

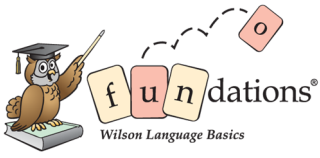


# Wilson Foundations® Alignment to New York State Education Department PK-3rd Grade Literacy Instructional Best Practices

Foundations provides teachers in K-3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach. In this document, we have provided an explanation of how the program supports each of the PreK-3 Grade Instructional Best Practices.

The power of this supplemental program is that it overlaps skills, not treating them in isolation, so that a daily 30-35-minute lesson teaches and then reinforces many corresponding skills. Foundations is a multimodal, Structured Literacy program. It is systematic, cumulative, and explicit with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning. Foundations is integral to an MTSS model, providing scientifically based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle. Differentiated instruction is provided for advanced and struggling students, multilingual learners, and students with a language-based learning disability. Significant features include:

- Each level of Foundations has a teacher’s manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has a lesson plan roadmap with a comprehensive two-page presentation, including a quick-glance for the day’s activities as well as teacher and student material needs.
- A free companion website provides teachers with additional resources and support, including printable material, animations, and video demonstrations.
- A Home Support Packet provides teachers with a letter and accompanying material for each unit in each level.
- Resources provide systematic application of Foundations beyond the standard lesson to help students develop accuracy and move toward automaticity:
  - Foundations Readers for Levels K–2 are highly decodable collections of text tightly aligned to the Foundations scope and sequence.
  - FUN HUB Practice (FHP) contains online activities designed for weekly targeted practice.
  - Foundations Practice Books are student workbooks of practice activities aligned to the scope and sequence.
  - Fun in Focus (Tier 2 Intervention) Kits include the lesson plan guidance and student practice to implement a Tier 2 targeted intervention successfully.



# Phonemic Awareness

## NYS PK-3 Literacy Instructional Best Practices

Develop awareness of the segments of sound in speech.

## Support in Wilson Foundations

In Foundations, phonemic awareness instruction begins in Level K and continues through Level 3, following a carefully planned scope and sequence. Phonemic awareness is also fostered in PreK Activity kits by directly teaching children that letters are associated with individual sounds. In Level K, students are “tuned” into separate phonemes in a word and develop their understanding that sounds of spoken language work together to make words. The skill of isolating phonemes orally first (without letters) in a spoken word is emphasized in several multimodal Learning Activities, which provide explicit, research-based procedures that are integrated throughout the units. During these activities, students first hear the word and must segment the sounds using the Wilson finger tapping technique to analyze, segment, and clarify words into phonemes.

The chart below from the Preface of the Teacher’s Manuals (page 9) demonstrates where phonological awareness and phonemic awareness skills are introduced, practiced, and reintroduced across Levels K-2.

*Foundations Levels K-2 Phonological & Phonemic Awareness Table*

This table identifies when phonemic awareness skills are introduced (I), practiced (P), and reintroduced (RI). Use the table as a reference for instructional planning and support.

Phonological & Phonemic Awareness	Level K			Level 1			Level 2		
	Beginning	Midyear	End of Year	Beginning	Midyear	End of Year	Beginning	Midyear	End of Year
Rhyming	I	P		RI	P			RI	P
Alliteration	I	P		RI					
Sentence Awareness	I	P	P	RI	P	P			
Syllable Awareness	I	P	P	RI	P	P	RI	P	P
Onset and Rime	I	P	P	RI	P	P			
Distinguish Between Short and Long Vowels	I	P	P	RI	P	P	RI	P	P
Phoneme Isolation	I	P	P	RI	P	P	RI	P	P
Phoneme Segmentation		I	P	RI	P	P	RI	P	P
Phoneme Blending		I	P	RI	P	P	RI	P	P
Phoneme Manipulation (Addition, Deletion, Substitution)		I	P	RI	P	P	RI	P	P

The Preface also includes a detailed explanation of how the program teaches phonemic awareness and access to the full program scope and sequence.



