

Fundations® Counter Evidence by Indicator Across Grades for EdReports Gateway 1

Wilson Language Training could provide counter evidence for errors and omissions in the EdReport’s report on Fundations. The evidence herein is specifically related to Gateway 1 indicators that received negative commentary leading to “partially met” scores.

Unfortunately, the comprehensive evidence was largely ignored by EdReports. Therefore, we are making this response public to educators so that they can consider this critical information when evaluating the validity of the EdReports’ conclusions.

Fundations stands by its research-based instructional design and offers a structured literacy approach to teaching total word structure, spelling and handwriting.

1.1 Print Concepts and Letter Recognition (Alphabet Knowledge)

Indicator	Commentary
Indicator 1A.iii Materials embed letter identification practice in meaningful print use. (K)	In Level K, the “partially meets” commentary was directed toward “minimal use of letter identification practice in meaningful print,” pointing out as unacceptable the use of ABC Storybooks, as they are not <i>included</i> in the Teacher’s Kit.
Fundations’ evidence provided for consideration	<p>The purpose of the indicator states that this indicator “focuses on instruction in letter identification and letter formation,” which aligns to the Common Core State Standards. This sub-indicator refines the expectation to be centered in meaningful text. Given that this is a rating for a supplemental foundational skills program that supports the core ELA program (which would be expected to contain multiple and varied opportunities for interaction with meaningful print), and given that the reviews scored the embedded sentences, Storytime activities, and direct references to the use of ABC books during the Foundations lesson time as insufficient, the following should be considered:</p> <ul style="list-style-type: none">• The amount that we do provide is sufficient considering that Foundations is a supplemental foundational skills program and it will be paired with a core ELA program (which is expected to include extensive text and meaningful print that can be utilized for this purpose).• Letter identification within words and sentences should be considered as meaningful print in addition to storybooks.• For finding and identifying letters with various fonts across several different books, it seems reasonable to direct teachers to do this with books readily available to them outside the curriculum. The point of this indicator is to have students see letters in varied text. It would greatly increase the cost of a kit to provide these books for that purpose when books are readily available. Therefore, we provide direction to utilize readily available books for this particular type of activity.

Indicator	Commentary
<p>Indicator:1A.iv Materials provide explicit instruction to print and to practice forming the 26 letters (uppercase and lowercase).(K-1)</p>	<p>Only in Level 1, the “partially meets” commentary was directed toward the <i>optional</i> re-teaching of uppercase letter formation, and points were deducted because of the perceived need for explicit, repeated uppercase letter instruction embedded for all students without exception in Foundations Level 1 lesson plans, despite letter formation having been previously taught to mastery in Level K.</p>
<p>Foundations’ evidence provided for consideration</p>	<p>Foundations students are explicitly taught the letter formations of all 26 letters, upper- and lowercase, in Level K. Given the systematic and cumulative nature of Foundations, and the expectation that the program is implemented across grades, it is not pedagogically appropriate in Grade 1 to reteach thoroughly and explicitly those skills that were well established in Kindergarten. The Level 1 Teacher’s Manual includes an explicit note about this and acknowledges the potential need to review or teach uppercase letters in Level 1, depending on the background of the students. The Level 1 Manual also includes explicit instructions to teach letter formation, and the Level 1 Teacher’s Kit includes the verbalizations for all upper- and lowercase letters as well as formation guides for both upper- and lowercase letters on the PLC. Gateway 2 includes an appropriate expectation for differentiation, and therefore it should not be penalized. The explicit instruction to print and to practice forming the 26 letters (uppercase and lowercase) is only done repeatedly in both K and 1 for students who have not mastered this.</p> <p>Level 1 students continue to practice upper- and lowercase letters throughout the year and are held accountable on their legibility. Students must write sentences in the Dictation/Sentences, Unit Check-up, and Unit Tests. Students follow a proofreading procedure that requires them to check for capitalization. When grading the Unit Test in the students’ Composition Books, teachers review legibility and capitalization. (See page 79-107 of Level 1 Composition Book.) In the Unit Test tips, teachers are reminded, “<i>to check student mastery of skills such as legibility, capitalization, punctuation, and phrasing of sentences. Be sure to provide additional guidance and practice as needed.</i>” (See Unit 2 Day 5 for example.)</p> <p>Teachers whose students require additional instruction in forming lower- and uppercase letters are instructed to provide this and are given detailed and explicit directions for each letter (both lower- and upper-case). These students then practice letter formation with the Sky Write/Letter Formation Activity and Echo/Letter Formation Activity.</p>

Indicator	Commentary
<p>Indicator 1B: Materials provide instructional support for general concepts of print and connect learning of print concepts to books (K-1) and provide cumulative review of print concepts, letter identification, and printing letters. (K-early Grade 1)</p>	<p>Only in Levels K and 1, the “partially meets” commentary was directed toward “limited explicit instructional support for general concepts of print, including print carries meaning, reading left to right, and words are made of letters.” It was also noted that the Foundations does not include explicit instruction around print concepts in the context of a book, and further that a “variety of physical books (teacher-guided, such as big books) that are suitable for the teaching of print concepts” were not included in the Teacher’s Kit. Finally, the “partially meets” commentary was directed toward materials containing “periodic cumulative review opportunities in which the teacher reminds students about previously learned grade-level print concepts, letter identification, and letter formation.”</p>
<p>Foundations’ evidence provided for consideration</p>	<p>Many of the comments around this indicator referred to a lack of ‘explicit’ instructional support. However, teacher modeling is explicit with the use of manipulatives such as sentence frames, syllable frames, sound cards, letter tiles, and the work done during the Storytime activity. These are examples of explicit instructional support for general concepts of print.</p> <p>Comments also centered around the lack of physical books and texts in the program, citing in Level 1 for example, that the materials only include “short passages that students use as connected text for the Storytime section.” No reference to the Level 1 Story Set, included in the Teacher’s Kit, was made. However, even without taking that into consideration, it is important to keep in mind that this is a rating for a foundational skills program that supports the core ELA program (which would be expected to contain multiple and varied opportunities for interaction with meaningful print). Thus, regarding print concepts such as demonstrating front and back cover of books and title and author: it seems reasonable to direct teachers to do this with books readily available to them outside the curriculum. It would greatly increase the cost of a kit to provide these books for that purpose when books are readily available. Therefore, we provide direction to utilize readily available books for this particular type of activity.</p> <p><u>For Level K, please consider the following:</u></p> <p>Additional opportunities for students to recognize that print carries meaning include:</p> <ul style="list-style-type: none"> • Students learn that print carries meaning with additional Storytime Activities. With the four-part Echo stories help students develop an awareness of print, visualization, and understanding of story structure. Students are brought through a four-part series that has students retell and draw the story and then the teacher uses a phrased story on chart paper to connect the print to the story. See the following: Echo Finds Dinner IV (p 102), Baby Echo Flies (172), and Baby Echo Finds Echo at Last (275). (Note The phrased story for Part IV is provided on the PLC.) • Students learn that print carries meaning in other activities in Make it Fun Activities with narrative stories previously read during Storytime (Unit 5: p. 385; p. 395; p. 405) and with Make it Fun-Change the Sentence: (Unit 5: p. 355; p. 365; p. 375). • Students learn that print carries meaning with the Teach Trick Word Activity when the teacher writes and reads a sentence. • Students learn that print carries meaning with the Dictation/Sentences activity when the teacher says and then writes a sentence. Dictation/Sentences (description p. 28): (Unit 5: p. 351; p. 379; 383; p. 389; p. 393; p. 395; p. 399; p. 403; p. 405). • With these, plus other Storytime activities acknowledged in the review, students have weekly opportunities to connect print to meaning in a foundational skills supplemental program, keeping in mind that Foundations “must be combined with a core/ literature-based language-arts program for an integrated and very comprehensive approach to reading and spelling (as stated on page 1 of the manual).

