can utilize the Level 2 Fluency Kit and Storytime activities (available in the Foundations Level 2 Learning Community) for students requiring additional practice transferring skills to text</p> <p>Available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers for students requiring additional practice transferring skills to texts that match the phonics elements taught in order to secure phonic decoding.</p>

1.36	<p>Advanced Word Study (Grades 2 and above): Instruction begins with basic letter-sound correspondences followed by increasingly more complex patterns such as syllable types, morphemes, and etymological influences (i.e., word origins).</p> <p>In Foundations Level 3, advanced word study instructs students in increasingly complex patterns. See the Scope and Sequence in the Foundations Level 3 Teacher’s Manual (pp. 27–29).</p> <p>Each Level of the Foundations curriculum supports instruction that progresses from simple to more complex spelling patterns and word analysis skills. The curriculum is cumulative and sequential in that it builds upon previously taught concepts, starting with simple concepts or review of previously taught concepts in the earliest Units and moving towards more complex concepts in the later Units of the curriculum. This instruction includes the continued use of manipulatives and the tapping technique students learned in Level K. Syllable frames are used when learning multisyllable words in Level 1; the use of syllable frames continues in Level 3. Word of the Day, Word Talk, Dictation, and Echo Find activities support advanced word study in Foundations Level 3 (Foundations Level 3 Teacher’s Manual, pp. 56–59).</p> <p>In Level 3, teachers help students blend sounds into orthographic units: syllables, base words, and morphemes such as prefixes and suffixes. Level 3 students also work at length with words with more complex patterns, including multisyllabic words and all types of vowel patterns. See Unit 5 in the Foundations Level 3 Teacher’s Manual for examples of multisyllabic work (p. 172).</p> <p>Instruction in etymology is included in Foundations Level 3. The Foundations Level 3 Scope and Sequence notes that students should be able to read and spell words with suffixes, including most common Latin suffixes (<i>-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or</i>) and identify and know meaning of most common Latin suffixes. Students in Level 3 also study Latin roots, such as <i>-rupt</i> and <i>-ject</i> in the Bonus Unit.</p>
1.37	<p>Advanced Word Study (Grades 2 and above): Includes more advanced phonics skills (e.g., second sounds of c/g, digraphs, variant vowels).</p> <p>Advanced word study in Foundations Level 3 includes more advanced phonics skills. These skills include vowel teams, r-controlled vowels, second sounds of c/g, silent letters, 1-1-1 words, digraphs, pluralizing words ending in <i>-y</i> and <i>-o, -tion, -sion, -ture, -tu</i>, sounds of <i>igh, ei, ea, ie, ui</i>, and more. To see all the advanced word study concepts taught in Foundations Level 3, see the Scope and Sequence in the Foundations Level 3 Teacher’s Manual (pp. 27–29).</p>
1.38	<p>For Multilingual Learners, once they decode the word accurately, supports (e.g., descriptions, pictures, or gestures) are used to teach or confirm the meaning of the decoded word(s).</p> <p>In Foundations, various supports are encouraged for Multilingual Learners (MLs). Teachers are provided with additional resources on Wilson Academy to help them understand how to best incorporate techniques for Multilingual Learners’ understanding of word meaning.</p>

	<p>Below are some examples of how Foundations teachers are instructed to teach or confirm the meaning of decoded words for MLs:</p> <ul style="list-style-type: none"> <li>• Foundations uses a keyword picture for each letter-sound correspondence. Be sure to support the meaning of these keywords for MLs. Also stretch out the keyword sound to tune students into the sound and provide ample opportunities for students to practice phonemes that are not present in the student’s native language. Incorporate known sounds with unfamiliar sounds.</li> <li>• Use activities such as Word of the Day, Word Talk, Word Play, and Guess Which One to extend the meaning of words. When building a word and reviewing vocabulary, talk about the word’s meaning emphasizing morphology at the word level, phrase level, and sentence level. Teach the word in everyday and or academic language. Be prepared with multiple examples of when and how that word is used in English. Provide background knowledge to aid in understanding of the word. Use synonyms and antonyms to deepen students’ understanding of words. Differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another. Use questioning techniques to cover both concepts and vocabulary.</li> <li>• Scoop sentences and have ML students echo the teacher to help students hear how to use intonation (phrasing and expression) and give meaning.</li> </ul> <p>For a complete list, refer to this document, <i>How Foundations Supports the Reading Development of Multilingual Learners</i>, that is provided on all the online Foundations Learning Communities as a resource for teachers of ML students:  <a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a></p> <p>Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.</p>
1.39	<p>For Multilingual Learners, attention is paid to positive transfer of letters and sounds from their home language in addition to explicit attention to those not present in their home language.</p> <p>Foundations Level 3 provides attention to positive transfer of letters and sounds from students’ home languages.</p> <p>Foundations provides a resource document for teachers of ML students entitled <i>How Foundations Supports the Reading Development of Multilingual Learners</i> (<a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a>).</p> <p>Of note in this document is a resource compiled by American Speech–Language–Hearing Association (ASHA) which notes the phonemic systems of many languages. A teacher may use this document to attend to positive transfer of letters and sounds from the home languages of Multilingual learners in their classroom. Foundations notes that teachers may benefit</p>



from the support of an experienced ML teacher/educator to understand the linguistic characteristics of students' native languages, such as phonemes that exist or do not exist in a student's native language.

Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.

### **Glossary**

**Blending:** Putting phonemes together to form a word.

**Encoding:** Understanding the spelling of words; a skill that develops reciprocally to decoding when explicitly taught.

**Etymology:** The history of a word or word part that includes its origin.

**High-Frequency Words:** Words that appear most frequently in printed text.

**Interleaving:** Practice that is spaced out over time, consisting of two or more subjects or skills related to an instructional target within the same practice task.

**Morpheme:** The smallest unit of a word that carries meaning (e.g., prefix, suffix, or base element)

**Phonics:** Instruction to teach how print/letters represent the sounds of spoken language.

**Phonic Decoding:** The process of sounding out words using letter-sound knowledge and blending those sounds together to pronounce the word. In the research literature, this process is referred to as phonological recoding or simply recoding.

**Segmenting:** Breaking a spoken word into its individual phonemes.

**Syllable Types:** The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.

**Sound-Symbol Correspondences:** The relationship between a grapheme, or printed letter(s), and its corresponding phoneme, or individual speech sound (i.e., <c> can correspond to the phoneme /k/ or /s/).

**Spaced Practice:** Practice that occurs over time.

**Types of Text:**

- **Decodable:** Texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.
- **Leveled:** Texts leveled according to a gradient of difficulty based on multiple supportive features of the whole *text*, which allow for an emphasis on meaning, such as text structure, themes and ideas, or language and literary features.
- **Predictable:** Texts with predictable text structures such as repetitive and predictable sentences, words, and phrases.

**Variant Vowels:** Groups of letters that produce the same vowel sound (e.g., ai, ay, and eigh).

# Fluency

<b>Red Flags: Practices Not Aligned with the Science of Reading</b>		<b>Red Flag</b> ✓
1.40	<p>Fluency instruction focuses primarily on student silent reading.</p> <p>Fundations fluency instruction does not utilize student silent reading.</p>	
1.41	<p>Rate is emphasized over accuracy; priority is given to the student’s ability to read words quickly.</p> <p>Fundations does not emphasize rate over accuracy. Fundations provides students with ample practice for accurate reading. Teachers also monitor students for automatic reading without scaffolds such as tapping. . Students are taught to scoop sentences into phrases to help them with prosody, rate, and intonation, all which support comprehension.</p> <p>Available directly through Wilson Language Training, teachers can utilize Fun Hub Practice and the Practice Books as students practice accurate reading.</p> <p>See Criteria 1.47 for a detailed explanation.</p>	
1.42	<p>Word-level fluency practice to automaticity is not provided, or fluency is viewed only as text-reading fluency.</p> <p>Word-level fluency practice to automaticity is provided in Fundations. The Fundations Level 3 Teacher’s Manual provides activities that teachers can use to move students from accuracy to automaticity, such as Word Talk, Word of the Day, and Drill Sounds/Warm-Up.</p> <p>See Criteria 1.48 for a detailed explanation.</p>	
1.43	<p>Fluency is practiced only in narrative text or with repeated readings of patterned text.</p> <p>Fluency is not only practiced in narrative text or with repeated readings of patterned text, but in multiple text types and decodable passages.</p> <p>Throughout the Level 3 Teacher Manual, there are tips with the recommendation to engage in grade-level appropriate texts for students in Level 3. Teachers are reminded to use the strategies from the Storytime activity that were taught to students in previous levels where they model, choral read, echo read and engage in activities/strategies such as phrasing and creating a mental image with the non-controlled text (p. 257).</p> <p>See Criteria 1.49 for a detailed explanation.</p>	

1.44	<p>Fluency assessment allows acceptance of incorrectly decoded words if they are close in meaning to the target word (e.g., assessment based upon the cueing systems, M/S/V).</p> <p>Fluency assessment does not allow acceptance of incorrectly decoded words if they are close in meaning to the target word. Word fluency assessments include Nonsense Word Fluency as well as Oral Reading Fluency.</p>	
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**Practices Aligned with the Science of Reading**