Phonemic Awareness	
NYS PK-3 Literacy Instructional Best Practices	Support in Wilson Foundations
<p>Teach students to manipulate sounds in speech, focusing on orally blending and segmenting words.</p>	<p>By the end of Level K, Foundations students will blend, segment, and manipulate sounds in words containing up to three sounds. In Levels 1 and 2, phonemic awareness instruction continues, and students learn to blend, segment, and manipulate sounds in words with up to 6 sounds in a syllable. In Level 3, instruction reinforces phoneme segmentation and manipulation to develop decoding and spelling with unfamiliar words, as needed.</p> <p>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 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. Then, the teacher shows standard sound cards when showing a word as students tap them out. The cards are different colors for consonants and vowels attuning students, in a visual way, to understand that there are separate sounds that are composed to make a word. 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.</p>



<b>Phonics</b>	
<b>NYS PK-3 Literacy Instructional Best Practices</b>	<b>Support in Wilson Foundations</b>
<p>Teach students letter-sound relations.</p>	<p>In Foundations, letter-sound correspondences are taught to automaticity in an explicit manner including letter formation. 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 of the subsequent Foundations Levels. New letter-sound correspondences that are more complex are introduced in Grades 1-3.</p> <p>In Level K, all letters in the first 12 weeks are taught using the following Learning Activities: Letter-Keyword-Sound, Skywrite/Letter Formation, and Student Notebook, which are integrated throughout the units and lessons. In Unit 1, students learn Letter-Keyword-Sound for all consonants, and short vowels. They also learn about letter formation for lowercase letters, and sound recognition. In Unit 2, they continue phonemic awareness skills, blending, segmenting, and manipulating sounds. By Unit 3, they are blending three-sound CVC words for reading and spelling. In Unit 4, students learn the concepts of digraph as they learn new key words for ch, sh, wh, th and ck.</p> <p>In Level 1, students begin the first 2-3 weeks reviewing letter sounds and formations of the following letters: Week 1: t, b, f, n, m, i, u, c, o; Week: 2 a, g, d, s, e, r, p, j; Week 3: l, h, k, v, w, y, x, z, q. In Units 2-3, students review blending and segmenting with these sounds and reading and spelling with digraphs. In Unit 4, student begin to learn “glued sounds “all,” and bonus letter spelling rules for the letters “ff,” “ss,” “ll,” and sometimes “zz.” In Unit 5, students learn about the glued sounds “am,” and “an,” and in Unit 6, they learn about the suffix -s, which makes the sounds /s/ and /z/. Finally in Unit 7, students learn about all the “glued sounds,” (ang, ank, ung, unk, ing, ink, and ung, unk), in order to blend and segment words with the sounds -ng and -nk. In Unit 8, r-controlled sounds are introduced (ar, er, ir, or, ur). In Units 9-10, vowel team sounds are taught (ai, ay, ee, ea, ey, oi, oy, oa, oe, ow, ou, oo, ue, ew, au, aw). In Unit 11, the vowel consonant e syllable is taught for one syllable words resulting in long vowel sounds. And in Unit 13, suffixes -s and -ing are reviewed. All of these structures and concepts are reviewed in Unit 14.</p> <p>In Level 2, students review and practice all taught sounds and practice reading and spelling all six syllable types: closed, vowel-consonant e, open, r-controlled, vowel</p>



<b>Phonics</b>	
<b>NYS PK-3 Literacy Instructional Best Practices</b>	<b>Support in Wilson Foundations</b>
	<p>digraph/diphthong, and consonant -le. They learn to distinguish long and short vowels when reading and spelling one syllable words.</p> <p>Also, students learn to read and spell words with unexpected vowel sounds (old, olt, ost, ind, ild). Sounds and structure of prefixes and suffixes are taught (vowel prefixes that begin with a vowel (-es, -ed, -ing, -er, -est, -en, -able, -ive) and consonant prefixes starting with a consonant (-ful, -less, -ment, -ness, -ly, -ty,).</p> <p>In Level 3, students continue to practice reading and spelling one syllable and multisyllabic words with all of the sounds previously taught. They also learn more complex and advanced letter sound correspondences to mastery. These include the trigraphs (tch, dge); more complex vowel teams (eigh, ie, igh); the schwa sound, which provides an unexpected vowel sound in unaccented syllables. The soft sounds of c and g are taught. Additional sounds of “ph” (phone) and “ch” (choir), Sounds: (nge, nce, tion, sion, ture, tu, ti, ci). Silent letter-sound correspondences are taught as well (wr, rh, gn, kn, mn, mb, and gh). Students learn the -stle exception. Students also learn new spelling rules for adding suffixes that change (sliding) and contractions.</p>
<p>Introduce letters (graphemes) with the sounds (phonemes) they make.</p>	<p>In Foundations, sound instruction is initially linked to letter formation. Students learn a letter name, its formation, and the sound(s) represented by the letter(s) simultaneously. This creates an important link and uses motor memory learning to associate letters with their sounds. In Foundations, sounds are taught in two directions:</p> <ol style="list-style-type: none"> <li>1. Letter to Sound: In this direction, students see the letter and identify the sound.</li> <li>2. Sound to Letter: In this direction, students hear the sound and identify the corresponding letter(s).</li> </ol> <p>Students do a daily, 2-3 minute drill of sounds, saying the letters, keywords, and the sounds represented by the letters. This is designed to create fast and efficient neuro-transmitting pathways to access sounds.</p>



## Phonics

### NYS PK-3 Literacy Instructional Best Practices

### Support in Wilson Foundations

Provide opportunities to practice letter identification and sounds.

