



## Program Overview

**Building a foundation for reading and spelling:  
A multisensory structured literacy approach**

Prevention • Tier 1

Early Intervention • Tier 2



# Level 2 Overview

## What is the focus of Foundations® Level 2?

Foundations® stands out for its thorough and multisensory structured literacy approach to teaching foundational reading and spelling skills, systematically addressing:

- Print Concepts
- Phonological/Phonemic Awareness
- Phonics & Word Study
- Accuracy, Automaticity, & Fluency
- High Frequency Words
- Handwriting & Spelling

Additionally, it significantly reinforces other English language arts standards using an integrated approach, particularly: **Vocabulary & Comprehension**

Foundations is delivered to all students in general education classrooms. Learning is made fun while laying the groundwork for lifelong literacy.

## How does Foundations work with core reading programs?

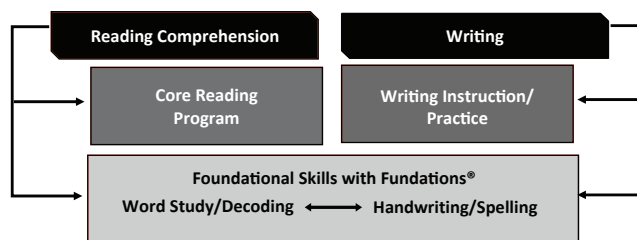
Foundations teaches accuracy of decoding, spelling, and handwriting in a carefully integrated and scaffolded sequence that is taught to mastery level. It is designed to be combined with a literature-based language arts program in order to address comprehension and writing more thoroughly. Practice in the core literacy program will ensure students apply decoding with connected text and apply transcription skills (handwriting and spelling) in their writing.

Both Foundations and the core curriculum should be implemented with fidelity, reinforcing literacy activities throughout the school year.

Level 2 is a yearlong program:

- 30 minutes/day
- 17 Units
- 32 weeks of instruction

All students can benefit from the Foundations approach to foundational skills instruction, and for some students, this type of instruction is necessary for them to acquire foundational skills.



Visit [www.wilsonlanguage.com/Foundations](http://www.wilsonlanguage.com/Foundations) to learn more.

## Foundations Program Highlights

### Essential Features

- Incorporates the science of reading and writing in a carefully designed scope and sequence for all K-3 students.
- Provides a multisensory, structured, systematic, cumulative, and explicit program with a documented research base.
- Skills overlap and are not treated in isolation. The power of the 30-minute daily lesson is that it teaches and reinforces skills using a highly integrated approach.
- Differentiates instruction while actively engaging all students in their learning.

### Foundations and College- and Career-Readiness Standards

Foundations teachers can be assured that the instruction they provide aligns with their state's rigorous college- and career-readiness standards by:

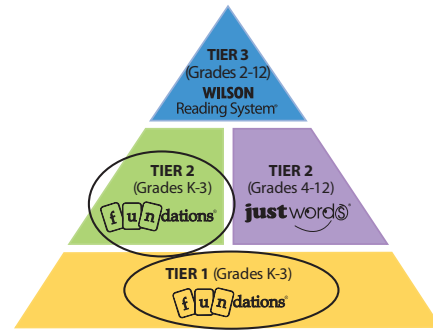
- **Thoroughly** teaching the foundational skills (print concepts, phonological/phonemic awareness, phonics and word study, and fluency); and
- Strongly supporting the reading, writing, and language standards, providing mastery instruction for many of the goals in each of those areas.

Foundations' alignment to standards is available at [www.wilsonlanguage.com](http://www.wilsonlanguage.com) and in the online Foundations Learning Community on Wilson Academy®.

# Implementation Guidelines

## How does Foundations® fit into an MTSS/RTI Framework?

Foundations® is an established part of Wilson's Multi-tiered System of Supports (MTSS) and is integral to a Response to Intervention (RTI) model for successful reading and writing instruction. A yearlong program, Foundations is designed for all students in the regular classroom (Tier 1) as well as for at-risk students who require early intervention (Tier 2).