For Level K, Foundations explicitly **DEMONSTRATES** reading left to right and spacing between words:

- The blue Sentence Frames are used to help explicitly teach word awareness (spacing between words). These frames allow students to discern separate words in a dictated sentence. The very visual of using the individual sentence frames helps students recognize that there is a separation of words in a sentence. Students are not only made aware, they experience it with manipulatives. Furthermore, the teacher **explicitly** and **intentionally** builds a sentence with the Sentence Frames from left to right and re-reads the sentence from left to right with the demonstration of scooping. The very use of manipulatives makes it explicit not implicit. This demonstration allows students to see and experience it, and not just hear a teacher say it. These skills are emphasized throughout Unit 1 in the Word Play activity. **Word Play-Word Awareness** (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180). It also is taught throughout the year in the following activities: **Teach Trick Words (description p. 44)**: (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) **Trick Word Practice (description p. 46)**: (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) **Word Play – Read Sentences** (Unit 4: p. 317, 327, 336), (Unit 5: p. 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403) **Word Play – Sentence Dictation/Write Sentences** (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381); **Dictation/Sentences (description p. 28)**: (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) **Make it Fun-Change the Sentence**: (Unit 5: p. 355; p. 365; p. 375)
- It can also be noted that the use of the Sentence Frames in the above activities demonstrate sentence boundaries (start with an uppercase letter and end with punctuation) as well as the awareness of uppercase versus lowercase letters.

For Level K, Foundations explicitly **DEMONSTRATES** that written and spoken words are made of up letters:

- Standard Sound Cards and Letter Tiles demonstrate the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word. In all the following activities, the students visually recognize that individual letters make up a word. **Introduce New Concepts**: (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) **Word Play-Make Words for Decoding (description p. 48)**: (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), **Make it Fun**: (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) **Echo/Find Words (description p. 34)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)

For Level K, Foundations students practice print concepts with Sentence Dictation:

- Students are taught and then demonstrate many conventions of print including letter formation, punctuation, spacing between words, and more (see Reading Rockets “Why use Dictation?” (<https://www.readingrockets.org/strategies/dictation>)). **Word Play – Sentence Dictation/Write Sentences** (Unit 5: p. 359; p. 361; p. 369; p. 371; p. 373; p. 381)

Additional activities are provided in the Home Support Packet (p. 16; 31; 112) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)

The type, number, and sequence of citations helps to illustrate that Foundations **does** provide cumulative review opportunities during which the teacher reminds students about previously learned grade-level print concepts, letter identification, and letter formation. This is aligned with the Achieve the Core - *Foundational Skills Guidance Documents: Grades K-2*, which states, “Print concepts are implicitly reviewed throughout the year as students encounter print and are relatively easy for children to grasp” (Student Achievement Partners, p. 11).

For Level 1, please consider the following:

- Materials include **many** explicit instructions for all students about the organization of print concepts (e.g., recognize features of a sentence). And materials include **many** lessons, tasks, and questions for all students about the organization of print concepts (e.g., recognize features of a sentence).
 - During Sentence Dictation activities, students demonstrate many conventions of print including letter formation, punctuation, spacing between words, and more. (See Reading Rockets “Why use Dictation?” <https://www.readingrockets.org/strategies/dictation>.) Level 1 Foundations students practice print concepts with Sentence Dictation in Dictation Dry Erase, Dictation Composition Book, and Unit Tests from Unit 2 through Unit 14. **Dictation/Sentences:(description p. 36):** (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)
 - During Teach Trick Words-Reading, students must recognize the features of the sentence and many conventions of print including upper- and lowercase letters, spacing between words, reading from left to right, and punctuation. This is reviewed throughout the year from Unit 2 to Unit 14. **Teach Trick Words - Reading (description p. 52)** (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)
 - During Word of the Day, the class works together to develop a sentence for the word of the day. The sentence is written on the board that reflects a student-friendly definition and that demonstrates meaning. The teacher says each individual word as it is written on the board, and then scoops the word into phrases from left to right. Students read the sentence from left to right following the scoops and then discuss meaning. The students write the sentence in their Student Notebooks. This activity is conducted from Unit 2 to Unit 14. **Word of the Day (description p. 56)** (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p. 186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494)
- Material **does** contain cumulative review opportunities in which the teacher reminds students about previously learned grade-level print concepts, letter identification, and letter formation. Material **does** include students’ practice of previously learned print concepts, letter identification, and letter formation.
 - The type, number and sequence of citations helps to illustrate that Foundations **does** provide cumulative review opportunities during which the teacher reminds students about previously learned grade-level print concepts, letter identification, and letter formation. This is aligned with the Achieve the Core - *Foundational Skills Guidance Documents: Grades K-2*, which states, “Print concepts are implicitly reviewed throughout the year as students encounter print and are relatively easy for children to grasp” (Student Achievement Partners, p.11).

1.2 Phonological Awareness (K-1)

General concerns for both Kindergarten and Grade 1 are similar.

The repetition of evidence sought across Indicators 1C, 1D, 1E results in an overemphasis on the less complex phonological skills (rhyming, alliteration, onset-rime) rather than valuing the goal of achieving the most important complex skill of phonemic awareness, particularly phoneme blending and segmentation.

The commentary included statements such as, “Oral language exercises are accompanied by grapheme or word visualization” or “Phonemic awareness is done orally but then immediately associated with letters.” In relation to these comments:

- Foundations has extensive (frequent) and explicit instruction in the higher-level skill of phonemic segmentation. The skill of isolating phonemes in a spoken word is emphasized in the *Echo/Find Words and Dictation/Words* activities beginning in Unit 3 in Level K through the *entire* year. And from Unit 2 in Level 1. The Foundations procedure with tapping is used to 1) blend sounds together for decoding; and 2) segment sounds for encoding and to secure phoneme segmentation skills. Though the above reviewer statements are true when blending, they are not true when students are using tapping for segmenting and spelling. Then, the students are given a word orally and they segment without the letters, and only after which they either find corresponding letter tiles or they write the letters. Tapping is a hallmark of Foundations and this is done extensively throughout the program. When you add up the time spent on these activities on the most important skill of blending and segmenting individual sounds in the word, the time is significant. This is in addition to Foundations instruction in the lower-level skills.
- Additionally, as identified in the research below, phonemic awareness with letters is considered an effective, scientifically based practice. Negative feedback was provided on this practice and thus, we assume this yielded a “mark down” on three indicators.