Throughout Foundations lessons, students are provided opportunities to apply phonics skills and practice letter identification with sounds. Instruction continually spirals back to relate the new concepts with previously 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, sentence dictation as well as transfer to text. 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.

Level K Foundations Alphabet Books and Decodable Readers are aligned to the Foundations Scope and Sequence and reinforce what is being taught through the application of reading.

Additionally, schools using the Foundations® Pre-K Activity Set can provide students a “pre-dose” to the letter sound and writing skills that are taught to mastery in the Foundations Level K program. The PreK Activity Sets introduce the alphabetic principle and letter formation with ample opportunities for practice and feedback.

Use word-building and other activities to link students’ knowledge of letter-sound relationships with phonemic awareness.

Activities in Foundations take an integrated approach, building students’ knowledge of phonemic awareness while ensuring they understand how letter-sound relationships work. Skills are introduced, practiced to mastery and reintroduced through the Foundations lessons and levels. In the beginning of Level K, students are introduced to rhyming and practice it through mid-year. They participate in activities that explore alliteration, syllable awareness, and onset-rime, through various activities throughout the year.

Students learn to distinguish between short and long sounds, and practice phoneme isolation, segmenting, blending, and manipulation, through many different activities. Activities that build these skills include: Drill Sounds/ Warm-Up, Echo Find Letters, Echo Find Words, Dictation Sounds/ Words and Sentences; Letter-Keyword- Sounds; Make it Fun and Word Play. For example, in the first 12 weeks students learn all letters and how



## Phonics

### NYS PK-3 Literacy Instructional Best Practices

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to write the letters. In the drill sounds warm up, teachers use large sound cards to instruct students about the letter names, the keywords, and the sounds. Students practice saying the letter, keyword, and sounds with picture cues for the key words. As they become more proficient, they do the activity with Standard Sound Cards that only show the letter without the keyword. Other variable activities that are part of the Make it Fun part of the lesson include learning about predictable rhyming patterns, as teachers read suggested books such as *3 Little Kittens*, *Is Your Mama a Llama*, and others.

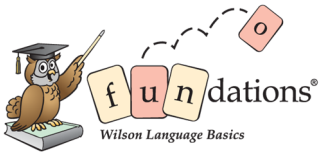
Additional Make it Fun activities include naming words that start with a particular letter, listening to three words and deciding which ones belong in the group of similar sounds. Students also listen to the teacher say words in the Which Ones Belong activity, and need to decide which are rhyming words.

Students practice finding words that have a beginning or an ending sound in other Make it Fun activities in which teachers have students listen to the end of the words, emphasizing the first or last sound and students need to identify it. For example, in Listen for Sounds students may distinguish between “long a” and “short a” vowel sounds, or they may have to decide if the sounds in given words are similar.

In Word Play activities, teachers teach word awareness by using Sentence Frames on which words of a sentence are written. Students learn about what words look like, punctuation, and capital letters. Other activities of Word Play include Make Words for decoding and nonsense words for phoneme manipulation, decoding and accuracy.

Students learn to blend three-letter CVC words the teacher makes with Standard Letter Cards. Students learn to tap letters and blend them to make words. Make it Fun Activities like Guess My Word help students practice their blending skills as teachers say only three sounds and students need to listen and blend the sounds to make the words.

In the Echo Find Letters activity, the teacher says a sound, students echo it, and then students look at their letter tiles and find the letter that matches what a teacher indicated. In Echo Find Words students listen to a teacher dictate words and practice segmenting and manipulating sounds to spell words. For example, the teacher may dictate the word “fit,” and students have to repeat the word and then orally segment it by tapping the individual sounds in a word. Then, they connect the sounds to