Tier 1: Prevention		Tier 2: Early Intervention
	Fundations instruction is delivered to <b>all students</b> in the <i>general education</i> classroom as a phonics and spelling supplement or the word study block of the core literacy program.	Fundations instruction is provided to <i>at-risk students</i> in need of <i>strategic intervention</i> and is conducted in a small-group setting by the classroom teacher and/or push-in or pull-out interventionist.
<b>Student Focus</b>	• All K-3 general education students	• All K-3 struggling, at-risk readers in lowest 30th percentile
<b>Group Size</b>	• Whole class	• Small group or one-to-one
<b>Lesson Length</b>	• Standard lesson is 30 minutes daily, 5 days/week	• In addition to the standard 30-minute lesson, the intervention lesson is 30 minutes, 3-5 times per week
<b>Setting</b>	• General education classroom	• May be conducted within or outside the general education classroom
<b>Instructor</b>	• General education teacher	• General education teacher, reading specialist, paraprofessional, or intervention personnel
<b>Professional Learning and Support</b>	<ul style="list-style-type: none"> <li>• Integrated teacher support through Wilson Academy®/Foundations Learning Community (online)</li> <li>• Program Workshops</li> <li>• Virtual Implementation Support</li> <li>• Demonstration Sites with On-site Coaching</li> <li>• Facilitator Certification</li> <li>• Presenter Development</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated teacher support through Wilson Academy®/Foundations Learning Community (online)</li> <li>• Program Workshops</li> <li>• Virtual Implementation Support</li> <li>• Demonstration Sites with On-site Coaching</li> <li>• Facilitator Certification</li> <li>• Presenter Development</li> </ul>

## What supports are available for teachers?

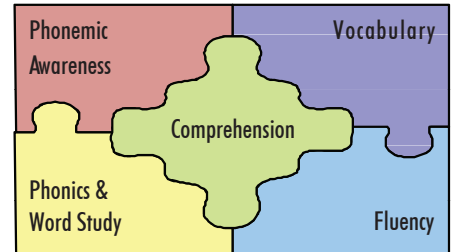
- Hardcover teacher manual: Explicit and easy-to-follow daily learning plans, a quick-glance for the day's activities and procedures, extensive resource of controlled texts, and list of materials to be used by the teacher and students
- Integrated, on-demand teacher support: Extensive printable materials, animations and video demonstrations, and discussion boards in the online Learning Community
- Differentiating instruction: Guidelines for advanced students, struggling students, and ELL students
- Assessments: Weekly diagnostic checks and Unit tests to determine student mastery
- Home Support Pack: Information for parents and accompanying Unit materials
- Workshops, virtual implementation support, coaching, and other professional learning opportunities



# Research Base

Foundations® is based on scientific reading research demonstrating that reading is the intersection of five critical components: phonemic awareness and phonics (also referred to as alphabetics), fluency, vocabulary, and comprehension. In fact, they are specified as critical foundational reading skills in states' college- and career-readiness standards, as well as the National Reading Panel report (National Institute of Child Health and Human Development, 2000).

Specifically, all children should receive direct, systematic instruction in these five areas during grades K-3. Together, they form the foundation upon which higher level reading skills, critical to success in college and the workforce, are built. Without the ability to fluently pull print from the page and comprehend it, students will be unable to understand complex text, one of the best predictors of college success (ACT, Inc., 2006).



*See the Teacher's Manual to learn more about how Foundations Learning Activities align with research findings on effective practices.*

A lack of foundational skills is a major cause of poor performance in struggling readers. Word-level deficiencies limit an individual's exposure to text, which in turn impedes vocabulary development and reading comprehension (Stanovich, 1986). Foundations instruction is designed to prevent these deficiencies.

## Phonemic Awareness

Research supports direct instruction in phonemic awareness as a critical component of an effective reading curriculum (Ehri, Nunes, Willows et al., 2001; Lonigan et al., 2009; Melby-Lervåg et al., 2012). Wilson's approach to phonemic awareness instruction is based on research validating best practices that maximize growth in these skills. 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, pp. 2-28). Furthermore, Dr. Sally Shaywitz found that, "While phonemic awareness refers to the sounds of spoken words, it **often helps to use letters** to emphasize the different sounds and to facilitate transferring this skill to reading" (2003, pp. 178-179).

Aligned with these findings, Foundations teaches letters with sounds to help students learn how to manipulate and segment sounds. It also teaches blending of individual sounds, and integrates this instruction with phonics and spelling.