1.45	<p>Letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity.</p> <p>In Foundations, letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity. Letter-sound correspondences are explicitly taught to automaticity in Level K, including letter formation. Letter-sound correspondences are practiced and reviewed throughout each subsequent Foundations Level. By Level 3, students are accurate and automatic with letter names and associated sounds. If students are struggling with this concept, they may benefit from use of the Sound Cards in small group instruction. FUN HUB includes videos of letter names and sound review in the Orientation Unit. FUN HUB is available as a subscription service through WLT.</p>
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1.46	<p>Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.</p> <p>Foundations instruction includes teacher-led modeling, oral reading by students, and immediate feedback. Each Foundations daily lesson includes a cumulative review of previously taught skills; a phonological warm up; phoneme grapheme matching; word reading accuracy; fluency building at the word, phrase, and sentence level; and sentence dictation. These all provide students with multiple opportunities to deliberately practice and reinforce all skills. Information is presented in different ways and with varying activities within a lesson. Students demonstrate their understanding and application of concepts through a variety of tasks.</p> <p>Students' correct answers are given immediate positive feedback. Students' errors are also corrected "on the spot" with guided questions so they learn from their mistakes. Teachers provide immediate feedback to students so they know how they are doing and what they can do differently if they are struggling. Students must explain their thinking when determining unknown words or when attempting to spell a word for their independent writing. If the word is not accurate, teachers are expected to ask if they can correct it with guiding questions, such as, "Do you know where the digraph is?" and "Can you explain what a digraph is?"</p> <p>Teachers are instructed to see if students are beginning to self-monitor their responses and use problem solving thinking to complete a decoding or spelling task. This might include having students look in their Student Notebook for the spelling of a high frequency Trick Word or referring to a poster to check a sound. Questions such as "How can you check to be sure?" or "Show me how you know that?" are used. Also, questions are posed to be sure students understand the importance and relevance of what</p>
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	<p>they are learning, such as, “How will you know that the letter Q always has a U with it?” to help with spelling. Teachers are taught to use questioning to guide higher order thinking. Metacognitive questions are built into instruction. Teachers are instructed to use additional ones as appropriate. Teachers also teach students how to use their skills and have them become self-reliant using tapping and scooping as well as reference materials that include posters, desk strips, and Student Notebooks to assist them in independent decoding and spelling throughout the day.</p> <p>See the Foundations Level 3 Teacher’s Manual on providing immediate feedback (pp. 9-10) and the notes with each Unit Test explaining when a class or individual student may need more time with the material (pp. 109). Also see the Targeted Instructional Resources in the Foundations Level 3 Learning Community for guidelines and additional support activities.</p> <p>Learning activities in the Foundations Level 3 Teacher’s Manual clearly state routines, how to give feedback through guiding questions, and what specific language to use. Formative assessment can be informal and is used during the learning process. Its purpose is to inform a teacher of how well the students are learning. “Show me” is a phrase that teachers are instructed to use with clear instructional objectives that require learners to do both intellectual work and demonstrate their thinking with performance.</p> <p>Teachers provide immediate feedback to students, so that they know how they are doing and what they can do differently if they are struggling. Teachers assess student achievement of skills based on knowledge and application. They look at student progress from multiple perspectives. This includes direct observation of daily work and independent application of skills throughout the day. Teachers require students to explain their thinking when determining unknown words or when attempting to spell a word for their independent writing. Even if the word is not accurate, they can correct it with guiding questions or what they know about parts of the word that they have mastered. The teacher leads them to help them explain what they can tell about the parts of words, and teachers help students begin to self-monitor their responses and use problem solving thinking to complete decoding or spelling. This may include looking at their Student Notebooks for spelling of high frequency/Trick Words, the spelling rule for a phonetically regular word, the meaning of recorded words, the sounds of given letters or referring to a poster to check a sound.</p> <p>Additionally, the Foundations Level 3 Learning Community’s Resource Library contains the stories from Level 2 Storytime activities available for students needing additional practice. These controlled, decodable passages reinforce skills taught in Level 2 for students to read again and practice to mastery.</p>
1.47	<p>Reading accuracy and automaticity are emphasized as the hallmarks of fluent reading.</p> <p>Foundations emphasizes accuracy and automaticity as the hallmarks of fluent reading. Each Foundations daily lesson includes a cumulative review of previously taught skills; a phonological warm up; phoneme grapheme matching; word reading accuracy; fluency building at the word; phrase, sentence, and passage level; and sentence dictation. In Level K, letter-sound correspondences are explicitly taught to automaticity and build from there. The Foundations curriculum continuously spirals back to ensure mastery of concepts and automaticity. In Foundations, students are taught phonics patterns to automaticity so that when they read connected text, words are easily decoded. The phonics patterns included in the connected text available in the Foundations program include previously taught and current concepts.</p>

	<p>Optimal learning in Foundations is facilitated by a gradual release of responsibility model. The Learning Activity sequence on a given day or within a week moves students toward independence following these steps: teacher demonstration, guided instruction/practice, collaborative learning, and independent success. This plan moves students through the week from practicing for accuracy with Word of the Day earlier in the week to practicing for automaticity with Word Talk later in the week.</p> <p>There is a daily Sound Drill activity that starts off each lesson in Foundations. Teachers plan for students to review known letter-sound combinations to build automaticity. Word of the Day and Word Talk are activities that explicitly help students with their automaticity and accuracy. See the Foundations Level 3 Teacher’s Manual (pp. 66–69). In this activity, instructors choose two or three words that have been taught as Word of the Day in prior Units as well as the current Unit. Students decode the words chorally or individually. Students mark up each word, focusing on its structure, and the class discusses the word’s meaning. Instructors complete the activity by using each word as a flashcard, having students quickly read each word without tapping it out.</p> <p>The Home Support Pack 3 provides activities for families to do at home; these activities focus on accuracy, automaticity, and fluency.</p> <p>Teachers can utilize the Level 2 Fluency Kit and Storytime activities (available in the Foundations Level 2 Learning Community) for students requiring additional practice transferring skills to text to become accurate and automatic readers.</p> <p>Available directly through Wilson Language Training, teachers can also utilize Fun Hub Practice as students practice reading for accuracy and automaticity. Additionally, teachers can use Level 2 Foundations Readers for students requiring additional fluency practice as they transfer their phonics skills to text.</p>
1.48	<p>Word-level fluency practice is provided.</p> <p>Foundations provides word-level fluency practice. In each Foundations Level, students practice word lists, phrases, and sentences to automaticity that provide enough exposures to the learned words that they become sight words. Each Foundations Unit has Unit resources available for teachers, including word lists, phrases, and sentences (Foundations Level 3 Teacher’s Manual, pp. 112–113, Unit 1 Resources).</p> <p>The Foundations Level 3 Practice Books contain supplemental practice activities to reinforce and review concepts outside the 30-minute lesson. This includes opportunities to practice word-level fluency practice.</p> <p>Teachers can utilize the Level 2 Fluency Kit and Storytime activities (available in the Foundations Level 2 Learning Community) for students requiring additional practice transferring skills to text to become accurate and automatic readers. The Foundations Teacher’s Kit 2 includes the Foundations Fluency Kit 2 for students who need additional practice; the Foundations Fluency Kit 2 is perfect for an intervention setting. The Fluency Kit provides word lists, phrases, sentences, and controlled decodable passages for students to read and practice to mastery. Fluency templates are available for download in the online Foundations Level 2 Learning Community so that teachers can create practice that is specifically designed for a student’s area of need.</p>

	<p>Available directly through Wilson Language Training, teachers can also utilize Fun Hub Practice as students practice reading for accuracy and automaticity.</p>
1.49	<p>Connected text fluency practice is provided encouraging students to read with prosody (e.g. decodable texts, poetry, readers’ theater, paired reading)</p> <p>In Foundations Level K, 1, and 2, students focused on expression (including prosody) and the meaning of text with controlled text sentences and short passages. Students who have successfully completed previous Levels should be able to decode grade-appropriate, non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text within the Foundations program.</p> <p>The Foundations Level 3 Practice Books contain supplemental practice activities to reinforce and review concepts outside the 30-minute lesson. This includes opportunities for connected text practice to encourage students to read with prosody.</p> <p>Teachers can utilize the Level 2 Fluency Kit and Storytime activities (available in the Foundations Level 2 Learning Community) for students requiring additional practice transferring skills to connected text.</p> <p>Available directly through Wilson Language Training, teachers can also use Level 2 Foundations Readers for students requiring additional practice as they transfer their phonics skills to connected text to read with prosody. It is important to note that Foundations Level 3 is a supplemental foundational skills program, and students should be provided with connected text fluency practice within a wide variety of texts through their core ELA program.</p>
1.50	<p>For Multilingual Learners, additional support is included whenever possible to ensure students understand the meaning of words being read.</p> <p>Support for all students, including Multilingual Learners (MLs), is included throughout Foundations Level 3 to ensure students understand the meaning of words being read. See the following document which is provided on all the online Foundations Learning Communities: <a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a></p> <p>The Foundations Level 3 Teacher’s Manual addresses how the Foundations curriculum systematically and directly teaches the English language to all students, including those for whom English is not their native language (pp. 11–12). The Foundations Level 3 Teacher’s Manual reads, “Throughout every Foundations lesson, it is important to weave vocabulary instruction and talk about word meanings. Do this at appropriate times within the learning activities” (p. 12). Reminders to weave vocabulary discussion into lessons are included in several other places in the manual including the Learning Activity Overview for Echo/Find Words (p. 44), every Student Notebook entry, and every Storytime entry.</p> <p>The Foundations Level 3 Teacher’s Manual reads, “ELs as well as students with language-based learning disabilities may have more difficulty retrieving the words to express concepts during the lesson. They may need to be given a choice of responses (such as ‘Is this a digraph or a blend?’) instead of open-ended type questions (such as ‘What is this called?’)” (p. 12).</p>

There are several program activities that support all students in understanding of word meaning. The daily Letter-Keyword Sound activity introduces students to letter names and sound associations with the help of a keyword picture. Teachers can support these keyword meanings for MLs and stretch out the keyword sound to tune students into the sound. Students are provided ample opportunities to practice phonemes that are not present within the student’s native language. Activities such as Dictation/Sound Alike Words (homophones) and Trick Words, Word of the Day, Word Talk, Guess Which One, and the Vocabulary section of the Student Notebook are other opportunities to ensure all students, including MLs, understand the meaning of words being read.

Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.

### **Glossary**

**Accuracy**: Decoding words without any sound/symbol errors.

**Automaticity**: Performing a reading task without conscious effort. For example, reading words in connected text with automaticity means that there is no conscious attention paid to decoding words.

**Connected Text**: Text that includes multiple sentences that are related to one another.

**Prosody**: Reading smoothly with expression and intonation that represents the meaning and comprehension of connected text.

# Sections 2-4: LANGUAGE COMPREHENSION, READING COMPREHENSION, AND WRITING

## NON-NEGOTIABLES: LANGUAGE COMPREHENSION (LC), READING COMPREHENSION (RC), AND WRITING (W)

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
2-4.1	<p>(LC, RC, W) In early grades, the instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning.</p> <p>The instructional framework for Foundations Level 3 emphasizes direct instruction for a 30-minute block each day.</p> <p>See Criteria 2-4.6 for a detailed explanation.</p>	
2-4.2	<p>(LC, RC, W) Students are not exposed to rich vocabulary and complex syntax in reading and writing materials.</p> <p>Students using the Foundations Level 3 program are exposed to rich vocabulary and complex syntax throughout reading and writing materials.</p> <p>See Criteria 2-4.7 for a detailed explanation.</p>	
2-4.3	<p>(RC) Comprehension activities focus mainly on assessing whether students understand content (the product of comprehension) instead of supporting the process of comprehending texts.</p> <p>The Foundations Level 3 program includes comprehension activities that support both content and the process of comprehending texts.</p> <p>See Criteria 3 for a detailed explanation.</p>	
2-4.4	<p>(RC, W) Writing is not taught or is taught separately from reading at all times.</p>	