We recommend that important research findings be considered as part of the rational:

- Research has found that, “*Instruction that taught phoneme manipulation with letters helped normal developing readers and at-risk readers acquire phonemic awareness better than phonemic awareness instruction without letters.*” (National Reading Panel Report, NICHD, 2000, p. 2-28).
- “*Phonemic awareness instruction makes a stronger contribution to the improvement of reading and spelling when children are taught to use letters as they manipulate phonemes than when instruction is limited to phonemes alone.*” (Put Reading First: The Research Building Blocks for Teaching Children to Read, 2006)
- Integrated instruction in phoneme segmenting and blending provides the greatest benefit to reading acquisition (Snider, 1995).
- “*...acquiring phonemic awareness is a means rather than an end. PA is not acquired for its own sake but rather for its value in helping learners understand and use the alphabetic system to read and write.*” (National Reading Panel: Reports of the Subgroups, 2000)

We recommend that the following be considered as part of the rational:

“There is no question that all of these various phonological awareness skills — awareness of the sound separation between words, the ability to separate syllables within words, the ability to segment onsets (first sounds) from rimes (b/ig), the ability to rhyme, the ability to segment or blend phonemes are all correlated with each other. **But it is the segmenting and blending of phonemes that has functional value in reading.**” (Shanahan, [Is Rhyming Ability Important in Reading?](#), Reading Rockets, April 2015)

Given the research stated above, the following should be considered:

- Foundations spends the most time and is explicit on the most complex skill of phoneme blending and segmentation that is the key to the skill of decoding/reading.
- Foundations incorporates the research-based practice of using letters to teach the manipulation of phonemes **in addition** to doing oral work (without letters).
- Furthermore, the indicators should be teased apart so that each uniquely assesses a specific skill rather than reviewing them multiple times. In this way, the limited time spent on the less complex skills of rhyming/onset-rime (purposely done to align with research) will not be penalized across **all three** indicators, thus distorting the value of the Foundations instruction in phonological/phonemic awareness.

Indicator	Commentary
<p>Indicator 1C: Materials have frequent opportunities to engage in phonological awareness activities through Kindergarten and early Grade 1.</p>	<p>In Levels K and 1, the “partially meets” commentary was directed toward Foundations having limited regular practice of, and no allocated time for, phonemic awareness skills for phonological awareness during the daily lessons (see 1, 2, and 3 below). It was also noted that there is limited emphasis for students to recognize and produce rhyming words; count, pronounce, blend, and segment syllables in spoken words; blend and segment onsets and rimes of single-syllable spoken words (see 1,2,3 and 4 below), and that oral language exercises were infrequent with little variety and accompanied by grapheme or word visualizations (see 3 below). Finally, there were concerns regarding the timeline in which concepts are introduced in Level 1 (see 5 and 6 below), and a note that phonemic awareness word with vowels is not explicit until halfway through Level 1, which led us to question whether Foundations activity work was understood and taken into consideration (see 3, 5 and 6 below).</p>
<p>Foundations’ evidence provided for consideration</p>	<ol style="list-style-type: none"> 1.) Distinguish between phonological awareness and phonemic awareness with a recognition that phonemic awareness skills are the most important in the hierarchy and that less instructional time should be spent on phonological awareness activities such as rhyming if students can do higher level phonemic awareness skills of segmentation and manipulation. 2.) The comments above that state there is limited practice and an absence of allocated time in the daily lesson plans for phonemic awareness is confusing given Foundations’ significant work with phonemic awareness, a skill clearly identified by reading research as most necessary for reading and writing proficiency. Comments for both state that there is limited practice. However, phonological awareness and phonemic awareness are integrated within activities such as Echo/Find Words, Dictation/Words, Make it Fun, Storytime, Word Play. Foundations does not have an activity specifically called “phonological awareness,” this is because the skill is taught in an integrated manner with other activities to maximize learning and mastery. This strategy is recognized by the CCSS, which states that “Often, several standards can be addressed by a single rich task...” (p.5). 3.) In regard to the comment “oral language exercises are accompanied by grapheme or word visualizations”: As previously described, the Foundations procedure with tapping is used to segment sounds for encoding and to secure phoneme segmentation skills. This is done extensively throughout the program without letters before letters are then attached to the segmented sounds for additional learning and reinforcement. 4.) In the Foundations Home Support Pack 1 Second Edition, there are a variety of phonological awareness activities. These are sent home but are also recommended for use in the classroom by students who need them. This offers differentiation. For example, many students in Kindergarten can already rhyme. So, rather than taking up valuable class time doing this during the efficient 30-minute lesson, additional practice activities are done with only those who need it. These are part of the program and the Teacher’s Kit and not purchased separately. 5.) The Grade 1 review states, “Based on the scope and sequence, phonological awareness activities do not begin until Unit 2.” However, Unit 2 is week 3 of the program and phoneme segmentation and blending continues from week 2 through the end of the school year (total of 32 weeks). 6.) The review states that “In Unit 1-8 of Level 1, that there is limited emphasis for students to distinguish long from short vowel sounds in spoken single-syllable words. It is not until halfway through Level 1 that phonemic awareness work with vowels is explicit.” Foundations works on isolating, segmenting, and manipulating vowels in single-syllable words beginning in Unit 2 (week 2) of the program. (See Unit 2, Week 1, Day 2, page 108 of Level 1 Teacher’s Manual.) This continues throughout the entire year in every Echo/Find Words and Dictation activity, adding the long-vowel sound as it is being introduced. Distinguishing the long-vowel sound is practiced in relationship to sound pattern being taught (v-e syllable type). And, given the cumulative nature and principles of instruction, this occurs after students have mastered the ability to hear the short sound in three-sound words. Requiring an emphasis for students “to distinguish long from short vowel sounds in spoken simple syllable words” from the beginning of the year rather than having students distinguish long and short vowels by end of grade 1 is contrary to what is implied by the CCSS standards). <p><u>For Level K, please consider the following:</u></p> <ul style="list-style-type: none"> • Foundations integrates sufficient regular practice of phonemic awareness skills for phonological awareness during the daily lessons as noted by the following evidence:

- Students are taught to use keywords to remember the sounds. In teaching this, they are taught to listen to and isolate the initial sound in the keyword. The use of keywords supports initial phoneme segmentation and is included in the Letter-Keyword-Sound Activity and then reviewed during Drill Sounds/Warm Up. Keywords are carefully chosen so that the initial sound can be “pulled off” the word. As described by Duke and Mesmer in relation to keyword use, “Children must be able to separate the first sound in the word from the rest of the word (e.g., to separate the /b/ from the /all/ in *ball*). Ideally, children develop this skill, called *initial phoneme segmentation*, during or before the prekindergarten year. However, not all children meet this expectation. Fortunately, you can work on this skill **while** teaching the alphabet, including alphabet key words.” (Avoiding Instructional Missteps in Teaching Letter-Sound Relationships, www.aft.org/ae/winter2018-2019/duke_mesmer) **Letter-Keyword-Sound (description p. 38):** (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Drill Sounds (description p. 30):** (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406)
- Phonemic awareness instruction in Level K ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the **Dictation/Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted orally **before** students then identify letter tiles or write the word applying the alphabetic principle. Although letters are used to first demonstrate segmentation and manipulation, throughout Level K and throughout Level 1, students do phonemic skills without letters and confirm the accuracy of the segmentation by **then** attaching letters. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks). **Echo/Find Words (description p. 34):** (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) **Dictation/Words (description p. 26):** (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) **Introduce New Concepts:** (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332).
- Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes: **Word Play – Listen for Sounds** (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) **Make it Fun** (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).
- Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC)(See Expert Tips/Ideas).
- Time **is** allocated for phonemic and phonological awareness in the daily lesson plans. As demonstrated above, the phonemic awareness activities are included in the Echo/Find Words (5-7 minutes) and Dictation/Words (5-10 minutes) activities. There is time allotted to these activities. The commentary would more accurately reflect the program by stating following: Although Foundations does not have a specific

activity called “Phonemic Awareness,” sufficient time is spent on phonemic awareness as part of activities such as Echo/Find Words and Dictation/Words.