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	<p>corresponding letters by building the word using letter tiles on their Magnetic Letter Boards to spell the words. These steps are practiced in Dictation Dry Erase and Dictation in Composition Notebooks.</p>
<p>Develop an awareness of segments of sounds in speech and how they correspond to letters. (K-1)</p>	<p>Beginning in Unit 2 of Level K, once all letter-sound relationships have been introduced, segmentation and blending become the priority. 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 the following activities: Word Play, Echo/Find Words, and Dictation. During Word Play, the instructor uses Standard Sound 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>Teach students to decode words, analyze word parts and write and recognize words. <b>(1-3)</b></p>	<p>Throughout Foundations, teachers instruct students to decode words and analyze word parts in several activities including Introduce New Concepts, Word of the Day and Word Talk.</p> <p>In Introduce New concepts, students learn to identify and blend word parts to recognize new words. In the other activities, students review the word structure being taught in the current unit. Teachers make the word of the day with Standard Sound Cards, and Syllable and Suffix Frames, and help students decode the word. Students tap or scoop to read the word, analyzing the word parts. Then teachers help students understand the meaning of the word. The teacher typically makes word cards for three to five unit words. Students read the words and discuss their structure and their meaning. Word talk activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading and solidifies the conceptual understanding of word structure.</p> <p>Word of the Day activity helps students review the word structure being taught in a current unit and learn the meaning of new vocabulary words. Teachers make a Word of</p>



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	<p>the Day from words provided in the Unit Resources. One-syllable words are made with Standard Sound Cards, and multisyllabic words are made on Syllable and Suffix Frames. Students decode the words with the teacher, who guides them, providing support and positive feedback. Students also practice marking up words for specific concepts (blends, syllable types, etc.), which helps reinforce concepts that have been taught in a visual and multimodal way.</p> <p>Teachers make a Word of the Day and add additional word examples using standard Sound Cards and Syllables and Suffix frames, guiding students in learning and practicing at least 4 to 5 words from the current unit. Students can tap sounds or scoop syllables to blend and decode words, and teachers weave in questions directed to reinforce the concepts. For words with suffixes, students learn to analyze and read the base word first, and then the whole word with the suffix.</p> <p>In Dictation Words (single syllable word), students segment sounds and spell words by analyzing word sounds before writing them. This Learning Activity helps students develop independent spelling and reinforces their understanding of word structure. Students learn to mark-up words and use the skill of isolating phonemes orally first before they match the sounds to letters in a spoken word. This is emphasized in this procedure to efficiently focus on the most complex phonemic awareness skill of phonemic segmentation.</p> <p>In Dictation Words (multisyllabic words) students learn to spell words with more than one syllable. Teachers reinforce the procedure of helping students analyze one syllable at a time, and that helps students learn to orally break words into syllables first. They then spell one syllable at a time. This demystifies the task of spelling longer words. Again, this activity is focused on building encoding skills, however, repeated spelling practice can bolster decoding skills and provide information about student proficiency. Teachers say a word, students echo and repeat the word, and they use white syllable frames to segment the syllables. They learn to say the first syllable, then spell it orally, and then write it. Then, they say the second syllable, spell it orally, then write it. They then write the whole word on the lines of their Dry Erase Tablet or their Dictation Books, always analyzing the syllables and spelling orally first. Students then scoop the syllables</p>



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	<p>while reading the whole word, decoding it, and checking their spelling. Tapping is used as needed and for one syllable at a time. Then, students check their work.</p> <p>In Dictation of Trick Words, students practice spelling high frequency words by analyzing the regular sounds in a word and identifying the parts that are tricky for them.</p> <p>When the students read or spell words with suffixes, they learn to analyze the words for the base word and the suffixes added. Suffixes are added with yellow suffix tiles to represent them.</p>
<p>Teach students to blend letter sounds and sound-spelling patterns. <b>(2-3)</b></p>	<p>In Foundations Levels 2 and 3, students are taught and then review all syllable types. They also learn to blend and segment more complex and advanced letter-sound correspondences and sound-spelling patterns. In Level 2 Students review and practice all taught sounds and practice reading and spelling all six syllable types: closed, vowel-consonant e, open, r-controlled, vowel digraph/diphthong, and consonant -le. They learn to distinguish long and short vowels when reading and spelling one syllable words.</p> <p>Also, students learn to read and spell words with unexpected vowel sounds (old, olt, ost, ind, ild). Sounds and structure of prefixes and suffixes are taught (vowel prefixes that begin with a vowel (-es, -ed, -ing, -er, -est, -en, -able, -ive) and consonant prefixes starting with a consonant (-ful, -less, -ment, -ness, -ly, -ty).</p> <p>In Level 3, students continue to practice reading and spelling one syllable and multisyllabic words, with all of the sounds previously taught. They also learn more complex and advanced letter-sound correspondences to mastery. These include the trigraphs (tch, dge); more complex vowel teams (eigh, ie, igh); and the schwa sound, which provides an unexpected vowel sound in unaccented syllables. The soft sounds of c and g are taught, as well as additional sounds of “ph” (phone) and “ch” (choir), and the sounds: (nge, nce, tion, sion, ture, tu, ti, ci). Silent letter-sound correspondences are taught as well (wr, rh, gn, kn, mn, mb, and gh). Students learn the -stle exception. Students also learn new spelling rules for adding suffixes that change (sliding) and contractions.</p>