	<p>Fundations Level 3 teaches writing and reading (encoding and decoding) simultaneously in a multimodal structured approach.</p> <p>See Sections 3 and 4 for detailed explanations.</p>	
2-4.5	<p>(LC, RC) Questioning during read-alouds focuses mainly on lower-level questioning skills.</p> <p>Read-alouds are not included in Fundations Level 3. It is important to note that Fundations is a supplemental foundational skills program and read alouds will be part of a core ELA curriculum.</p>	
<p><b>Practices Aligned with the Science of Reading</b></p>		
2-4.6	<p>(LC, RC, W) There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of elements of language comprehension, reading comprehension, and writing taught in an explicit system.</p> <p>Fundations Level 3 includes a clear and consistent instructional framework. The comprehensive Scope and Sequence covers elements of language comprehension, reading comprehension, and writing in an explicit system (Fundations Level 3 Teacher’s Manual, pp. 27-29).</p> <p>The following are representative examples of each element. See the Scope and Sequence for a complete list of the instructional goals.</p> <p>Language Comprehension:</p> <ul style="list-style-type: none"> <li>• Morpheme study: Identify parts of words (syllables, base words, suffixes).</li> <li>• Identify and know meaning of most common Latin suffixes.</li> <li>• Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made.</li> <li>• Form and use regular and irregular plural nouns.</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>• Acquire and use accurately grade level conversational and general academic words.</li> <li>• know meaning of targeted vocabulary words (Word of the Day) and different inflected forms of words when a known affix is added (confuse, confusing).</li> </ul>	

	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>• Determine and clarify the meaning of unknown and multiple meaning words (e.g., patient).</li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Apply dictionary skills and consult reference material to determine and/or clarify precise meaning.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Use correct writing position and pencil grip.</li> <li>• Write clear, legible cursive at an appropriate rate.</li> <li>• Read and spell words with silent letters (<i>wr, rh, gn, kn, mn, mb, and gh</i>).</li> <li>• Read and spell words with sound options for the grapheme representation.</li> <li>• Read and spell words with the unexpected vowel sound of schwa in unaccented syllables.</li> <li>• Construct simple, compound, and complex sentences using vocabulary words with proper capitalization and punctuation and incorporating coordinating and subordinating conjunctions.</li> <li>• Apply correct punctuation and capitalization rules for beginning of sentences and names of people.</li> </ul>
2-4.7	<p>(LC, RC, W) Students are exposed to rich vocabulary and complex syntax in reading and writing materials and orally, including but not limited to read alouds, at language levels beyond students’ reading levels.</p> <p>Foundations Level 3 does not include read alouds. Foundations® is a Tier 1 foundational skills program for Grades K-3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p> <p>As a supplemental program, Foundations was designed with the expectation that students would also have many opportunities to be exposed to texts with vocabulary and syntax at language levels above their current reading levels through their core ELA curricula.</p>
2-4.8	<p>(LC, RC, W) For Multilingual Learners, instruction in English language development (ELD) and acquisition is included to support reading comprehension and continued reading and writing development.</p> <p>The Foundations Level 3 curriculum provides means to ensure all students work with and can meet grade-level standards. The curriculum provides systematic guidance and resources required for all students, including Multilingual Learners. Instruction in English language development and acquisition is included through activities that systematically teach how decoding and</p>

encoding function in the English language. Teaching tips embedded within the Foundations curriculum that particularly support the language development of Multilingual Learners include the following:

- Foundations uses a keyword picture for each letter-sound correspondence. Be sure to support the meaning of these keywords for MLs. Also stretch out the keyword sound to tune students into the sound and provide ample opportunities for students to practice phonemes that are not present in the student's native language. Incorporate known sounds with unfamiliar sounds.
- MLs can benefit from learning letter and sound correlations. Foundations provides explicit instruction of letter-sound correspondence.
- Encourage the use of the Student Notebook with keywords and have students keep them at their desks during activities that deal with sounds, phoneme segmentation, and blending.
- When building words with Sound Cards on the board or during dictation activities, use chaining to help students discriminate between vowel sounds. Chains that deal with minimal pairs will help students begin to differentiate vowel sounds. When building nonsense words, explain that they are not actual words, but nonsense words follow that patterns and rules of English.
- Use and encourage the Foundations sound tapping technique; this technique is an essential tool to help ML students identify sounds.
- Foundations explicitly teaches the sound-spelling patterns based on syllable types, including the numerous spelling options for vowel sounds. The scaffolded approach of these activities is very beneficial to Multilingual learners.
- Use the Student Notebook as a resource for spelling rules. Students can refer to this tool as needed.
- For phonological and phonemic awareness activities (including Echo/Find activities), it is helpful to have a knowledge of words within which they are identifying phonemes. Discuss unfamiliar words in the framework of vocabulary.
- Use activities such as Word of the Day, Word Talk, Word Play, and Guess Which One to extend the meaning of words. When building a word and reviewing vocabulary, talk about the word's meaning emphasizing morphology at the word level, phrase level, and sentence level. Teach the word in everyday and or academic language. Be prepared with multiple examples of when and how that word is used in English. Provide background knowledge to aid in understanding of the word. Use synonyms and antonyms to deepen students' understanding of words. Differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another. Use questioning techniques to cover both concepts and vocabulary.
- Along with words with multiple meanings, emphasize transition words.

- Use the comprehension strategies outlined for Storytime activities in Levels K-2 to help model replay and retell.
- Use drawings to help with retell activities. Provide extra practice in repeated reading to support oral language development.
- Scoop sentences and have ML students echo the teacher to help students hear how to use intonation (phrasing and expression) and give meaning.
- Maximize the use of the Fluency Kit for targeted fluency practice with words, phrases, and stories.

Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.

# Section 2: LANGUAGE COMPREHENSION

## A NOTE ON EVALUATING LANGUAGE COMPREHENSION

This section may take longer to complete, so it is recommended to review after you are familiar with a curriculum’s design. Elements of language comprehension may not be apparent from the lesson title, so be sure to read multiple complete lessons across grade levels to review this section.

### Background Knowledge

#### Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

2.1

Read-aloud opportunities emphasize simple stories or narrative texts. Read-aloud text is not sufficiently complex and/or does not include knowledge-building expository texts (i.e., topics related to science, social studies, current events).

Fundations Level 3 does not include read alouds. As a supplemental program, Fundations was designed with the expectation that students would also have many opportunities to be exposed to texts with vocabulary and syntax at language levels above their current reading levels through their core ELA curricula.

However, teachers can utilize read-aloud opportunities through the Fundations Level 2 curriculum for students requiring additional practice transferring skills to text to become accurate and automatic readers. This includes both the Storytime activity and the knowledge-building expository text in the Geodes<sup>®</sup> Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training. (The Geodes Classroom Libraries are available for supplemental purchase.)

In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Fundations Readers as knowledge-building texts for students requiring additional practice with connected text. Building knowledge occurs throughout the Readers but also through the Did You Know Section and Extension Activity. The Did You Know Section provides knowledge-building information aligned to common grade-level social studies and science themes to engage students and extend the student’s experienced beyond the text. The Extension Activity allows teachers to make

	<p>connections between the text, Did You know Section and the level-specific themes.</p> <p>See Criteria 2.4 for further explanation.</p>	
2.2	<p>Opportunities to bridge existing knowledge to new knowledge is not apparent in instruction.</p> <p>Foundations Level 3 provides consistent opportunities to bridge existing knowledge to new knowledge. Foundations is a program that is cumulative and continually spirals back to ensure automaticity. Each Foundations Level reviews known letter-sound combinations and words and applies previously learned skills in reading and writing practice in subsequent Foundations Units and Levels.</p> <p>However, teachers can utilize read-aloud opportunities through the Foundations Level 2 curriculum for students requiring additional practice transferring skills to text to become accurate and automatic readers. This includes both the Storytime activity and the knowledge-building expository text in the Geodes<sup>®</sup> Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers as knowledge-building texts for students requiring additional practice with connected text. Building knowledge occurs throughout the Readers but also through the Did You Know Section and Extension Activity. The Did You Know Section provides knowledge-building information aligned to common grade-level social studies and science themes to engage students and extend the student’s experienced beyond the text. The Extension Activity allows teachers to make connections between the text, Did You know Section and the level-specific themes.</p> <p>See Criteria 2.5 for further explanation.</p>	
2.3	<p>Advanced (Grades 2-5): For students who are automatic with the code, texts for reading are primarily leveled texts that do not feature a variety of diverse, complex, knowledge-building text sets to develop background knowledge in a variety of subject areas.</p> <p>Foundations Level 3 does not include text sets. As a supplemental program, Foundations was designed with the expectation that students would also have many opportunities to be exposed to diverse, complex, knowledge-building text sets through their core ELA curricula.</p> <p>However, teachers can utilize read-aloud opportunities through the Foundations Level 2 curriculum for students requiring additional practice transferring skills to text to become accurate and automatic readers. This includes both the Storytime activity and the knowledge-building expository text in the Geodes<sup>®</sup> Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training. (The Geodes Classroom Libraries are available for</p>	

supplemental purchase.)

In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers as knowledge-building texts for students requiring additional practice with connected text. Building knowledge occurs throughout the Readers but also through the Did You Know Section and Extension Activity. The Did You Know Section provides knowledge-building information aligned to common grade-level social studies and science themes to engage students and extend the student's experienced beyond the text. The Extension Activity allows teachers to make connections between the text, Did You know Section and the level-specific themes.

See Criteria 2.4 for further explanation.

### Practices Aligned with the Science of Reading

2.4

Read-aloud opportunities (for students who are still learning the code) and text reading opportunities (for students who are automatic with the code) feature a variety of diverse, complex texts, including narrative and expository texts above grade-level to develop background knowledge and vocabulary in a variety of subject areas.

Foundations Level 3 does not include read alouds nor text reading opportunities.

As a supplemental program, Foundations was designed with the expectation that students would also have many opportunities to be exposed to read-alouds and texts with vocabulary and syntax at language levels above their current reading levels through their core ELA curricula.

However, teachers can utilize read-aloud opportunities through the Foundations Level 2 curriculum for students requiring additional practice transferring skills to text to become accurate and automatic readers. This includes both the Storytime activity and the knowledge-building expository text in the Geodes<sup>®</sup> Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training. (The Geodes Classroom Libraries are available for supplemental purchase.)

In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers as knowledge-building texts for students requiring additional practice with connected text. Building knowledge occurs throughout the Readers but also through the Did You Know Section and Extension Activity. The Did You Know Section provides knowledge-building information aligned to common grade-level social studies and science themes to engage students and extend the student's experienced beyond the text. The Extension Activity allows teachers to make connections between the text, Did You know Section and the level-specific themes.