- “Oral language exercises are accompanied by grapheme or word visualizations” should be considered a positive comment, since research strongly suggests that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Another citation states: “Research strongly suggests that phonemic awareness (conscious awareness of the individual sounds in spoken words – for example, recognizing that sheep has three sounds: /sh/, /ee/, and /p/), although an entirely oral skill, is actually best developed with accompanying letters.” (Avoiding Instructional Missteps in Teaching Letter-Sound Relationships, www.aft.org/ae/winter2018-2019/duke_mesmer). An accurate statement to include may be: Research strongly suggests that phonemic awareness is most effective with the use of letters. The phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). Oral language exercises of isolating phonemes in a spoken word is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities. (Examples with specific pages are provided above.)

For Level 1, please consider the following:

- Foundations integrates sufficient regular practice of **phonemic awareness** skills for phonological awareness during the daily lessons as noted by the following evidence:
 - Students are taught to use keywords to remember the sounds. In teaching this, they are taught to listen to and isolate the initial sound in the keyword. The use of keywords supports initial phoneme segmentation and is included in the Letter-Keyword-Sound Activity and then reviewed during Drill Sounds/Warm Up. Keywords are carefully chosen so that the initial sound can be “pulled off” the word. As described by Duke and Mesmer, “Children must be able to separate the first sound in the word from the rest of the word (e.g., to separate the /b/ from the /all/ in *ball*). Ideally, children develop this skill, called *initial phoneme segmentation*, during or before the prekindergarten year. However, not all children meet this expectation. Fortunately, you can work on this skill **while** teaching the alphabet, including alphabet key words.” (Avoiding Instructional Missteps in Teaching Letter-Sound Relationships, www.aft.org/ae/winter2018-2019/duke_mesmer) **Letter-Keyword-Sound (description p 48)** (Unit 1: 70, 72, 74, 76,80, 82,84,86, 90, 92,94,96, 98) **Drill Sounds/Warm Up (description p 38)** (Unit 1: 78, 88, 98; Unit 2 daily going forward)
 - Phonemic awareness instruction in Level 1 tunes students into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). 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 Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher 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. Although letters are used to first demonstrate segmentation and manipulation, throughout Level K and throughout Level 1, students do phonemic skills **without letters** and confirm the accuracy of the segmentation by **then** attaching letters. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation.
Dictation/Words (description p. 26): (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) **Echo/Find Words (description p. 42; 44):** (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Introduce New Concepts:** (Unit 2: p. 108; p.

111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) **Make it Fun (description p. 60)** (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)

- Although commentary states that, “Based on the scope and sequence, phonological awareness activities do not begin until Unit 2,” it should be noted that Unit 2 begins in **week 3** of the program.
- Time *is* allocated for phonemic and phonological awareness in the daily lesson plans. As demonstrated above, the phonemic awareness activities are included in the Echo/Find Words (5-7 minutes) and Dictation/Words (5-10 minutes) activities. There is time allotted to these activities. The statement could more accurately reflect the program by changing to something like the following: Although Foundations does not have a specific activity called “Phonemic Awareness,” sufficient time is spent on this skill as part of other activities such as Echo/Find Words and Dictation/Words.
- The following statement is inaccurate: “In Units 1-8 of Level 1, there is a limited emphasis for students to distinguish long from short vowel sounds in spoken single-syllable words. It is not until halfway through Level 1 that phonemic awareness work with vowels is explicit.” This is inaccurate because phonemic awareness with vowels is explicit from the beginning starting with short vowels. In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson® tapping technique is a tool to help students develop their phonemic awareness skills. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes, thus distinguishing the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1. Students learn long vowel sounds while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables, and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words.
- “Oral language exercises are accompanied by grapheme or word visualizations” should be considered a positive comment, since research strongly suggests that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). As another citation: “Research strongly suggests that phonemic awareness (conscious awareness of the individual sounds in spoken words – for example, recognizing that sheep has three sounds: /sh/, /ee/, and /p/), although an entirely oral skill, is actually best developed with accompanying letters.” (Avoiding Instructional Missteps in Teaching Letter-Sound Relationships, www.aft.org/ae/winter2018-2019/duke_mesmer). An accurate statement to include may be: Research strongly suggests that phonemic awareness is most effective with the use of letters. The phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). Additionally, phonemic awareness skills with spoken words (without letters) are also emphasized. (Examples with specific pages are provided above.)

Indicator	Commentary
<p>Indicator 1D: Materials provide explicit instruction in phonological awareness through systematic modeling across the K-1 grade band.</p>	<p>In Levels K and 1, the “partially meets” commentary was directed toward instruction and/or practice for students to review phonemes or segment a spoken word into phonemes in isolation being accompanied by grapheme or word visualizations (see 3 in 1C) and toward “limited systematic, explicit instruction in syllables, sounds (phonemes), and spoken words” (see 1,2,3 in 1C).</p> <p>Additionally, in Level K specifically, “partially meets” commentary was directed toward “insufficient emphasis, through systematic modeling, in the following areas of phonological awareness: recognize and produce rhyming words; count, pronounce, blend, and segment syllables in spoken words” (see 1,2,3 and 4 in 1C) and it was noted that “manipulation of the beginning sounds of words is addressed, although not explicitly, through the use of creating words with Standard Sound Cards, changing the beginning consonant card, and producing a new word (see 1,2,3 in 1C).</p> <p>Additionally, in Level 1 specifically, “partially meets” commentary was directed toward phonological awareness concepts not being consistently explicitly taught or explained to students across the entire phonological awareness instruction continuum (see 3 and 4 in 1C), and toward missed opportunities for sound manipulation activities such as distinguishing long from short vowel sounds (see 6 in 1C).</p>
<p>Fundations’ evidence provided for consideration</p>	<p>The bulleted comments on Indicator 1D are very similar (with some minimal differences in wording) to the comments on Indicator 1C. Therefore, evidence provided for in Indicator 1C (above) is relevant here.</p> <p>Additionally,</p> <ul style="list-style-type: none"> • The same reasons are stated for awarding “partial credit” on this indicator as for 1C, and 1E, so it appears that we “partially meet” three separate indicators for the same exact reasons. The weighting indicators are in triplicate. • The commentary states, “The materials provide the teacher with some examples in syllables, sounds (phonemes), and spoken words called for in grade-level standards.” It is unclear what is expected by the grade-level standards reference. The sound pattern called for in CCSS Level K phonological awareness skills is CVC words and for Level 1 is long and short vowels in single-syllable words. • In Fundations, ALL skills are taught in 2 directions: for decoding and for encoding. When skills are taught for encoding, they are done through an oral exercise. Similar to tapping, there is an opposite process used for mastery of all sounds. In one direction, the Drill Sounds/Warm Up activity has students see a (large or standard) Sound Card and name the letter name, keyword, and the sound. However, in the Echo/Find Sounds and the Dictation/Sounds activities it is in the reverse. Students hear a sound and repeat the sound (without being presented with the corresponding letter or sound card) and THEN the student must name and identify the letter(s) that make that sound by either finding the corresponding letter tile or by writing the letter on a Dry Erase Board or in their Composition Book. This is done daily throughout the year. <p><u>For Level K, please consider the following:</u> <i>Please see additional evidence provided in 1C, plus:</i></p> <ul style="list-style-type: none"> • Given evidence that research strongly suggests the use of letters with phonemic awareness instruction, the following statements should be considered positive commentary since the exercise provides an oral component, which is then followed by connecting phonemes to graphemes: “Explicit instruction is provided by the teacher for segmenting and blending phonemes into words by utilizing finger tapping starting in Unit 3, Week 1, during Echo Words, but the teacher immediately utilizes Standard Sound Cards” and “Manipulation of the beginning sounds of words is addressed, although not explicitly, through the use of creating words with Standard Sound Cards, changing the beginning consonant card, and producing a new word.” • Materials for spoken words: Phonemic awareness instruction in Level K ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken