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<p>Teach common sound-spelling patterns.</p>	<p>Common sound-spelling patterns are taught in an explicit and sequential fashion as the four levels of Foundations progress. CVCC, CCVC: The digraph blend pattern was taught in Level K Foundations and is again explicitly taught in Unit 3 of Level 1.</p> <p>The consonant blend pattern is taught for the first time in Level 1, Unit 8. The tapping routine is expanded to accommodate segmenting and blending digraph and consonant blends. Both digraph and consonant blends are included in word resources for all decoding and encoding activities in all remaining units.</p> <p>CVCe: The VCe syllable pattern is introduced in Unit 11 using Large Sound Cards with new letter-keyword-sounds. Students tap and blend VCe and CVCe words the same way they have tapped CVC words in previous units. Practice with this tapping routine supports students during activities such as Word of the Day, Echo/Find Words, Word Talk, and Dictation.</p> <p>CVVC: Vowel teams (vowel digraph/diphthong) are introduced in Units 9 and 10 using the Vowel Teams Poster.</p> <p>CVr: R-Controlled vowels are introduced in Unit 8 using the R-Controlled Vowels Poster. For examples, see the following pages of the Foundations Level 1 Manual: pages 270, 276. Learning CVVC and CVr pattern in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because the materials focus on reading and spelling together, in-depth word study for those syllables happens in Level 2.</p>
<p>Teach students to recognize common word parts</p>	<p>In Foundations Level 1, suffixes are taught in both single syllable and multisyllabic words. In Level 1 Unit 6, suffix -s is taught. In Unit 10 suffixes -ed and -ing are taught. Later in Unit 13, suffixes added to multisyllabic words are taught.</p> <p>Throughout Levels 2 and 3, students continue adding to their repertoire of strategies for decoding multisyllabic words. Syllable patterns continue to be explicitly taught through activities such as Introduce New Concepts and Word of the Day using materials such as Syllable Frames.</p>

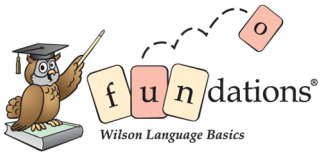


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	<p>In Level 2, Unit 4, the concept of base words and suffixes is taught. There is a procedure for isolating the base word and adding a suffix that transfers from explicit teaching to guided practice activities, to independent practice with word marking. The concept is introduced using word mapping with Standard Sound Cards and yellow, magnetic Suffix Frames. Later in the unit, students practice this procedure during Echo/Find Words and Dictation. During Echo/Find Words the instructor asks, “Is there a suffix on this word?” If there is, students say and build the base word (tapping if necessary) and then add the suffix. During Dictation the instructor asks, “Is there a suffix on this word?” If there is, students say and write the base word (tapping if necessary) and then add the suffix. In Level 3 Unit 2, suffixes are reviewed and reinforced similarly.</p> <p>In Level 2 Unit 5, prefixes are introduced and are reinforced in activities such as Make It Fun, where students might read words with prefixes and determine how it impacts the meaning of the word. In Unit 3, prefixes are reviewed using Prefix Index Cards and reinforced in a Bonus Unit that falls between Units 6 and 7. Also introduced in this Bonus Unit is the concept of Latin roots.</p>



## Vocabulary

NYS PK-3 Literacy Instructional Best Practices	Support in Wilson Foundations
Plan activities to expand and practice vocabulary.	<p>Foundations incorporates many opportunities for students to build and practice vocabulary, with instruction embedded and practiced throughout all levels. Vocabulary is taught directly and with distributed practice. First, students are taught the meaning of select words. Next, students have distributed opportunities to practice reading and use vocabulary words across different contexts, which helps foster a deeper understanding of words’ meanings and students’ memory of them.</p> <p>In Level K, vocabulary instruction is intertwined across many different daily activities. 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. Teachers emphasize multiple meanings that are useful to the students as they create sentences with new vocabulary.</p> <p>In Levels 1, 2, and 3, students study vocabulary more explicitly. In many interwoven activities, students are exposed to and have practice learning to read, spell and use advanced vocabulary. These include Word Play, Word of the Day, Word Talk and Storytime.</p> <p>Students learn a “Word of the Day,” selected to correspond with the word structure being studied and its frequency of use. Words targeted for vocabulary are:</p> <ul style="list-style-type: none"> <li>• used in sentences;</li> <li>• put onto flashcards to be reviewed frequently;</li> <li>• entered by students into their “vocabulary dictionary,” a section of the Student Notebook; and</li> <li>• incorporated into a sentence that students learn to construct to clearly demonstrate a word’s meaning.</li> </ul> <p>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.</p>
Introduce words and their meanings.	
Engage students in activities to enhance vocabulary and language skills.	
Teach vocabulary in the context of other reading activities.	
Facilitate activities that actively engage students in the development of their vocabulary and language skills.	