2.5	<p>Opportunities are provided to make connections between a new word or concept and other known words or concepts, relating ideas to experiences.</p> <p>Opportunities exist throughout Foundations for students to make connections with prior knowledge. The Level 3 Teacher’s Manual instructs teachers to make use of questioning strategies and explicit instruction to guide students to see patterns and relationships among bits of information within the curriculum (p. 14).</p> <p>Specific activities in the curriculum that prompt students to make connections include Introduce New Concepts (Unit 1, Week 1), Word of the Day, Word Talk, and Guess Which One. See the Foundations Level 3 Teacher’s Manual (pp. 90, 66–67, 68–69, and 56–57).</p>
2.6	<p>For Multilingual Learners, opportunities are identified for building background knowledge in a students’ home language and/or by using visuals and clarification whenever possible.</p> <p>Activities in Foundations Level 3 that identify opportunities for building background knowledge include Word of the Day, Word Talk, Word Play, and Guess Which One. Visuals are included in the Drill Sounds/Warm Up using large sound cards for each keyword to help students connect the word in English with their understanding in their home language. See the Foundations Level 3 Teacher’s Manual (pp. 44–45, 56–57, 66–67, 68–69, and 70). Visuals are also found on reference materials such as the Classroom Posters and in the Student Notebooks.</p> <p>Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.</p>
<p><b>Glossary</b></p> <p><u>Background Knowledge</u>: A specific subset of knowledge needed to comprehend a particular situation, lesson, or text.</p> <p><u>English Language Development (ELD)</u>: Instruction that is specially designed for Multilingual Learners to develop their listening, speaking, reading, and writing skills in English.</p> <p><u>Expository Text</u>: Text that provides factual information about a topic.</p> <p><u>Narrative Text</u>: Text that relates a series of events; this can include both fiction and nonfiction.</p>	



# Vocabulary

## Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

2.7

Vocabulary worksheets and activities are used with little opportunity for deep understanding of vocabulary words.

Foundations Level 3 does not include worksheets as a teaching method. Vocabulary is taught through direct instruction, using activities such as Word of the Day and Word Talk. The program instructs teachers to include talk about the word’s meaning, emphasize morphology at the word level, phrase level, and sentence level, teach the word in everyday and or academic language, be prepared with multiple examples of when and how that word is used in English, provide background knowledge to aid in understanding of the word, and use synonyms and antonyms to deepen students’ understanding of words.

See Criteria 2.12-2.17 for further explanation.

2.8

Instruction includes memorization of isolated words and definitions out of context.

Vocabulary instruction does not include memorization of isolated words and definitions out of context. Students are taught words within appropriate sentence and text-level examples.

See Criteria 2.14 for further explanation.

2.9

Tier 2 words are not taught explicitly and practiced; students are not given opportunities to use them in their speech, see them in print, and use them in writing.

Foundations Level 3 explicitly teaches Tier 2 vocabulary words as part of the scope and sequence of the curriculum. The Foundations Level 3 Teacher’s Manual notes that by the end of Level 3, students will “Acquire and use accurately...general academic words” (p. 27).

See Criteria 2.14-2.15 for further explanation.

2.10

Students are not exposed to and taught Tier 3 words.

Tier 3 words, academic words used within a particular content area, are included within Foundations Level 3 activities, particularly words specific to language study.

	See Criteria 2.14 for further explanation.	
2.11	<p>Explicit instruction in morphology is not present and/or not taught according to a scope and sequence (i.e., simple to complex) consistently throughout K-5 instruction.</p> <p>Explicit instruction in morphology is taught according to the systematic scope and sequence in Foundations Level 3. See the Foundations Level 3 Teacher’s Manual (pp. 27–29).</p> <p>See Criteria 2.16 for further explanation.</p>	

**Practices Aligned with the Science of Reading**

2.12	<p>Instruction includes robust teacher-student and student-student conversations in order to support a clear understanding of vocabulary words.</p> <p>Vocabulary conversation between teacher and student is present in almost every lesson of Foundations Level 3. The Guess Which One activity, which is direct instruction in homophones, supports clear understanding of vocabulary words and reviews words which have already been taught. See an example in the Foundations Level 3 Teacher’s Manual on pages 56–57. Teachers narrate their thought processes in seeing the homophones, and students listen and respond. The Word of the Day activity is another opportunity for conversations between students and teachers about vocabulary(Foundations Level 3 Teacher’s Manual, pp. 66-67). Word Talk has teachers review words accumulated in the Word of the Day Card practice pack (Level 3 Teacher’s Manual, pp. 68–69). Teachers discuss the meaning and structure of each word, ask for students to provide synonyms or antonyms, and ask for students to use the words correctly within sentences. The Echo/Find Words activities also use conversation about the meanings of the words students are learning (Foundations Level 3 Teacher’s Manual, pp. 48–53).</p>
2.13	<p>Vocabulary words are taught deeply by using concept maps or other devices that help students understand multiple layers of the word. (Anderson &amp; Freebody, 1981)</p> <p>As a supplemental foundational skills program, vocabulary is not taught through concept maps in Foundations Level 3.</p> <p>Students in Foundations Level 3 learn vocabulary deeply through word study of roots, affixes, and other morphology. In Unit 2, Week 1, Day 3, students learn about the suffixes -er and -est. They compare the heights of two classmates using the word “taller”, and the teacher explains there is another word to use when comparing three or</p>

	<p>more. Students break apart the word “tallest” and discuss how the -est suffix is used when comparing three or more of something. The life-size explanation (three students standing up and the rest of the class comparing them) and the focused word study all help students understand the word “tallest” deeply.</p>
2.14	<p>Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).</p> <p>Fundations Level 3 includes explicit vocabulary instruction for Tier 2 and 3 words through the Word of the Day Activity. The Words of the Day are taken from resources such as Beimiller’s list or the Academic Wordlist, so students learn the meaning of words with higher utility. See Level 3 Guide to Student Work within the Foundations Online Resource Library for a comprehensive list of all Words of the Day in Level 3.</p> <p>Tier 3 vocabulary taught in Foundations Level 3 pertains to word study and linguistics. For example, <i>suffix</i> (throughout the program); <i>plural</i> (throughout the program); <i>contraction</i> (Unit 11, Week 1, pg. 444).</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K-3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach. Students will receive explicit instruction in Tier 1 vocabulary through the core literacy program.</p> <p>In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers for students requiring additional vocabulary instruction.</p>
2.15	<p>Tier 2 words are taught explicitly, and students are given opportunities to use them in their speech, see them in print, and use them in writing (when appropriate).</p> <p>Fundations includes explicit vocabulary instruction for Tier 2 words through the Word of the Day and Dictation Activities. See Level 3 Teacher’s Manual (pp. 66–67 and 34–43).</p> <p>Fundations also includes opportunities for students to practice tier 2 vocabulary in the Level 3 Practice Books.</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Fun Hub Practice for opportunities to use new vocabulary.</p>
2.16	<p>Explicit instruction in morphology is provided with numerous opportunities for students to read and write words with these morphemes.</p> <p>Students learn about morphology throughout the year-long curriculum as they study prefixes suffixes, base words, and their meanings; how to form plurals; understand present and past tense; and learn to categorize vowel and consonant suffixes.</p> <p>The scope and sequence of Level 3 Foundations provides a list of all explicitly taught morphemes. See the Foundations Level 3 Teacher’s Manual (pp. 27–29). For example, students in Level 3 Foundations will be able to:</p>

- Read and spell words with suffixes, include most common Latin suffixes (*-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -am, -ward, and -or*).
- Read and spell words with suffixes added to unchanging base words.
- Form and use regular and irregular plural nouns.
- Apply spelling rules for adding suffixes to base words that change (e.g., “sliding”).

Students practice reading and writing words with these morphemes throughout Foundations Level 3. In Unit 2 Week 1 Day 4, students review vowel and consonant suffixes and learn (*-ish, -ive, -y, -ly, -ty, -ness, -able, -en, and -ment*) (Foundations Level 3 Teacher’s Manual, pp. 124-125).

The Bonus Unit is an entire Unit devoted to prefixes, roots, and suffixes. It is intended to be an introduction to the components of words and an advanced word study. See Level 3 Teacher’s Manual (pp. 264–291). Students learn the meanings of closed syllable prefixes, such as *con-* (with or together); *dis-* (not, opposite of); and *sub-* (under). They also learn open-syllable prefixes such as *de-* (from, down, away); *e-* (out of, away from); and *pre-* (before). Students learn roots, such as *fract, scribe, dict, struct, and ject* as well.

2.17

For Multilingual Learners, instruction in ELD is included to support continued vocabulary development.

The Foundations Level 3 curriculum provides means to ensure all students work with and can meet grade level standards. The curriculum provides systematic guidance and resources required for all students, including Multilingual Learners.

Teachers are instructed to use activities such as Word of the Day, Word Talk, Word Play, and Guess Which One to extend the meaning of words. Teachers are instructed to do the following: When building a word and reviewing vocabulary, talk about the word’s meaning emphasizing morphology at the word level, phrase level, and sentence level. Teach the word in everyday and or academic language. Be prepared with multiple examples of when and how that word is used in English. Provide background knowledge to aid in understanding of the word. Use synonyms and antonyms to deepen students’ understanding of words. Differentiate instruction by choosing words that address different challenges for different students. For example, a single word may be able to target the concept trouble spot of one student while simultaneously addressing a vocabulary gap for another. Use questioning techniques to cover both concepts and vocabulary. Along with words with multiple meanings, teachers are told to emphasize transition words.

Additionally, resources are available on the Foundations Learning Community for teachers of ML students or emergent bilinguals. These resources include Foundations lesson plans for ML/emergent bilinguals, cross linguistic connections for MLs in Foundations, and linguistic accommodations for MLs in Foundations.

## **Glossary**

**English Language Development (ELD)**: Instruction that is specially designed for Multilingual Learners to help develop their listening, speaking, reading, and writing skills in English.

**Morphology**: The system of meaningful parts, or morphemes, that make up words.

**Tiered Vocabulary Words**: A means of classifying words due to their level of difficulty and frequency of use. It is important to note that these tiers are *not* related to tiers of instruction in a Multi-Tiered System of Supports.

**Tier 1 Vocabulary Words**: Words students already know the meaning of (e.g., house, car, dog, or school).

**Tier 2 Vocabulary Words**: Words that are not likely to be familiar to young children but reflect a concept they can identify with and can use in conversation (e.g., shiver, excitement, remarkable). Tier 2 words can appear in multiple domains and content areas.

**Tier 3 Vocabulary Words**: Words that are low frequency and domain or content-area specific (e.g., words from math, science, history, music, or art).

# Knowledge of Language Structures

## Red Flags: Practices Not Aligned with the Science of Reading

**Red  
Flag**  
✓

2.18

Conventions of print, grammar, and syntax are taught implicitly or opportunistically with no evidence of consistent, explicit, simple to complex instruction across all grade levels.

Foundations Level 3 teaches conventions of print, grammar, and syntax throughout the curriculum through the Dictation and Storytime activities.

See Criteria 2.21 for a detailed explanation.

2.19

Instruction does not include teacher modeling nor sufficient opportunities for discussion.

Foundations Level 3 includes teacher modeling every day as well as opportunities for discussion.

See Criteria 2.23 for a detailed explanation.

2.20

Students are asked to memorize parts of speech as a list without learning in context and through application.

Foundations Level 3 never asks students to memorize anything as a list instead of in context and through application. When students are instructed in parts of speech, it is within the context of learning morphemes.

## Practices Aligned with the Science of Reading

2.21

There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing.

Foundations is a foundational skills program focused on decoding, encoding, and handwriting. Toward this end, there is a clear scope and sequence (Foundations Level 3 Teacher's Manual, pp. 27-29) for teaching conventions of print. The following examples are representative of each topic.