language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. This is conducted *orally* before students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. This is conducted beginning in Unit 3 through the end of the year (for a total of 16 weeks). **Echo/Find Words (description p. 34)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) **Dictation/Words (description p. 26)**: (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) **Introduce New Concepts**: (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332). Additional **Word Play** and **Make it Fun** activities support the skill of segmenting spoken words into individual phonemes: **Word Play – Listen for Sounds** (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) **Make it Fun** (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).

- Materials for reviewing phonemes: The review omitted and should add the Echo/Find Letters Activity, Echo/Letter Formation Activity, and Dictation/Sounds. In the Echo/Find Letters activity, students review phonemes by first hearing the sounds, then matching the sound to a letter **Echo/Find Words (description p. 32)**: (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401). In the Echo/Letter Formation Activity, teachers first say a sound and students repeat it. Students then identify the letter before writing it. In Dictation/Sounds, students hear the sound first, repeat the sound, and then write. As described previously, the use of letters is a research-based practice.
- Additionally, White Syllable Frames provide explicit instruction with syllable awareness.
- Foundations materials provide the teacher with sufficient systematic, explicit instruction in sounds (phonemes) and spoken words, but limited opportunities with syllables.

For Level 1, please consider the following:

Please see additional evidence provided in 1C, plus:

- The review omitted and should add the Echo/Find Letters Activity. In this activity, students review phonemes by first hearing the sounds, then matching the sound to a letter. As described above, the use of letters is a research-based practice. Students also hear the sounds in the Dictation/Sounds activity.
- The opportunity to segment a spoken word into phonemes FIRST without seeing letters is **consistently** provided in the Echo/Find Words and Dictation/Words activities.

Phonemic Awareness instruction in Level 1 tunes students into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the **Dictation/Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word, students echo the word, and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the

spoken word when a specified phoneme is added, changed, or removed. This is phoneme manipulation. **Dictation/Words (description p. 26):** (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) **Echo/Find Words (description p. 42; 44):** (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Introduce New Concepts:** (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) **Make it Fun (description p. 60):** (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)

- Foundations does include manipulatives for students to use to hear syllables. During multisyllabic word spelling in Echo/Find Words, the teacher dictates a word, students repeat the word (isolating the base word if applicable), and then students repeat the word in syllables while touching the syllable boxes on their Letter Boards to indicate each syllable. This happens **orally**, before the letter tiles are found to build the word.
- Foundations provides teachers with a very systematic and explicit approach to phonemes and spoken words as identified above. Although the materials (white Syllable Frames) provide explicit instruction with syllable awareness, it is less frequent. Foundations materials provide the teacher with sufficient systematic, explicit instruction in sounds (phonemes) and spoken words, and some, but limited opportunities with syllables.

Indicator	Commentary
<p>Indicator 1E: Materials provide practice of each newly taught sound (phoneme) and sound pattern across the K-1 band.</p>	<p>In Levels K and 1, the “partially meets” commentary was directed toward insufficient opportunities “for students to practice each new sound and sound pattern called for in grade-level standards” (see evidence provided in 1D).</p> <p>Additionally, in Level K specifically, “partially meets” commentary was directed toward “insufficient emphasis, through systematic modeling, in the following areas of phonological awareness: recognize and produce rhyming words; count, pronounce, blend, and segment syllables in spoken words” (see 1,2,3 and 4 in 1C) and it was noted that “manipulation of the beginning sounds of words is addressed, although not explicitly, through the use of creating words with Standard Sound Cards, changing the beginning consonant card, and producing a new word (see 1,2,3 in 1C).</p> <p>Additionally, in Level 1 specifically, “partially meets” commentary was directed toward Drill Sounds/Warm-Up including graphemes and missed opportunities for sound manipulation activities such as distinguishing long from short vowels (see 3 and 6 in 1C).</p>
<p>Fundations’ evidence provided for consideration</p>	<p>The bulleted comments on Indicator 1E are very similar (with some minimal differences in wording) to the comments on Indicator 1C and 1D. Therefore, evidence provided for in Indicator 1C and 1D (above) is relevant here.</p> <ul style="list-style-type: none"> • The same reasons are stated for awarding “partial credit” on this indicator as for 1C and 1D, so it appears that we “partially meet” three separate indicators for the same exact reasons. The weighting indicators are in triplicate. • The comments included, “There are missed opportunities for repeated student practice in the following areas of phonological awareness: recognize and produce rhyming words, count, pronounce, blend and segment syllables in spoken words.” Since this indicator specifically is related to the practice of newly taught sound (phonemes) and sound pattern across the K-1 band, we wondered why this requires the same rhyme and syllable work that indicators 1C and 1D required. • In Level K, the review stated that the materials to practice each new sound and sound pattern called for in grade-level standards is limited. Please see evidence provided, and note that in CCSS the following is identified for Level K phonological awareness skills: “Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)” • For <i>all</i> commentary in grade 1, we have outlined evidence in 1C and 1D. <p><i>Please see the additional evidence provided in 1C and 1D as it supports the concerns raised in this indicator.</i></p>