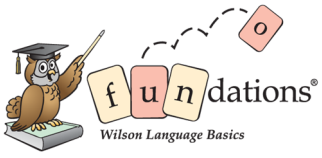
<b>Vocabulary</b>	
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	<p>This may include providing context sentences, directly teaching the meaning, or asking students to expand upon their sentences to better reflect the meanings of the words</p> <p>Additionally, the Foundations Readers support teachers in vocabulary instruction connected to aligned decodable text. The materials help teachers lead discussions and create a word-rich classroom through vocabulary instruction that includes illustrating examples and non-examples of the vocabulary words within each decodable text.</p> <p>The program also integrates targeted support for Multilingual Learners. Teachers are provided with instruction on how to tailor Foundations Activities for MLLs in the Learning Activity overview section of the Foundations Teacher Manual. Each Foundations Activity has an “MLL Engagement” section and tips for supporting MLLs vocabulary development are integrated throughout the units.</p>
<p>Teach students academic language skills, including the use of inferential language, and vocabulary knowledge.</p>	<p>Foundations 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 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.</p> <p>Explicit vocabulary instruction in Tier 3 words comes from teacher-led discussion about texts, including the content-specific terms and narrative fiction.</p> <p>In Level 3, specifically, the resource word list for each unit identifies whether a word is an important academic word that students should know. Academic vocabulary is based more on Latin and Greek roots than everyday English. In Level 3, students study the concept of Latin roots and their meaning with closed syllable roots.</p>



<b>Fluency</b>	
<b>NYS PK-3 Literacy Instructional Best Practices</b>	<b>Support in Wilson Foundations</b>
Model fluent reading on a daily basis.	<p>Fundations 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.</p> <p>In Levels K-2, 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.</p> <p>Fundations Level 3 students should be reading at grade level, and therefore, the Foundations teacher can incorporate grade-level texts and complete the Comprehension S.O.S. process. The Foundations Level 3 Practice Books are available to reinforce and review concepts. This includes opportunities for connected text practice to encourage students to read with prosody.</p> <p>Fundations Levels 1 and 2 offer Fluency Kits for students needing additional practice. These fluency kits provide word lists, phrases, sentences and controlled decodable passages for students to read and practice with the goal of developing the student’s word automaticity and rate-appropriate independent reading of connected text, with ease and expression for meaning.</p> <p>Teachers may also use the Foundations Readers for fluency practice in taught skills. The Foundations Readers are sets of illustrated readers with 95% or more decodability aligned to the Foundations Scope &amp; Sequence and grade-level curriculum themes.</p>
Provide daily opportunities for students to practice reading fluency.	
Model fluent reading for students by reading with expression, gestures and facial expressions, and intonation in voice.	Fundations provides teachers instruction on how to model fluency and provides a variety of opportunities for students to practice reading connected text with prosody and expression.