Conventions of print

- Apply correct punctuation and capitalization rules for beginning of sentences and names of people.
- Proofread sentences by checking for a capital letter at the beginning and a punctuation mark at the end of a sentence during Dictation.

	<p><b>Grammar and Syntax</b></p> <ul style="list-style-type: none"> <li>• Construct simple, compound, and complex sentences using vocabulary words with proper capitalization and punctuation and incorporating coordinating and subordinating conjunctions.</li> <li>• Use sentence level context as a clue to the meaning of a word or phrase.</li> <li>• Form and use comparative and superlative adjectives and adverbs as well as regular verbs.</li> <li>• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to dictated sentences during Dictduring Dictatation and as part of discussions during Word of the Day.</li> <li>• Construct complete sentences using vocabulary words.</li> </ul> <p>Fundations was designed with the expectation that students would also have many opportunities for instruction on language structures through their core ELA curriculum.</p>
2.22	<p>Instruction attends to sentence-level comprehension including simple, compound, and complex sentences, as well as cohesive devices within and among sentences.</p> <p>The Dictation/Sentences activity instructs students in various types of sentences (Fundations Level 3 Teacher’s Manual, pp. 42-43). For examples, see the Unit Resources sections throughout the Fundations Level 3 Teacher’s Manual (p. 112 for Unit 1).</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Fundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach. Fundations was designed with the expectation that students would also have many opportunities for instruction on language structures through their core ELA curriculum.</p>
2.23	<p>Instruction includes sufficient time for discussion, including teacher modeling full ideas and complete sentences.</p> <p>Fundations teachers directly teach all skills to students through modeling and using full ideas and complete sentences. See the Fundations Level 3 Learning Community to watch demonstration videos of teachers using Fundations to model full ideas and complete sentences in their instruction.</p>
2.24	<p>Highlighting the difference in complexity between conversational speaking and sentences found in expository texts.</p> <p>Fundations is intended as a supplemental foundational skills program and does not instruct students in expository texts in Level 3.</p>
2.25	<p>For speakers of English language variations, an asset-based approach is used to engage in a contrastive analysis between home and school language including sentence structures, suffixes, and subject-verb agreement.</p> <p>Fundations is intended as a supplemental foundational skills program in academic English and does not instruct students in</p>

contrastive analyses of variations of English.

**Glossary**

Cohesive Devices: Words used to connect ideas within a sentence or text (e.g., pronouns, synonyms, connectives including coordinate and subordinate conjunctions).

Contrastive Analysis: A systematic study of two languages (or language variations) with the intent of identifying their structural similarities and differences.

Syntax: The arrangement of words to form sentences in a given language.



# Verbal Reasoning

## Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

2.26

Inferencing strategies are not taught explicitly and may be based only on picture clues and not text (i.e., picture walking).

Inferencing strategies are taught explicitly in Foundations Level 3.

See Criteria 2.28 for a detailed explanation.

2.27

Students do not practice inference as a discrete skill.

Inferencing strategies are taught explicitly in Foundations Level 3.

See Criteria 2.28 for a detailed explanation.

## Practices Aligned with the Science of Reading

2.28

Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate and accurate background knowledge.

Although Foundations Level 3 is not a comprehension program, it does provide instruction in learning to think about text through the Guess Which One activity (Foundations Level 3 Teacher’s Manual, pp. 56–57). This activity focuses on homophones and using sentence-level context to apply appropriate and accurate background knowledge (Unit 8, p. 327). The Guess Which One activity helps students distinguish differences in meaning from the context of various sentences.

Additionally, teachers can utilize read-aloud opportunities through the Foundations Level 2 curriculum for students requiring additional practice with inferencing skills in connected text. This includes both the Storytime activity and the knowledge-building expository text in the Geodes<sup>®</sup> Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training. (The Geodes Classroom Libraries are available for supplemental purchase.)

In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers for students requiring additional practice with inferencing. Literal and/or inferential questions are included with each story to support students in reading for meaning; looking for text evidence and connecting to prior knowledge.

2.29	<p>Students are instructed how to interpret inferential language (i.e., ideas beyond the immediate context of what they read) from a text and in conversation.</p> <p>Foundations Level 3 is a supplemental foundational skills program and does not explicitly instruct students how to interpret inferential language. Foundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach. Foundations was designed with the expectation that students would also have many opportunities for instruction on inferential language through their core ELA curriculum.</p> <p>Although, teachers can utilize read-aloud opportunities through the Foundations Level 2 curriculum for students requiring additional practice with inferencing skills in connected text. This includes both the Storytime activity and the knowledge-building expository text in the Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers for students requiring additional practice with inferencing. Literal and/or inferential questions are included with each story to support students in reading for meaning; looking for text evidence and connecting to prior knowledge.</p>
2.30	<p>Students are instructed how narrative language is used to describe a series of events, both fictional and non-fictional.</p> <p>Foundations Level 3 is a supplemental foundational skills program and does not explicitly instruct students in narrative language.</p> <p>Foundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach. Foundations was designed with the expectation that students would also have many opportunities for instruction on narrative language through their core ELA curriculum.</p> <p>Although, teachers can utilize read-aloud opportunities through the Foundations Level 2 curriculum for students requiring additional practice with inferencing skills in connected text. This includes both the Storytime activity and the knowledge-building expository text in the Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language</p>

	<p>Training. (The Geodes Classroom Libraries are available for supplemental purchase.)</p> <p>In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers for students requiring additional practice with retelling a sequence of events for each story through Wilson’s Comprehension S.O.S process. Literal and/or inferential questions are included with each story to support students in reading for meaning; looking for text evidence and connecting to prior knowledge.</p>
2.32	<p>Instruction includes queries to develop a student’s ability to be metacognitive (i.e., to think about their thinking while they read).</p> <p>Foundations engages students in metacognitive thinking as it is essential that they understand the underpinnings of word structure and can apply and generalize these concepts. All Units have metacognitive questioning built into instruction, such as in Unit 5, Week 2. In Week 2, the teacher is instructed to ask students to “Find words with two syllables. How do you know where to divide these words?”(Foundations Level 3 Teacher’s Manual, p. 196).</p>
<p><b>Glossary:</b>  <u>Inference</u>: Using what you know and parts of text to comprehend what is not directly said in a text.  <u>Metacognition</u>: Developing an interactive approach with text to recognize when a text does not make sense and have options to know what to do about it.</p>	

# Literacy Knowledge

## Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

2.33

Genre types and features are not explicitly taught.

Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Fundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach. Fundations was designed with the expectation that students would also have many opportunities to practice reading text of different genres through their core ELA curriculum.

2.34

Genre-specific text structures and corresponding signal words are not explicitly taught and practiced.

Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Fundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach. Fundations was designed with the expectation that students would also have many opportunities for instruction of genre-specific text structures through their core ELA curriculum.

## Practices Aligned with the Science of Reading

2.35

Genre types and features are explicitly taught and used to support comprehension and/or build content knowledge.

As a supplemental program, Fundations was designed with the expectation that students would have many opportunities for instruction of genre types and features as part of their core ELA curricula.

2.36

Explicit instruction of text types (e.g., cause and effect, problem/solution, sequence, time order, compare and contrast).

As a supplemental program, Fundations was designed with the expectation that students would have many opportunities for instruction in text types as part of their core ELA curricula.

2.37	<p>Explicit instruction in signal words (aka connectives). For example, signal words for cause and effect texts include <i>for, because, and as a result</i> whereas signal words for problem and solution texts include <i>however, in contrast, and on the other hand</i>.</p> <p>As a supplemental program, Foundations was designed with the expectation that students would have many opportunities for explicit instruction in signal words as part of their core ELA curricula.</p>
2.38	<p>Graphic organizers are provided to support student understanding of text and genre types.</p> <p>As a supplemental program, Foundations was designed with the expectation that students would have many opportunities to use graphic organizers for understanding of text types and genres as part of their core ELA curricula.</p>
<p><b>Glossary</b></p> <p><u>Genre</u>: A type of text or literature that has a particular form and style (e.g., poetry, fiction, or nonfiction)</p> <p><u>Signal Words</u>: Words that signal readers as to the text type. For example, signal words for cause and effect texts include <i>for, because, and as a result</i> whereas signal words for problem and solution texts include <i>however, in contrast, and on the other hand</i>.</p>	

# Section 3: READING COMPREHENSION

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
3.1	<p>Students are asked to independently read texts they are unable to decode with accuracy in order to practice reading comprehension strategies (e.g., making inferences, predicting, summarizing, visualizing).</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p> <p>However, teachers can utilize the Foundations Level 2 curriculum for students requiring additional practice with reading comprehension strategies. Students are not asked to independently read texts that they are unable to decode. Any independent reading done with the Level 2 Storytime activity (stories for this activity are accessed through the online Foundations Level 2 Learning Community), the Geodes® Classroom Libraries for Level 2 (available for supplemental purchase), and the Foundations Fluency Kit 2 (included with purchase of the Foundations Teacher’s Kit 2) will be supplemental practice for students.</p> <p>In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers for students requiring additional practice with reading comprehension strategies.</p>	
3.2	<p>Students are asked to independently apply reading comprehension strategies primarily in short, disconnected readings at the expense of engaging in knowledge-building text sets.</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p> <p>However, teachers can utilize the Foundations Level 2 curriculum for students requiring additional practice with reading comprehension strategies. Foundations Level 2 uses the Geodes® Classroom Libraries. Geodes are readable texts, at least 80% decodable as aligned to the scope and sequence of the Foundations curriculum. These accessible, knowledge-building books for emerging and developing readers allow students to practice applying taught skills. The</p>	