1.3 Phonics (K-2)

Indicator	Commentary
<p>Indicator 1H: Materials provide frequent opportunities for students to practice decoding phonetically regular words in a sentence</p>	<p>Across Levels K, 1 and 2, the “partially meets” commentary was directed toward materials providing <i>some</i> explicit, systematic practice for decoding phonetically regular words in a sentence based on grade-level phonics. It was noted that “sentences are typically echoed, chorally read, practiced by a single student, or read silently,” that decoding in Dictation activities also includes encoding, and that opportunities were missed for individual student practice.</p>
<p>Foundations’ evidence provided for consideration</p>	<p>The Foundations 30-minute standard lesson is conducted through whole-class activities, and it is true that not every child reads individually every day during this time. Much is done chorally, and some children are called upon individually. For students who need more practice with these skills, it is expected, and considered an integral part of the “standard” Foundations package, that students receive additional targeted support, including the Fluency Kit. This was not reviewed because it is not done with all students, only with those who require it. Since ELA standards state that “No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom” (page 6).</p> <p>Additionally, Geodes[®] grade-level books were developed to specifically align with Foundations Levels K, 1, and 2 and to provide significant grade-level text beyond the Foundations Teacher’s Kit. Although they are not bundled within the Teacher’s Kit (which was done purposefully to, amongst other reasons, allow districts to have more funding options to be able to more easily purchase the classroom library set), they are a critical text resource in the application of taught skills aligned to the Foundations Scope and Sequence that offers extended practice.</p> <p>In response to the commentary regarding the “opportunities are missed for students to individually practice decoding words in a sentence” in Grade 1, and the lack of “reference in the materials to have students practice reading them independently for decoding practice” in Grade 2, please note that teachers are instructed to have the students read silently to themselves first, before selecting a student to read aloud (see Level 1 Teacher’s Manual for examples, pg. 141, 167, 193, 209, 245, 282, 311, 337, 375, 413, 451, 488) and to ask students to practice reading the story as homework, during guided reading groups or during intervention lessons “as appropriate” (see Level 2 Teacher’s Manual for examples, pg. 105, 153, 239, 276, 295, 319, 393, 425, 453, 500).</p> <p>Students read the controlled passages provided for each Unit beginning in Level 1 Unit 3, and in Level 2 Unit 2. These passages allow for practice of both the specific phonetic skills of the Unit as well as cumulatively taught skills. They are highly controlled and decodable at the Unit in which they are included so that the students can have targeted practice in taught skills. Please see attached report for details on phonetically regular Unit words included in each story, as well as for the decodability percentage of the story as a whole.</p> <p>Furthermore, students secure their decoding automaticity through spelling. In Foundations, students write sentences from dictation and then read them back to proofread. This process is included in the Dictation Dry Erase, Dictation Composition Book and Unit Test activities. See Learning Activity Overviews for descriptions (Level K Teacher’s Manual pg. 28-29, Level 1 Teacher’s Manual pg. 36-37, Level 2 Teacher’s Manual pg. 38-39).</p> <p>The PLC provides specific directions to teachers for targeted instruction for those students who need it. This includes students in the lowest 30th percentile of the class (see Teacher’s Manual, all Levels, page 1), as well as any student who does not score at least 80% on a Unit Test. (See Unit Test instructions at the end of each Unit. See Level K Teacher’s Manual pgs. 184, 229, 296, 342, 407, Level 1 Teacher’s Manual pgs. 99, 125, 152, 177, 194, 229, 265, 293, 321, 357, 395, 433, 471, 499, and Level 2 Teacher’s Manual pgs. 93, 121, 139, 167, 197, 225, 263, 281, 309, 337, 365, 383, 411, 439, 467, 485, 513. Follow the directions to the PLC Test Tracker and its detailed description of Targeted Instruction.) Unit Tests will</p>

	<p>identify students who potentially need additional practice decoding words and these students will have many opportunities to further practice their decoding skills.</p> <p>The description for targeted instruction also directs teachers to use the Fluency Kit, which is part of the standard Foundations Teacher’s Kit at no additional cost.</p> <p>For Level 1: The Fluency Kit provides individual practice in decoding phonetically taught words and Trick Words in isolation, in phrases, and in connected text.</p> <p>For Level 2: The Fluency Kit provides individual practice in decoding phonetically taught words and Trick Words in isolation, in phrases, and in connected text.</p>
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1.4 Word Recognition and Word Analysis

Indicator	Commentary
<p>Indicator 1K: Materials include systematic instruction of HFW and opportunities to practice reading of high-frequency words to develop automaticity.</p>	<p>Across Levels K, 1 and 2, the “partially meets” commentary was directed toward materials not addressing a sufficient quantity of high-frequency words and/or grade appropriate irregularly spelled words for students to make adequate reading progress toward becoming an independent reader.</p> <p>In Level K, it was also noted that students do not begin learning high frequency words until 18 weeks into the school year.</p>
<p>Foundations’ evidence provided for consideration</p>	<p>For Kindergarten, there seems to be a concern about timeframe of instruction. The CCSS standards for K expect that students should read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) by the <i>end</i> of Kindergarten. Furthermore, the University of Oregon, in its curriculum maps aligned to DIBELS, expects instruction in sight words to begin in <i>months 6-9</i> of Kindergarten (Focus 3a: Recognizes some words by sight): https://dibels.uoregon.edu/docs/curriculum_maps.pdf (p2). Both of these expectations are met by the Foundations scope and sequence of HFW instruction.</p> <p>In the recent presentation by Louisa Moats called “Understanding Spelling, Orthography, and their Links to Reading” at The Dyslexia Foundation conference held October 18, 2019, Moats explained that irregular sight word teaching is best done once students have established the alphabetic principle. Students are then able to understand the irregular part of the word. With Foundations Level K, irregular words instruction begins once the students have mastered the alphabetic principle.</p> <p>For Grades K – 2, it appears that the requirement that is causing a partially meets requirement score is the “sufficient” quantity.</p> <p>Foundations’ instruction in phonetically regular HFW does not appear to have been considered in the quantity taught. While the program does not teach phonetically regular HFW as Trick Words to be memorized, students are taught to read and spell these phonetically regular high-frequency words using their decoding and word attack skills. For example,</p> <ul style="list-style-type: none"> ○ In Level K, there are 27 words taught as Trick Words: the, a, and, are, to, is, his, as, has, was, we, she, he, be, me, I, you, they, or, for, of, have, from, by, my, do, one. Those high frequency words that follow phonetically regularly sound-spelling patterns are taught beginning in Unit 2 (week 13). Additionally, 20 words from Fry’s first 100 list are taught: in, that, it, on, with, at, this, had, but, not, when, which, if, up, then, them, him, sit, did, get. Altogether, students learn a total of 47 words on Fry’s First 100 list: 27 irregular + 20 phonetically regular VC and CVC words. Level K students will be able to <i>read</i> and spell high-frequency words that have regular VC and CVC sound spelling patterns. ○ In Level 1, students learn 93 Trick Words. This amount, along with their emerging phonetic knowledge of an additional 32 phonetically regular high-frequency words on Fry’s First 100 list, results in a total of 127 high frequency words that students master by the end of grade 1. The reason that students learn the 27 Trick Words presented in K is because Foundations Level 1 scaffolds teaching the spelling of Trick Words using a multisensory/multimodal approach. ○ In Level 2, Foundations students learn an additional 80+ Trick Words. This number, along with their emerging phonetic knowledge, will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry List. <p>Phonetically regular high-frequency words should be considered as part of the “sufficient number” of high frequency words for this indicator.</p>