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<p>Incorporate daily interactive oral reading structures into whole- and small-group instruction to model and expose students to early reading habits and strategies.</p>	<p>Practicing daily interactive oral reading is key to building accuracy, fluency, and good expression (prosody). The Storytime Activity in Levels K and 1 involves listening, reading and writing. The activity is designed to help students develop awareness of print, understanding of story structure, verbal memory, and comprehension. It also provides teachers with an opportunity to model and practice print concepts.</p> <p>For example, in Level K, Unit 4, Week 3, Day 5 the teacher writes the story Cod Fish on chart paper and scoops all the phrases. The students read the title silently and then the students read each sentence chorally after the teacher models, one sentence at a time. Sometimes, one student comes to read the sentence with the Baby Echo Pointer the teacher guides the students to use proper expression and phrasing as the whole class chorally repeats. In this activity students are taught to close their eyes and make a movie in their heads of what the sentences mean and then they describe what they see in their movies, retelling and discussing each sentence in order.</p>
<p>Incorporate daily interactive oral reading structures into whole- and small-group instruction to model, practice, and provide feedback to students as they develop reading skills and strategies.</p>	<p>In Level 2 students participate in Storytime at a higher level, reading printed stories from the Level 2 Learning Community. For example, in Foundations Level 2, Week 2 Day 3, students are given a copy of “Skip is Sick.” Students read the story silently, paragraph by paragraph, and then read orally, chorally, with phrasing and fluency, following and/or creating scoops as they read, for expression. The class sometimes reads each paragraph chorally, or the teacher can choose students to read individually, alternating readers by sentences or paragraphs. Students may also be directed to work in pairs to read the story. Always, after reading, students practice visualizing what they read to, “make movies in their heads of what they have read about,” and retell the story with sufficient details. Optional activities, such as writing paragraphs in their My Foundations Journals also are included. Foundations guides teachers in modeling, phrasing and correct expression and providing guidance and positive feedback as students read orally. This occurs in whole group or small group instruction.</p> <p>Students also can practice their oral reading skills with stories from the Foundations Readers and in the Fluency Kit. Additional activities may be found in the Level 2 Fun Hub and in the Level 2 learning community.</p>



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	<p>It is expected that by Level 3, students will be able to read grade-level appropriate stories. Teachers are guided to use Level 2 Storytime Activities that are available in the online Learning Community and practice the same skills as students learned in grade 2, if needed.</p>



<b>Comprehension</b>	
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Teach students to activate background knowledge prior to reading.	Opportunities exist throughout Foundations for students to make connections with prior knowledge. The Teachers' 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.
Engage in high-quality shared book reading and ensure students connect to texts daily.	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.
Ask questions and engage students in conversations surrounding text daily.	The Storytime activities in each Unit in grades K-2 regularly engage students in conversations surrounding text. 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.
Model and explicitly teach comprehension strategies.	<p>Foundations provides instruction to help students learn how to think actively while reading and to self-monitor their understanding. In Level K, students begin to develop this skill through listening comprehension exercises. In Levels 1 and 2, direct instruction includes the development of students’ ability to form a visual image or construct a mental picture from words, the ability to imagine a scene and predict subsequent events, and to recall and explain what was in the written text. Mental images aid comprehension and memory by acting as mental pegs onto which the information can be hooked.</p> <p>Foundations students receive direct and explicit instruction on how to create mental images with very simple decoding passages during the Storytime Activity. Teachers help students to learn this skill by stopping and supporting their students’ understanding of words through gestures, and picture drawing as needed. Students are then able to form increasingly complex mental images. This scaffolding of understanding is called Comprehension S.O.S.™ in Wilson® programs. This stands for Comprehension: Stop-Orient-</p>



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	<p>Support/Scaffold. Comprehension S.O.S. is a teacher-led interactive discussion about written text. Comprehension S.O.S. activities always conclude with retelling.</p> <p>During the Storytime Activity, students learn the difference between narrative fiction/narrative story and informational, non-fiction text. The understanding of text structure also aids comprehension.</p>



<b>Oral Language</b>	
<b>NYS PK-3 Literacy Instructional Best Practices</b>	<b>Support in Wilson Foundations</b>
<p>Plan activities to expand and practice language skills.</p>	<p>Activities that encourage students to expand and practice language skills are integrated throughout all the levels. Students participate in conversations during Word Play, Word Talk, and Storytime activities. Teachers instruct students about vocabulary, building knowledge of multiple meanings of vocabulary, discussing story structure of narrative and informational text. Teachers build conversations after students have read a story, engaging the group in their thoughts about the story and to answer deep knowledge questions after they have built a mental model of the story.</p> <p>For example, in Level K Unit 4, Week 1 Day 5, students listen to the teacher read a narrative story from the listed suggestions the teacher discusses the title author, and illustrator, explaining each of those terms. The teacher asks students to predict what the story is about. The teacher reads the story aloud, and after the story is read, the class discusses the characters, setting, and main events, and what the story is about. Teachers pose questions that enable students to discuss who the characters in the story are, the setting, and how the story unfolds by describing what happened in order. The teacher provides a chart that guides the students as they retell and discuss each category.</p> <p>As another example, in Level 2 Word Talk: Unit 14 Week 2 Day 5, the teacher makes and discusses words during Word Talk that contain the ou/ow sounds. After students decode the words, the teacher leads a discussion about the meaning and structure of each word. Students are asked to discuss such elements, such as synonyms and antonyms for each word. They also are expected to use the words in sentences, and word structure and meaning are practiced as students use dry erase markers to mark up the words.</p>
<p>Engage students in conversations.</p>	<p>Throughout all Foundations levels, students are engaged in high-quality discussions surrounding words including word structure, meaning, decoding, and encoding. Scaffolding as a means to engage students in rigorous work is a part of many of the learning activities, including Introduce New Concepts, Word of the Day, and Storytime.</p>