	<p>Geodes Classroom Libraries are available for supplemental purchase.</p> <p>In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers for students requiring additional practice with applying reading comprehension strategies.</p>	
3.3	<p>Emphasis on independent reading and book choice without engaging with complex texts.</p> <p>Foundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p> <p>However, Foundations does not have an independent reading or book choice component. It is a supplemental foundational skills program. Teachers can utilize the Foundations Level 2 curriculum for students requiring additional practice with complex connected text. Foundations Level 2 uses the Geodes® Classroom Libraries. Geodes are readable texts, at least 80% decodable as aligned to the scope and sequence of the Foundations curriculum. These accessible, knowledge-building books for emerging and developing readers allow students to practice applying taught skills. The Geodes Classroom Libraries are available for supplemental purchase.</p> <p>In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers for students requiring additional practice with connected text.</p>	
3.4	<p>Materials for comprehension instruction are predominantly predictable and/or leveled texts.</p> <p>Foundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p> <p>However, teachers can utilize the Foundations Level 2 curriculum for students requiring additional practice with reading comprehension. Comprehension instruction takes place with the Level 2 Storytime activity (stories for this activity are accessed through the online Foundations Level 2 Learning Community), the Geodes® Classroom Libraries for Level 2 (available for supplemental purchase), and the Foundations Fluency Kit 2 (included with purchase of the Foundations Teacher’s Kit 2). These materials do not include predictable patterned texts nor leveled texts. They are aligned to the scope and sequence of Foundations Level 2.</p> <p>In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers for comprehension instruction through decodable text (not predictable or leveled text). The Foundations Readers are</p>	

	decodable texts that are engaging and reinforce the phonics skills taught in Foundations lessons.	
3.5	<p>Students are not taught methods to monitor their comprehension while reading.</p> <p>Foundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p> <p>However, teachers can utilize the Foundations Level 2 curriculum for students requiring additional practice with reading comprehension. This includes the Level 2 Storytime activity, the Geodes Classroom Libraries for Level 2 (available for supplemental purchase), and the Foundations Fluency Kit Level 2.</p> <p>In addition, available directly through Wilson Language Training, teachers can also utilize Level 2 Foundations Readers to teach comprehension monitoring strategies.</p>	
<b>Practices Aligned with the Science of Reading</b>		
3.6	<p>The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently.</p> <p>Foundations was designed with the expectation that students would also have many opportunities for rich read-aloud experiences through their core ELA curriculum.</p>	
3.7	<p>Comprehension strategies (e.g., making inferences, summarizing) are taught via gradual release of responsibility (i.e., I do, we do, you do) using appropriate instructional text that students can accurately decode.</p> <p>Foundations was designed with the expectation that students would also have many opportunities to learn comprehension strategies through the gradual release of responsibility using appropriate instructional texts that students can accurately decode through their core ELA curriculum.</p>	
3.8	<p>Students are taught and practice comprehension-monitoring strategies.</p> <p>Foundations was designed with the expectation that students would also have many opportunities to learn and practice comprehension-monitoring strategies through their core ELA curriculum.</p>	
3.9	<p>Advanced (Grades 2-5) For students automatic with the code, materials for reading comprehension instruction include sufficiently complex literary and knowledge-building informational texts.</p>	



Foundations was designed with the expectation that reading comprehension instruction would include sufficiently complex literacy and knowledge-building informational texts for students automatic with the code through their core ELA curriculum.

## **Glossary**

### Types of Text:

- *Decodable*: Texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.
- *Leveled*: Texts leveled according to a gradient of difficulty based on multiple supportive features of the whole *text*, which allow for an emphasis on meaning, such as text structure, themes and ideas, or language and literary features.
- *Predictable*: Texts with predictable text structures such as repetitive and predictable sentences, words, and phrases.

# Section 4: WRITING

## A NOTE ON EVALUATING WRITING

These elements may or may not be included in a comprehensive Tier I curriculum. For this section, review all available instructional materials both within and outside of the core curriculum.

### Handwriting

#### Red Flags: Practices Not Aligned with the Science of Reading

Red  
Flag  
✓

4.1 No direct instruction in handwriting.  
There is direct cursive handwriting instruction throughout the Foundations Level 3 program.  
See Criteria 4.4 for a detailed explanation.

4.2 Handwriting instruction predominantly features unlined paper or picture paper.  
The Level 3 program features cursive handwriting instruction using letter formation grids.  
See Criteria 4.5 for a detailed explanation.

4.3 Handwriting instruction is an isolated add-on.  
Handwriting instruction in cursive is included throughout the scope and sequence of the Foundations Level 3 program.  
See Criteria 4.6 for a detailed explanation.

#### Practices Aligned with the Science of Reading

4.4 There is explicit instruction related to handwriting (e.g., letter formation, posture, grip), and there are opportunities for cumulative practice.  
  
By Level 3, students are expected to have learned manuscript letter formation, posture, and grip in handwriting to automaticity from the previous levels by using verbal cues, repetition, sky writing, tracing, and writing practice. In Level 3, students learn how to write in cursive. Foundations Level 3 provides carefully planned and explicit cursive handwriting instruction with the goal that all students develop legible and fluent cursive handwriting. This begins with automaticity of consistent letter formation.

In Level 3, teachers are provided with the language and tools to instruct students in size, shape, spacing, slant, and stroke for the formation of cursive letters. Letters are practiced with sky writing. Gross motor memory helps students learn the letter formation. Students master cursive letter formation with verbal cues, repetition, sky writing, tracing, and writing practice. Consistent verbalizations and use of the Cursive Letter Formation Guide direct students' letter formation. Students are held accountable to proper letter formation during dictation and throughout the day. This activity also helps students make multimodal associations between the auditory sound of a letter, the grapheme (or its visual representation), and the kinesthetic memory of its letter formation. The Sky Write/Letter Formation activity (Foundations Level 3 Teacher's Manual, pp. 62, 91, 101, 119, and 129) uses gross-motor memory to learn letter formation following a teacher's verbalization. In the Letter Formation activity (Foundations Level 3 Teacher's Manual, pp. 58, 60, 97, 99, 103, 105, 125, 131, 137, 145), students follow verbalizations to practice individual cursive letter formation using Dry Erase Writing Tablets or on paper. Students practice handwriting when they write to spell during Dictation/Sounds, Dictation/Words, and Dictation/Sentences on Dry Erase Writing Tablets or in their Composition Books (Foundations Level 3 Teacher's Manual, pp. 32, 34, 36, 38, 40, 42, 95, and 97). In Foundations Level 3, the Echo/Letter Formation activity is available as a supplemental activity that reinforces sound-symbol correspondence (Foundations Level 3 Teacher's Manual, p. 54). This supplemental activity is practiced and implemented as needed.

Teachers establish good writing habits by reinforcing pencil grip and writing position. Students write with their chairs pulled in and their feet on the floor. Students place their elbows on the table with their "free" hand holding the paper in place. Additional resources include the 1-2-3 Right / Let's Write poster, Pencil Grip (Right and Left Hand) graphic, Lower-Case Letter Formation Guides, and Upper-Case Letter Formation Guides (verbalization guidelines for manuscript letter formation during the Sky Write/Letter Formation and Echo/Letter Formation Activities). To access these, follow this path: Wilson Academy > Foundations Learning Community – Level 3 > Resource Library > Writing/Letter Formation. Cursive resources include the Cursive Letter Formation Sequence, Cursive Letter Formation Verbalizations, Cursive Lower Case Letter Formation Grid- Forward Slant, Cursive Lower Case Letter Formation Grid- Backward Slant, Cursive Upper Case Letter Formation Grid- Forward Slant, Cursive Upper Case Letter Formation Grid- Backward Slant, Wilson Cursive Videos, Wilson Cursive Writing Home Support (Wilson Academy > Foundations Learning Community – Level 3 > Resource Library > Wilson Cursive). In the Level 3 Orientation, students set the stage for the following Units of practice by reviewing pencil grip (p. 80–81). The activity Introduce Cursive Writing introduces students to cursive writing, proper placement of their paper, and how to slant their letters. The Sky Write/Letter Formation activity (p. 83) reviews proper letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence.

4.5 Handwriting instruction features lined paper to guide letter formation.

In the Foundations Level 3 program, students use the Wilson lined paper that has named lines to ensure proper letter formation. Provided materials for grid practice include the Foundations Writing and Drawing Pad, the Foundations Large Dictation Grid, the Cursive Upper-Case Letter Formation Grids, and the Cursive Lower-Case Letter Formation Grids. Follow this path to access these resources: Wilson Academy > Foundations Learning Community – Level 3 > Resource Library > Writing/Letter Formation.

4.6

Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.

As Foundations is a 30-minute supplemental program primarily focused on the foundational skills of decoding, encoding, and handwriting. It does not address this standard in its entirety because it is expected that the core ELA program would include more extensive opportunities for writing. By Level 3, students have already learned all the letters and are practicing writing with automaticity and fluidity. Handwriting in Foundations Level 3 is integrated into dictation activities throughout the curriculum.

# Spelling

Red Flags: Practices Not Aligned with the Science of Reading		Red Flag ✓
4.7	<p>No evidence of explicit spelling instruction; no spelling scope and sequence for spelling, or the spelling scope and sequence is not aligned with the phonics / decoding scope and sequence.</p> <p>Fundations Level 3 has an aligned scope and sequence of decoding and encoding.</p> <p>See Criteria 4.12 for a detailed explanation.</p>	
4.8	<p>No evidence of phoneme segmentation and/or phoneme-grapheme mapping to support spelling instruction.</p> <p>Fundations Level 3 explicitly teaches students how to segment phonemes and map them to graphemes to support spelling instruction.</p> <p>See Criteria 4.13 for a detailed explanation.</p>	
4.9	<p>Patterns in decoding are not featured in encoding/spelling; spelling lists are based on content or frequency of word use and not connected to decoding/phonics lessons.</p> <p>Fundations Level 3 consistently uses patterns of decoding to inform spelling instruction.</p> <p>See Criteria 4.13 and 4.14 for detailed explanations</p>	
4.10	<p>Students practice spelling by memorization only (e.g., rainbow writing, repeated writing, pyramid writing).</p> <p>Fundations Level 3 instructs students to practice spelling in correspondence with the decoding patterns they are learning or by associating known phonemes with parts of Trick Words. There are no memorization activities in Fundations Level 3.</p> <p>See Criteria 4.15 for a detailed explanation.</p>	
4.11	<p>Spelling patterns for each phoneme are taught all at once (e.g., all spellings of long /ā/) instead of a systematic progression to develop automaticity with individual grapheme/phonemes.</p> <p>The scope and sequence for Fundations Level 3 provides a clear systematic progression of spelling patterns taught</p>	

	<p>throughout the year.</p> <p>See Criteria 4.14 for a detailed explanation.</p>	
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<p><b>Practices Aligned with the Science of Reading</b></p>		
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4.12	<p>There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence.</p> <p>The Level 3 Teacher’s Manual includes a detailed scope and sequence of phonics skills that shows students learning to spell (encode) and read (decode) simultaneously. For example, students in Foundations Level 3 move through the study of <i>ck</i> and <i>tch</i> spelling, rules about <i>-ve</i> at the end of a word, spelling options for schwa in unaccented syllables, patterns for soft <i>c</i> and <i>g</i>, and silent letters such as <i>wr</i> and <i>gn</i> throughout their year. See the Foundations Level 3 Teacher’s Manual (pp. 27–29).</p>
4.13	<p>Patterns taught for decoding are also practiced in encoding/spelling lessons.</p> <p>Foundations teaches both reading (decoding) and spelling (encoding) simultaneously with a multimodal, structured language and literacy approach which explicitly teaches total word structure. Encoding (spelling) skills are taught and reinforced with manipulatives in tandem with decoding skills. This is because spelling is a foundational skill for writing and strongly reinforces reading.</p> <p>Learning activities that reinforce decoding patterns in encoding lessons include Dictation/Single Syllable Words, Dictation/Multisyllabic Words, Dictation/Spelling Option Procedures, Dictation/Sound Alike and Trick Word, and Dictation/Sentences. See the Foundations Level 3 Teacher’s Manual (pp. 34-43).</p>
4.14	<p>Spelling patterns are taught one at a time and not all at once or in a non-systematic manner.</p> <p>Foundations includes a detailed scope and sequence of phonics skills that shows students learning spelling patterns in a systemic manner that aligns with the decoding instruction. They are not taught all at one. For example, students in Foundations Level 3 move through the study of <i>ck</i> and <i>tch</i> spelling, the rules about <i>-ve</i> at the end of a word, spelling options for schwa in unaccented syllables, patterns for soft <i>c</i> and <i>g</i>, and silent letters such as <i>wr</i> and <i>gn</i> throughout the 14 units in the level. See the Foundations Level 3 Teacher’s Manual (pp. 24–26).</p>
4.15	<p>Extensive and recursive practice opportunities, not based on memorization, are provided to spell words both in isolation and in context.</p> <p>Foundations Level 3 provides extensive and recursive practice opportunities for students to spell words both in isolation and in context. Daily opportunities for spelling words in isolation are included in dictation activities (Dictation/Words [Single Syllable Words], Dictation/Words [Multisyllabic Words], and Dictation/Words [Words with Spelling Options]). Daily opportunities for spelling words in context are also included in dictation activities (Dictation/Words [Sound Alike and Trick Words] and Dictation/</p>