Indicator	Commentary
<p>Indicator 1L: Materials provide frequent practice opportunities to read and write high frequency words in context (sentences).</p>	<p>Across Levels K, 1 and 2, the “partially meets” commentary noted that students have frequent opportunities to see high frequency and/or irregularly spelled words utilized in sentences, but also that students were not given enough opportunities to read sentences independently or without prior teacher modeling.</p> <p>In Level K, further commentary was directed toward limited opportunities for students to write high-frequency words in tasks due to this type of instruction beginning toward the end of the year.</p>
<p>Fundations’ evidence provided for consideration</p>	<p>This indicator focuses on the opportunities to read and write high frequency words, but then only focuses on irregularly spelled words and not phonetically regular high frequency words. When both are considered, there are significantly more opportunities for students to read and write high frequency words.</p> <p>When students read by echoing, it is also a type of reading.</p> <p>In Foundations Dictation activities, students learn a proofreading process for the dictated sentences, requiring them to independently read the phonetically regular words, phonetically regularly high frequency words and Trick Words in the written sentence. Students have to do this during the Dictation (Dry Erase), Dictation (Composition Book), Dictation Check Up and Unit Test, resulting in significant opportunity for students to independently read words in sentences.</p> <p>The the Fluency Kit should be considered. The Fluency Kit comes as a part of the standard Teacher’s Kit, not purchased separately. The kit includes the opportunity to read Trick Words in isolation, phrases with Trick Words, as well as sentences in connected text. Also keeping in mind are phonetically regular words that are in the phrases and sentences as well. The Fluency Kit, which seems particularly critical to this indicator, is an example of differentiated instruction that is delivered as needed to students and is not considered an “optional” part of the curriculum.</p> <p>The Geodes[®] grade-level readables include Trick Words (irregular high frequency words) specifically aligned with Foundations Levels K, 1, and 2. Although not bundled within the Teacher’s Kit (done purposefully to, among other reasons, allow districts access more funding options to ease the purchase the classroom library set), Geodes[®] are a critical text resource, offering extended practice in the application of taught skills aligned to the Foundations Scope and Sequence. Foundations’ Trick Words as well as phonetically regular high frequency words are included.</p> <p>Additionally, sentences with high-frequency words are dictated to students during Dictation Activities and Unit Tests, and they write them and then read them back as part of the explicit proofreading process. Mastering the spelling of words provides an orthographic mapping of the word so that it can then be recognized during a reading task with more fluency. Thus, the activity of reading back a sentence that was written by the student provides the greatest amount of practice within the context of a sentence.</p> <p>Please see:</p> <p>Level K Dictation/Sentences (description p. 28): (Unit 5: p.383; p. 393; p. 395; p. 403; p. 405), and Unit 5 Unit Test.</p> <p>Level 1 Dictation/Sentences (description p. 36): (Unit 2, 121, 123, Unit 3, pages 135, 139, 143, 147, 149, Unit 4, pages 161, 163, 167, 169, 171, 175, Unit 5, pages 185, 187, 189, 191, Unit 6, pages 203, 207, 211, 213, 215, 217, 219, 221, 225, 227, Unit 7, pages 241, 243, 249, 251, 253, 255, 259, 261, 263, Unit 8, pages 279, 281, 283, 287, 289, 291, Unit 9, pages, 305, 307, 309, 311, 313, 317, 319, Unit 10, pages, 331, 335, 339, 343, 345, 347, 351, 355, Unit 11, pages, 369, 377, 379, 381, 383, 385, 389, 391, 393, Unit 12, pages 407, 415, 419, 421, 423, 425, 431, Unit 13, pages 445, 447, 449, 455, 457, 459, 461, 465, 467, 468, Unit 14 pages, 483, 485, 487, 489, 491, 493, 495), and Units 2-14 Unit Tests.</p> <p>Level 2 Dictation/Sentences (description p. 38-39): (Unit 1: p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 108; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 406; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511), and all Unit Tests.</p>

Indicator	Commentary
<p>Indicator 1M: Materials explicitly teach word analysis strategies (e.g., phoneme/ grapheme recognition, syllabication, morpheme analysis) based on the requirements of the standards and provide frequent practice opportunities for students to apply word analysis strategies.</p>	<p>In Level K, the “partially meets” commentary was directed toward missed opportunities to analyze how the long vowel sound represents the vowel phonemes and grapheme, and to explain <i>why</i> the vowel makes a different sound in long versus short vowel sound words. Remarks also point to missed opportunities for students to independently practice and apply word analysis strategies over the course of the year.</p> <p>In Level 2, the “partially meets” commentary was directed toward missed opportunities for explicit instruction and practice using word analysis about prefixes.</p>
<p>Fundations’ evidence provided for consideration</p>	<p>For Kindergarten, despite review commentary thoroughly acknowledging that materials meet the indicator for explicit word analysis strategies, it seems partial credit was given solely because of the <i>way</i> that long vowel sounds are addressed.</p> <p>For Grade 2, the indicator requires word analysis strategies, which are extensively conducted in Fundations, as the review acknowledges. However, it appears that partial credit is given only because of “missed opportunities” around word analysis with prefixes. Fundations <i>does</i> teach about prefixes, including un-, dis-, mi-, non-, trans-, pre-, pro-, re-, and de-, and offers instruction in their meanings. The review’s emphasis on prefixes seems unbalanced in consideration of the extensive and comprehensive word-analysis strategies provided overall in Fundations. Furthermore, since utilization of prefixes to “determine the meaning of a new word formed when a known prefix is added to a known word” is part of the Language Standards (L.2.4.B.), the ELA program should be considered.</p>

1.5 Decoding Accuracy, Decoding Automaticity, and Fluency

Indicator	Commentary
<p>Indicator 1N: Materials provide opportunities for students to engage in decoding practice focused on accuracy and automaticity in K and Grade 1</p>	<p>In only Level K, the “partially meets” commentary was directed toward limited opportunities for students to engage in decoding practice focused on accuracy and automaticity, which appears to stem from a concern around teacher modeling of fluent reading, and students echoing what the teacher decodes or states. It was also noted that the Foundations Home Support Pack contains decoding activities, but those activities were discounted because they are intended to be completed by students at home.</p>
<p>Foundations’ evidence provided for consideration</p>	<p>In Foundations Level K, practice in decoding for accuracy and automaticity occurs in various activities. For example, building words with Sound Cards and chaining is done in the Foundations Word Play Activity, which occurs 3-4 times a week in Units 2 -5. Students also engage in decoding practice during various Make It Fun activities and in Storytime. There are many opportunities for K students to practice decoding accuracy and automaticity.</p> <p>While it is true that some decoding opportunities are preceded by teacher modeling, modeling is a teaching tool used to engage students in practice with accurate and automatic, and ultimately fluent reading. Accurate decoding is supported by tapping, and automatic decoding by chaining. Activities that practice those skills are done in a group setting, but often without teacher modeling and student echoing. When decoding skills are introduced, they are modeled, but the teacher does not model at all times, and for most of the activities, students are not mimicking the teacher.</p> <p>The Home Support Pack is included as part of the standard Teacher’s Kit (not purchased separately) and the activities are intended to be completed by students. These activities are also recommended for targeted practice in the classroom, as needed by individual students. This again brings up Foundations’ model of differentiation to provide the amount of practice needed by individual students. These activities were referred to in the commentary for this indicator but were not accepted as evidence.</p>