## Independent Review by the Florida Center for Reading Research identified the following program strengths:

- Foundations is derived from research that has been proven to be successful with a wide variety of learners.
- Foundations is highly systematic, both within lessons and across lessons.
- Multisensory methods are employed in teaching children sounds, their representative letters, and their combination into words, phrases, and sentences.
- Students learn a variety of techniques to analyze multisyllabic and unknown words, and words with spelling options.
- Frequent practice and review builds students' mastery.
- Foundations can be used in a 1:1, small-group, or whole-class setting, and can be used for prevention, intervention, or immediate, intensive intervention purposes.
- Many lesson activities and games for whole class or group participation.
- Materials are very teacher friendly, and the online learning community for Foundations gives excellent demonstrations of each of the teaching activity types used in the program. Teachers can review techniques as needed.
- No program weaknesses were noted.

*In schools across the U.S., students using Foundations® in Tiers 1 and 2 achieve greater gains in foundational literacy skills compared to students using programs previously implemented by the schools. These results hold true for English language learners (ELL) as well. For more details: <https://tinyurl.com/FoundationsEvidence>*



## Phonics

Fundations® is explicit and systematic, aligning with research demonstrating that students in the primary grades make stronger gains when provided with direct phonics instruction as compared to incidental phonics instruction that is not clearly defined nor explicitly taught (Stuebing et al., 2008). In earlier levels of Foundations, students are directly taught letter-sound correspondence in the written form of the English language. By Level 2, students are acquiring the word-level skills needed to read increasingly complex text. As a result, they focus more on word structure, including concepts such as syllable types, base words, suffixes, etc.

## Fluency

Research consistently demonstrates fluency to be a strong predictor of reading comprehension (Adams, 1990; Breznitz, 2006; Fuchs et al., 2001; Hudson et al., 2010; Kim et al., 2011; Kim et al., 2012). Because prosody helps readers chunk text into syntactically appropriate units that assist them in constructing meaning (Schreiber, 1980, 1991; Schreiber & Reid, 1980), Foundations students are taught to use a penciling technique to chunk text into meaningful phrases and practice fluently, accurately, and automatically reading connected texts.

## Vocabulary

Word consciousness, or “an awareness of and interest in words and their meanings,... can and should be fostered among preschoolers as well as among students in and beyond high school” (Graves, 2006, pp. 7-8). Foundations instruction develops students’ interest in and knowledge of word structure and meanings. Vocabulary is taught directly with distributed practice. First, students are taught the meaning of select words. Selection is based on vocabulary instruction research (Beck, McKeown, & Kucan, 2002). Next, students have distributed opportunities to practice reading and use vocabulary words across different contexts, which helps foster a deeper understanding of word meanings and students’ memory of them (Cepeda et al., 2006).

## Comprehension

Accurate, fluent word reading is a leading factor affecting a skilled reader’s comprehension of text (Carlisle & Rice, 2002), so Foundations instruction supports this goal. Instruction is also informed by research highlighting the behaviors of good and poor readers, and strategies that support comprehension (Marzola, 2011). Although meant to be combined with a core program, Foundations includes some listening and reading comprehension instruction, incorporating visualization and retelling strategies with the reading of passages that are aligned to the word study instruction.

## Foundational Writing Skills

Fundations incorporates instruction in spelling supported by research demonstrating a connection in the brain between reading and spelling activities, leading researchers to conclude that spelling strongly reinforces reading (James & Engelhardt, 2012). Additionally, students who are unable to adequately map alphabetic symbols to sounds and lack orthographic awareness have been found to have a corresponding spelling deficit (Banks, Guyer, & Guyer, 1993; Bruck, 1993; Ehri, 2000). This has led to the recommendation that as children learn to read words, they also learn to spell them (Shaywitz, 2003; Carreker, 2011).

In Foundations, spelling is connected to phonics instruction—students learn to segment and spell words in correspondence to decoding patterns. They also learn high frequency words for both quick and automatic recognition and for spelling. Capitalization, punctuation, and proofreading skills are systematically and explicitly taught, as is handwriting. These pieces of the Foundations curriculum are critical to student writing success in later grades. Research indicates that handwriting and spelling skills are required for more advanced writing success. Challenges in these areas affect the quantity and quality of writing in later grades (Gentry and Graham, 2010). Spelling and handwriting skills are essential, as greater writing speed helps “lessen the burden of working memory,” enabling students to focus on content (Peverly, 2006).