	<p>Sentences). See the Foundations Level 3 Teacher’s Manual (pp. 34–43).</p> <p>Additionally, the Foundations Practice Book is a supplemental resource that allows students to practice spelling words both in isolation and in context throughout many of the practice book pages.</p> <p>In addition, available directly through Wilson Language Training, teachers can utilize Fun Hub Practice for more opportunities for students to practice spelling words.</p>
4.16	<p>(Grades 2-5 Advanced Word Study): Spelling instruction continues in grades 2 and above and includes explicit instruction in vowel teams, variant vowels, and how morphology influences spelling.</p> <p>Level 3 Foundations addresses advanced word study throughout the scope and sequence. Students began their study of vowel teams in Level 2. In Level 3, they learn additional sounds of <i>ei</i>, <i>ea</i>, <i>ie</i>, <i>oo</i>, and <i>ui</i> in Unit 10. Variant vowels are taught (including schwa) in Unit 5, <i>y</i> as a vowel in Unit 6, and all sounds of <i>ar</i>, <i>er</i>, <i>ir</i>, <i>or</i>, and <i>ur</i> in Unit 9. Students study how morphology influences spelling in Unit 2 (1-1-1 spelling rule to double a consonant when adding a vowel suffix), pluralizing words ending in <i>-y</i> and <i>-o</i> as well as the suffix spelling rules in Unit 7, and how to add suffixes to double vowel words in Unit 10. See the Foundations Level 3 Teacher’s Manual (pp. 27–29).</p>
<p><b>Glossary</b></p> <p><u>Encoding</u>: Using knowledge of individual phonemes in spoken words to build and spell printed words; a skill that develops reciprocally to decoding when explicitly taught.</p> <p><u>Morphology</u>: The system of meaningful parts, or morphemes, that make up words.</p> <p><u>Variant Vowels</u>: Groups of letters that produce the same vowel sound (e.g., ai, ay, and eigh).</p>	

# Composition

<b>Red Flags: Practices Not Aligned with the Science of Reading</b>		<b>Red Flag</b> ✓
4.17	<p>Writing prompts are provided with little time for modeling, planning, and brainstorming ideas.</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p>	
4.18	<p>Writing is primarily unstructured with few models or graphic organizers.</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p>	
4.19	<p>Conventions, grammar, and sentence structure is not explicitly taught and practiced systematically (i.e., from simple to complex) with opportunities for practice to automaticity, instead it is taught implicitly or opportunistically.</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p>	
4.20	<p>Writing instruction is primarily narrative or unstructured choice.</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Foundations effectively solidifies students’ foundational skills using a research-based Structured Literacy approach.</p>	



4.21	<p>Students are not taught the writing process (i.e., planning, revising, editing).</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Fundations effectively solidifies students' foundational skills using a research-based Structured Literacy approach.</p>	
4.22	<p>Writing is taught as a standalone and is not used to further reading comprehension.</p> <p>Fundations® is a Tier 1 foundational skills program for Grades K–3 with an intervention component for at-risk students in Tier 2. The program provides explicit, systematic, and integrated instruction for decoding, encoding, and handwriting proficiency. It is intended to be used in combination with a literature-based English language arts (ELA) program. Within a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, Fundations effectively solidifies students' foundational skills using a research-based Structured Literacy approach.</p>	
<b>Practices Aligned with the Science of Reading</b>		
4.23	<p>Writing is taught explicitly through a gradual release of responsibility (i.e., I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas orally before drafting.</p> <p>Fundations was designed with the expectation that students would be explicitly taught writing through a gradual release of responsibility through their core ELA curriculum.</p>	
4.24	<p>Writing is structured; models and graphic organizers are provided frequently to support composition and promote executive functioning.</p> <p>Fundations was designed with the expectation that students would be explicitly taught a structured writing program through their core ELA curriculum.</p>	
4.25	<p>The writing process (i.e., planning, revising, editing) is explicitly taught and practiced.</p> <p>Fundations was designed with the expectation that students would be explicitly taught and practice the writing process through their core ELA curriculum.</p>	
4.26	<p>Conventions of print, grammar, and syntax (i.e., sentence structure) are taught explicitly in the context of writing including sentence reduction and sentence combining.</p> <p>Fundations was designed with the expectation that students would be explicitly taught conventions of print, grammar, and syntax in the context of writing through their core ELA curriculum.</p>	

4.27	Writing instruction includes a variety of text types (e.g., narrative, informational, persuasive). Foundations was designed with the expectation that students would be explicitly taught to write a variety of text types through their core ELA curriculum.
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**Glossary**

Syntax: The arrangement of words to form sentences in a given language.

# Section 5: ASSESSMENT

**\*\*Note: Many assessment systems are not featured as a part of curriculum packages. In this section, review any assessments that are included with curricular materials along with your school or Local Education Agency’s (LEA) entire suite of assessments.\*\***

## NON-NEGOTIABLES: ASSESSMENT

### Red Flags: Practices Not Aligned with the Science of Reading

**Red  
Flag**  
✓

5.1

Assessments measure comprehension only without additional assessment measures to determine what is leading to comprehension weaknesses (e.g., phonics, phoneme awareness, nonsense word fluency, decoding, encoding, fluency, vocabulary, listening comprehension).

Foundations assessments do not only measure comprehension. Additional assessment measures are included to determine what is leading to comprehension weakness.

See Criteria 5.3 for a detailed explanation.

5.2

Assessments include miscue analysis in which misread words that have the same meaning are marked as correct.

Foundations assessments do not include miscue analysis where misread words that have the same meaning are marked correct. Students are only given credit for correct sounds or words. See the Unit Test Scoring Guidelines document available on the Foundations Level 3 Learning Community (Wilson Academy> Foundations Learning Community – Level 3> Resource Library> Assessments and Unit Tests).

## Practices Aligned with the Science of Reading

5.3

A school or LEA's suite of assessments provide multiple data points to understand students' word recognition and language comprehension abilities.

Foundations provides multiple data points to understand students' word recognition and language comprehension abilities. Data about students' word recognition and language comprehension abilities is generated from classroom performance activities, the Dictation Day 5 (Check-Up) activity, and Unit Tests. Teachers are guided in ways to determine if any student needs small group intervention instruction. See the Foundations Level 3 Teacher's Manual (p. 1). Teachers are also instructed to extend the time spent in each Unit if 80% of the class does not demonstrate mastery on the Unit Test. See the Foundations Level 3 Teacher's Manual (pp. 109, 147, 165, and 193).

In Level 3, formal, formative assessment is completed via the Dictation Day 5 (Check-Up) activity and Unit Tests. Level 3 Unit Tests and the Dictation Day 5 (Check-Up) activity measure students' ability to identify sounds, spell words, mark words, spell Trick Words, and read Trick Words. Follow this path: Wilson Academy > Foundations Learning Community – Level 3 > Resource Library > Assessments and Unit Tests. See also the Foundations Level 3 Teacher's Manual (pp. 38, 99, and 137). In all four Foundations Levels, each student is assessed individually.

Student data can be tracked on the Unit Test Recording Form or digital Unit Test Tracker, both available in the Foundations Level 3 Learning Community. Both Student Records and Class Record are available online and in the Foundations Teacher's Kit.

As you collect data for all learners, consider the assessments available within Foundations and the frequency with which to assess students. See the Frequency of Assessments in Foundations Expert Tip on Wilson Academy. Wilson Academy Learning Community > Expert Tips > Frequency of Foundations Assessments.

5.4

Assessment data is used to differentiate instruction across a Multi-Tiered System of Supports (MTSS) based on student progress.

Foundations assessment data is used to differentiate instruction across a Multi-Tiered System of Supports (MTSS) based on student progress. When students do not meet the benchmark on the Dictation Day 5 (Check-Up) and Unit Tests, teachers are instructed to consider students for additional in-class support. Teachers are provided with a fillable Reteach Learning Plan for

	<p>instances of when the class does not reach 80% on the Unit Test. Teachers are also provided with a fillable Intervention Learning Plan Template and Intervention Guidelines for individual student support.</p> <p>Student data can be tracked on the Unit Test Recording Form or digital Unit Test Tracker, both available in the Foundations Level 3 Learning Community. Both Student Records and Class Record are available, online and in the Foundations Teacher’s Kit. The Foundations Level 3 Learning Community offers Targeted Instruction Resources, Considerations for Using Foundations as a RTI Model, Additional Support Activities, Level 3 Intervention Guidelines, and a Level 3 Intervention Weekly Planer.</p> <p>As you collect data for all learners in Tier 1, Tier 2, and Tier 3, consider the assessments available within Foundations and the frequency with which to assess students. See the Frequency of Assessments in Foundations Expert Tip on Wilson Academy. <a href="#">Wilson Academy Learning Community &gt; Expert Tips &gt; Frequency of Foundations Assessments.</a></p>
5.5	<p>Assessments are standardized, reliable, and valid for the intended purpose.</p> <p>Foundations assessments are curriculum-based measures that are standardized, reliable, and valid for their intended purpose.</p> <p>Assessments are administered and scored consistently. All students are assessed using the same materials, instructions, and scoring procedures, as outlined on Unit Test Recoding Forms for all Units. Administration guidelines are provided for assessments in the Foundations Level 3 Unit Test Scoring Guidelines. This ensures standardization.</p> <p>Assessments are reliable as they accurately assess student understanding of concepts taught in each Unit.</p> <p>Foundations assessments are valid. The assessments evaluate students’ ability in the foundational literacy skills that the program focuses on. The Dictation Day 5 (Check-Up) and Unit Tests measure what students know compared to the skills taught in the curriculum. See the Foundations Level 3 Teacher’s Manual (p. 109).</p>