Indicator	Commentary
<p>Indicator 10: Instructional opportunities are built into the materials for systematic, evidence-based, explicit instruction in fluency. (Grades 1-2)</p>	<p>In only Level 1 and 2, the “partially meets” commentary was directed toward there being only <i>some</i> instructional opportunities for systematic, evidence-based, explicit instruction in fluency, and specifically in fluency using grade-level text, noting that explicit instruction does address expression and phrasing, but does not model for students how to read with appropriate rate and accuracy. It was also noted that teachers are directed “to move outside of the core materials” and use the Fluency Kit (which includes fluency practice for sounds, real words, nonsense words, Trick Words, and phrases), the Home Support Pack, and decodable books. These were discounted as they are “not intended for all students during whole-class instruction.”</p>
<p>Foundations’ evidence provided for consideration</p>	<p>While it is noted that the materials include some instructional opportunities for systematic, evidence-based, explicit instruction in fluency, further evidence should be considered in the review.</p> <ul style="list-style-type: none"> • Both the Home Support Pack and the Fluency Kit are included in the standard Teacher’s Kit and are not purchased separately. The Fluency Kit, which seems particularly critical to this indicator, is an example of differentiated instruction that is delivered as needed to students and is not considered an “optional” part of the curriculum. The Home Support Pack is included as part of the standard Teacher’s Kit (not purchased separately) and the activities are intended to be completed by students. These activities are also recommended for targeted practice in the classroom, as needed by individual students. This again brings up Foundations’ model of differentiation to provide the amount of practice needed by individuals. The Home Support Pack and The Fluency Kit are included in the standard package. • Given that this is a rating for a foundational skills program that supports the core ELA program (which would be expected to contain multiple and varied opportunities for interaction with grade-level text), and given that the commentary for both Levels 1 and 2 reflects “some” opportunities for explicit, systematic instruction in fluency elements using grade-level text, we believe this indicator should consider that the ELA program will provide grade-level text. • Foundations recognizes that additional opportunities for instruction in fluency elements using grade-level text beyond the Foundations Teacher’s Kit. This understanding is why the Geodes[®] grade-level books were developed to be specifically aligned with Foundations Levels K, 1, and 2. Although they are not bundled within the Teacher’s Kit (which was done purposefully to, amongst other reasons, allow districts to have more funding options to be able to more easily purchase the classroom library set), they are a critical text resource in the application of taught skills aligned to the Foundations Scope and Sequence that offers extended practice.

Indicator	Commentary
<p>Indicator 1P: Varied and frequent opportunities are built into the materials for students to engage in supported practice to gain oral reading fluency beginning in mid-Grade 1 and through Grade 2 (once accuracy is secure).</p>	<p>In only Level 1 and 2, the “partially meets” commentary was directed toward there being only <i>some</i> instructional opportunities for students to engage in practice to gain oral reading fluency, noting missed opportunities to address appropriate rate within the whole group Foundations materials and lack of teacher guidance to support all students’ fluency. It was also noted that teachers are directed “to move outside of the whole group materials” and use the Fluency Kit (which includes fluency practice for sounds, real words, nonsense words, Trick Words, and phrases). This was discounted as they it is “not intended for all students during whole group instruction,” and because “specific feedback suggestions to the teacher are not included.”</p>
<p>Foundations’ evidence provided for consideration</p>	<p>The Fluency Kits are included in the standard Teacher’s Kit and are not purchased separately. The Fluency Kit, which seems particularly critical to this indicator, is an example of differentiated instruction that is delivered as needed to students and is not considered an “optional” part of the curriculum. It appears that the Fluency Kits were acknowledged but not counted.</p> <p>Given that this is a rating for a foundational skills program that supports the core ELA program (which would be expected to contain multiple and varied opportunities for interaction with grade-level text), and given that the commentary for both Levels 1 and 2 reflects “some” opportunities for explicit, systematic instruction in fluency elements using grade-level text, we believe this indicator should consider that the ELA program will provide grade-level text.</p> <p>Foundations recognizes that additional opportunities for instruction in fluency elements using grade-level text beyond the Foundations Teacher’s Kit. This understanding is why the Geodes[®] grade-level books were developed to BE specifically aligned with Foundations Levels K, 1, and 2. Although they are not bundled within the Teacher’s Kit (which was done purposefully to, amongst other reasons, allow districts to have more funding options to be able to more easily purchase the classroom library set), they are a critical text resource in the application of taught skills aligned to the Foundations Scope and Sequence that offers extended practice.</p>

Indicator	Commentary
<p>Indicator 1Q: Materials provide teacher guidance to support students as they confirm or self-correct errors and emphasize reading for purpose and understanding.</p>	<p>In Level K, the “partially meets” commentary was directed toward a lack of multiple opportunities for students to read emergent readers for purpose and understanding, and it was also noted that teachers are often directed to self-select their own texts with some suggested titles provided on a list.</p> <p>In Level 1 and 2, the “partially meets” commentary was directed toward a lack of ‘guidance for teachers’ and ‘explicit lessons’ to support students to self-monitor and self-correct errors. Also, while the commentary noted that the materials provide <i>some</i> opportunities for students to listen and read for understanding through Storytime activities, it did not take into account the various other mediums available to a Foundations teacher.</p>
<p>Foundations’ evidence provided for consideration</p>	<p>Instructions are provided to the teacher in the Introduction of the Level K, Level 1 and Level 2 Manuals including sections on Feedback, the section on Engaging Students in Rigorous Work, and the section on Using Questioning to Guide Student Learning and Mastery. These instructions are expected that these principles of instruction are carried out throughout the curriculum and should be considered as evidence for this indicator.</p> <p>These sections that describe error correction should be considered since they are expected to be used across the entire program.</p> <p>In Kindergarten, the comments seem to indicate that the requirements were not met because Foundations directs teachers to select text and that the titles suggested are not included in the curriculum. It is important to note that the supplemental foundational skills program (Foundations) will be paired with a core ELA program (which is expected to include text that can be utilized for this purpose). It seems appropriate to direct teachers to do this with books readily available to them outside the curriculum. It would greatly increase the cost of a kit to provide these books for that purpose when books are readily available. Therefore, these texts should be considered.</p> <p>Given that this is a rating for a foundational skills program that supports the core ELA program (which would be expected to contain multiple and varied opportunities for students to listen to and read for understanding), for Grade 1 and 2 students will have many opportunities to listen and read for purpose and understanding. As noted by the reviews, we do provide these opportunities in the Storytime activity.</p> <p>Also, in Levels 1 and 2, there are instructions to the teachers on error feedback provided in the Fluency Kits, which are included in the standard Teacher’s Kit and are not purchased separately. The Fluency Kit, which seems particularly critical to this indicator, is an example of differentiated instruction that is delivered as needed to students and is not considered an “optional” part of the curriculum. The Fluency Kits should be included as evidence toward this indicator.</p> <p>The Geodes[®] grade-level books were developed to be specifically aligned with Foundations Levels K, 1, and 2. Although they are not bundled within the Teacher’s Kit (which was done purposefully to, amongst other reasons, allow districts to have more funding options to be able to more easily purchase the classroom library set), they are a critical text resource in the application of taught skills aligned to the Foundations Scope and Sequence that offers extended practice and offer opportunities to listen and read for understanding.</p> <p>Finally, students are taught to visualize and “make a movie”, replay it and tell it. This process of creating a mental model is crucial for reading for purpose and understanding and requires accurate decoding for this mental representation to be established. (See Storytime Activities K-2.)</p>