<b>Oral Language</b>	
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Intentionally plan activities to build children's language skills.	The many activities throughout Foundations are intentionally designed to help teachers build language skills through activities woven in every unit, as well as additional tips and support in the online Foundations Learning Community for each level.
Create a language-rich environment in which students engage in meaningful conversations.	<p>Foundations teachers foster a rich oral language environment by developing a “word conscious” classroom. Incidental and explicit word learning, with a constant emphasis on word structure and meaning, occurs through exposure to many kinds of texts, read alouds, and other activities throughout daily lessons. Language rich instruction is woven throughout the entire program as teachers assist students in decoding new word structures and discussing the meaning of these words. Through this process, students build word consciousness and become excited about learning new vocabulary.</p> <p>For example, in Level 1 Unit 10 Week 3 Day 5, students reread the story called <i>The Skunk</i>, a narrative fiction text that was read in Week 1. During this lesson, students listen as the teacher reads several informative books that describe facts and specific information about skunks. Students are encouraged to name true facts they've learned to visualize the information. Then they read the story <i>The Skunk</i> and build an understanding of narrative versus informational text and build vocabulary related to the animal to further understand future stories that may be read about this topic.</p>
Teach students academic language skills, including the use of inferential and narrative language.	<p>The Storytime Activity provides many opportunities for students to build academic language skills. They learn the elements of narrative text from the beginning of Kindergarten, as teachers read stories to them and build an understanding of narrative story structure. This is accomplished as teachers read to the students until they are able to read stories independently.</p> <p>For example, in Level K Unit 4, Week 1 Day 5, students listen to the teacher read a narrative story from the listed suggestions. The teacher discusses the title, author, and illustrator, explaining each term. The teacher asks students to predict what the story is about and reads the story aloud. After the story is read, the class discusses the characters, setting, and main events, and what the story is about. Questions are posed to the students that enable them to discuss who the characters in the story are, the setting</p>



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	<p>and how the story unfolds by describing what happened first, next, and at the end. The teacher provides a chart that guides the students as they retell and discuss each category.</p>
<p>Engage students in conversations that support the use of inferential language.</p>	<p>Throughout all Foundations levels, students are engaged in high-quality discussions surrounding words including word structure, meaning, decoding, and encoding. Scaffolding as a means to engage students in rigorous work is part of many Learning Activities, including Introduce New Concepts, Word of the Day, and Storytime. During Introduce New Concepts, the instructor often asks students to link the concept being taught to previous knowledge. Through questions, the teacher directs students' attention to the new word structure. During Word of the Day, new words are introduced, and students are engaged in conversations about the word structure (while working together to also mark up the word for known word features) and meaning. Throughout all levels, instructors used scaffolding and stimulating questions during Storytime to identify the genre of the text and discuss important story elements. Later, in Level 2, students work together to read stories and discuss them together.</p> <p>For example, in Level 2 Unit 7 Week 1 Day 4, students read the story <i>Aunts and Uncles</i>. After the students read the title of the story, they briefly discuss predictions and share background knowledge that may be applicable to the story. Students are directed to make a mental model as they read (make a movie in your head) and identify any challenging vocabulary. They need to refer to the wording of the text, if necessary, as they replay and retell the events of the story. The teacher then engages them in a discussion to answer questions like, "Is there a problem or challenge in the story?" "How does the character handle the challenge?" This type of discussion engages students in conversations that require inferential thinking and for them to use inferential language, providing applicable details from their own background knowledge, new vocabulary they learned in the story, and the events that occurred, to put together for their answers. Teachers provide scaffolding as necessary.</p>



## Oral Language

<b>NYS PK-3 Literacy Instructional Best Practices</b>	<b>Support in Wilson Foundations</b>
Explicitly engage students in developing narrative language skills.	In Storytime Activities, students learn to listen or read a story, and visualize by closing their eyes and making a movie in their heads of what the story explains. Then, they retell the story in order and with sufficient details. Students learn to build their narrative language, as teachers guide them and scaffold their retelling to ensure that the story is told in order, with important characters, events, and setting. They also have an opportunity to answer and discuss predictions and questions about each story read. This engages students in developing advanced academic discussion skills, beginning in Level K and building to more advanced and lengthier discussions as students move up the Levels.