# Assessment

<b>Red Flags: Practices Not Aligned with the Science of Reading</b>		<b>Red Flag</b> ✓
5.6	<p>Assessments result in benchmarks according to a leveled text gradient.</p> <p>Foundations assessments do not result in benchmarks according to a leveled text gradient.</p> <p>See Criteria 5.14 for a detailed explanation.</p>	
5.7	<p>Foundational skills assessments are primarily running records or similar assessments that are based on whole language or cueing strategies (e.g., read the word by looking at the first letter, use picture support for decoding).</p> <p>Foundations foundational skills assessments do not include running records or similar assessments based on whole language or cueing strategies. The Foundations Level 3 Dictation Day 5 (Check-Up) and Unit Tests measure students' ability to identify sounds, spell words, mark words, spell Trick Words, and read Trick Words.</p>	
5.8	<p>Phonics skills are not assessed.</p> <p>In Foundations Level 3, phonic skills are assessed in Dictation (Day 5 Check-up) and Unit Tests and, when needed, the Level 2 Fluency Kit.</p> <p>See Criteria 5.16 for a detailed explanation.</p>	
5.9	<p>Phoneme awareness is not assessed.</p> <p>Phoneme awareness was taught and assessed in previous levels. See the Scope and Sequence section of the Foundations Level 3 Teacher's Manual (pp. 19–30).</p> <p>See Criteria 5.19 for a detailed explanation.</p>	
5.10	<p>Decoding skills are assessed using real words only.</p> <p>In previous levels, decoding skills are assessed using real words and nonsense words.</p> <p>See Criteria 5.16 for a detailed explanation.</p>	
5.11	<p>Oral Reading Fluency (ORF) assessments are not used.</p> <p>Previous Levels of Foundations use Oral Reading Fluency assessments.</p> <p>See Criteria 5.17 for a detailed explanation.</p>	
5.12	<p>Suite of assessments does not address aspects of language comprehension (e.g., vocabulary, syntax, listening comprehension).</p>	

	As a foundational skills supplemental program, Foundations focuses on encoding and decoding. Language comprehension is assessed in the core classroom program, Wit and Wisdom.	
5.13	Multilingual Learners are not assessed in their home language.  Multilingual Learners are not assessed in their home language in Foundations.	
<b>Practices Aligned with the Science of Reading</b>		
5.14	<p>Assessments include screening, diagnostic, and progress monitoring to inform instruction and prevent future reading difficulties.</p> <p>Foundations assessments include screening and diagnostics to inform instruction and prevent future reading difficulties. The Level 3 Unit Tests focus on sound identification, word marking, and spelling. Levels 1 and 2 include Progress Monitoring.</p> <p>In Foundations, curriculum-embedded assessments provide diagnostic information to guide instructional decision making and provide teachers with information to adjust their instruction based on an individual student's performance. In Foundations, teachers are asked to write lesson plans. These lesson plans allow teachers to differentiate their instruction based on need and relative mastery of previously taught material. Teachers are instructed to teach diagnostically based on student mastery of taught concepts. Teachers are instructed to analyze student outcomes and plan their own lessons to include elements that students require to achieve mastery. See the <i>Lesson Planning: Why Wilson Programs Ask Teachers to Write Their Own Lesson Plans</i> document available in the Foundations Level 3 Learning Community for more information.</p> <p>The Dictation Day 5 (Check-Up) activity and Unit Tests are provided to screen students and identify those that need additional instruction to prevent future reading difficulties. Teachers are provided with an Intervention Learning Plan Template, Additional Support Activities, Intervention Guidelines, and Intervention Weekly Planner.</p>	
5.15	<p>Foundational skills assessments identify students' instructional needs.</p> <p>Foundations combines assessment and instruction, helping teachers determine students' strengths and challenges. During the daily Learning Activities, informal formative assessment helps teachers know how well their students are learning. Dictation/Sounds, Diction/Words, Dictation/Trick Words, Dictation/Sentences, and Drill Sounds are performance activities that teachers can use to identify students' instructional needs. See the Foundations Level 3 Teacher's Manual (pp. 32–33, 34–41, 42–43, and 44–45).</p> <p>In Level 3, formal formative assessment is completed via the Dictation Day 5 (Check-Up) activity and Unit Tests. Teachers are instructed to ensure that 80% of the class is at benchmark before moving to the next Unit. See the Foundations Level 3 Teacher's Manual (pp. 38 and 109).</p>	

	<p>Once needs are determined through assessment, classwork is tailored accordingly. Differentiation guidelines for students needing extra support or greater challenges can be found in the Learning Activity Overview and in each Unit’s introduction. Teachers use assessment data to differentiate instruction to reflect the needs of their students. See the Foundations Level 3 Teacher’s Manual (pp. 31–69).</p>
5.16	<p>Phonics skills are assessed using both real and nonsense words.</p> <p>In previous Levels, decoding skills are assessed using real words and nonsense words. The Levels 1 and 2 Progress Monitoring and Fluency Kit 1 and 2 assessments include Real Word Fluency and Nonsense Word Fluency.</p> <p>In Level 3, teachers can use the Additional Nonsense Words from the online Foundations Level 3 Community to check student understanding of spelling patterns and morphemes in daily performance activities and weekly check-up quizzes.</p>
5.17	<p>Oral Reading Fluency (ORF) assessments are used to assess fluency, usually first grade and beyond.</p> <p>Previous Levels of Foundations use Oral Reading Fluency assessments. Level 1 and Level 2 Progress Monitoring includes ORF assessments. The Storytime performance activity in Levels K, 1, and 2 can also be used as an informal formative assessment of ORF.</p> <p>As a supplemental program, Foundations avoids over-testing students and overburdening teachers. Foundations could be used in conjunction with other ORF assessments, such as DIBELS.</p>
5.18	<p>A systematic spelling survey/spelling inventory is used to analyze students’ applications of phonemes, graphemes, and morphemes.</p> <p>Foundations does not use a systematic spelling survey/spelling inventory to analyze students’ application of phonemes, graphemes, and morphemes. However, teachers use spelling as an assessment of taught sound-symbol correspondence and word recognition in Unit tests, following the Scope and Sequence of Foundations. The teacher dictates sounds, Trick Words, phonetic words, and sentences. Students repeat and write independently. See the Unit Test Scoring Guidelines available on the Foundations Level 3 Learning Community (Wilson Academy&gt; Foundations Level 3 Learning Community&gt; Resource Library&gt; Assessments and Unit Tests).</p>
5.19	<p>Phonological and phoneme awareness (PA) are assessed in K/1 and for older students who exhibit PA weaknesses as evidenced by appropriate assessment.</p> <p>In Foundations, phonological and phoneme awareness are assessed in Levels K and 1.</p> <p>Level 3 classroom activities that offer opportunities for teachers to informally observe students’ phonological and phoneme awareness include Dictation/Sounds, Dictation/Words, Echo/Find Words, and Make It Fun. See the Foundations Level 3 Teacher’s Manual (pp. 32–33, 34–35, 38–39, 48–49, 50–53, and 70).</p>
5.20	<p>Assessments address both word recognition and language comprehension (e.g., vocabulary, syntax, writing, listening comprehension).</p>



	<p>As a foundational skills supplemental program, Foundations focuses on encoding and decoding. Language comprehension is assessed in the core classroom program, Wit and Wisdom.</p> <p>In Foundations, informal assessment opportunities are embedded in learning activities. In Level 3, students continue to work extensively with multisyllabic words for reading and spelling. They learn about base words and suffixes. Students also learn the meaning of targeted vocabulary words in the Word of the Day activity. Beginning in Unit 4, students learn about different inflected forms of words when a known affix is added (e.g., “confuse” to “confusing”). The Guess Which One activity incorporates instruction in homophones or Sound Alike Words that have different meanings. See Unit 1, Week 2, Day 1 in the Foundations Level 3 Teacher’s Manual (pp. 56–57 and 101).</p>
5.21	<p>Trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports (MTSS).</p> <p>In Foundations, trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports. Foundations offers a digital Level 3 Unit Test Class Tracker test tracker that can be used to analyze how students are performing individually as well as determine how the whole class is progressing. The Level 3 Unit Test Class Tracker is available through the Foundations Level 3 Learning Community. Foundations also offers building-level reporting as part of FUN HUB. FUN HUB is available as a subscription service through WLT.</p>
5.22	<p>Multilingual Learners are assessed in their home language when available.</p> <p>Multilingual Learners are not assessed in their home language in Foundations because Foundations is a foundation skills program for the English language. Foundations provides guidance and resources for teachers instructing multilingual learners on Wilson Academy. Additional tips can be found in the <i>How Foundations Supports the Reading Development of Multilingual Learners</i> document provided in all of the Foundations Learning Communities (<a href="https://docs.wilsonacademy.com?accessCode=FUNMLs">https://docs.wilsonacademy.com?accessCode=FUNMLs</a>).</p>
<p><b>Glossary</b></p> <p><b>Diagnostic Assessments:</b> Used to assess specific skills or components of reading (such as phonics or fluency) to help educators plan targeted and individualized instruction.</p> <p><b>Grapheme:</b> A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, and ough).</p> <p><b>Morpheme:</b> The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element).</p> <p><b>Multi-Tiered System of Supports (MTSS):</b> A framework for school improvement that ensures all students are supported to meet positive academic, behavioral, and social-emotional outcomes beginning with core instruction in Tier I and interventions at increasing intensity at Tiers 2 and 3.</p> <p><b>Phoneme:</b> The smallest unit of sound in a spoken word; an individual speech sound.</p> <p><b>Progress Monitoring:</b> More frequent assessments given to students receiving intervention that measure progress toward acquiring specific skills.</p> <p><b>Reliable:</b> The extent to which assessments are consistent over time within the same settings with the same type of subjects.</p> <p><b>Screening/Screeners:</b> Brief assessments given to all students to determine which students are at risk of struggling with reading.</p> <p><b>Standardized:</b> Administered and scored in a consistent manner.</p> <p><b>Syllable Types:</b> The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.</p>	

**Systematic Instruction:** The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.

**Valid:** The extent to which an assessment is accurate (i.e., whether or not it measures what it is supposed to measure).

These guidelines include elements of instruction related to word recognition, language comprehension, reading comprehension, writing, and assessment aligned and not aligned with the science of reading. This resource does not include other essential, contextual elements including student representation in culturally responsive texts, differentiated learning opportunities to support neurodiverse learners, cultural and linguistic diversity of materials, and opportunities for text choice in older grades. Consider these and other factors when selecting a curriculum that provides equitable learning opportunities for all students.

Additionally, these guidelines serve as an overview. For a more comprehensive rating system of “look for” elements, consider referring to the [Colorado Department of Education’s Core, Supplemental, and Intervention Curriculum Review Rubrics](#), and/or the [REL Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5](#).

**NOTES:** This tool is to be considered a “living document” meaning that it will be periodically updated based on user feedback, suggestions for optimizing use, etc. Email questions, feedback, and additional suggested citations to [info@thereadingleague.org](mailto:info@thereadingleague.org). We thank everyone who contributed to the content of this resource.