## English Language Learners

*Research has found that the ability to decode words is a prerequisite for reading comprehension. Therefore, for students who need practice with decoding, whether ELL or not, targeted, systematic phonics instruction is essential (Torgesen et al., 2007).*



# Instructional Principles

*"Using multisensory experiences activates more circuitry during language learning and produces multiple representations in working memory that improve the explicitness, completeness, and durability of what is stored in long-term memory." -Birsh, 2005*

Fundations® incorporates the principles of instruction that are identified by research as effective in increasing achievement for all students, whether struggling, accelerated, or English language learners.

## Structured, Sequential, & Cumulative

All concepts are taught and practiced step by step following a specified sequence and building upon previously taught skills. Optimal learning is facilitated by a gradual release of responsibility model that moves from "I do it" (teacher demonstration), to "We do it" (guided instruction/practice), then "You do it together" (collaborative learning), and finally, "You do it alone" (independent success).

## Visible, Direct, & Explicit

The teacher directly teaches all concepts and skills to students through explanation, modeling, and active learning. Classroom demonstrations using manipulatives accompany explanations. Students are only expected to demonstrate knowledge of concepts taught.

## Multisensory, Engaging Multiple Learning Modalities

Lessons are interactive in nature and designed to fully engage students in the task at hand. All skills and concepts are taught and reinforced through visual, auditory, tactile, and kinesthetic senses. This learning through various modalities helps students maintain their focus. For example, students learn by hearing sounds; manipulating color-coded sound, syllable, and word cards; using a finger-tapping technique; writing down spoken words; reading aloud and repeating what they have read in their own words; and listening to others read aloud.

## Differentiated & Diagnostic

Teachers plan lessons diagnostically to differentiate instruction based on students' needs and mastery of previously taught material. Teachers assess student mastery by analyzing student outcomes on formative and summative assessments and through daily observations.

## Integrated

Each lesson plan incorporates a variety of learning activities to ensure an integrated and applied approach to skill and strategy development across all areas of instruction.

## Ample Practice with Targeted Feedback (Teaches to Mastery/Automaticity)

Multiple and varied opportunities to deliberately practice, apply, and reinforce new and mastered skills and demonstrate understanding are provided within each lesson through a range of learning activities. Students receive immediate, specific, and supportive feedback.

Supplemental games, worksheets, activities and other resources for extra practice and review are available to teachers on the online learning community.

Review is also sent home as extra practice in the Level 2 Home Support Pack.

## Cognitive & Rigorous

Students are engaged in metacognitive thinking because it is essential they understand the underpinnings of word structure and can apply and generalize concepts. Teachers directly discuss with students how and why they can now decode and spell words. Students explain, apply, and generalize concepts to express what they do to succeed.

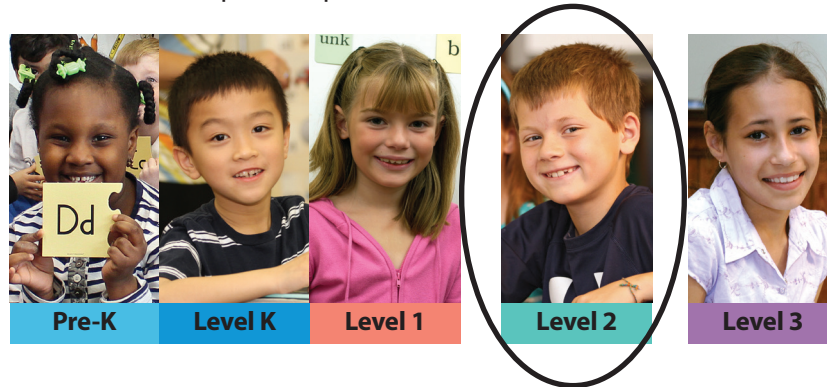
## Emotionally Sound

Expectations are clear and manageable. Students develop self-efficacy as they see their small successes add up to very measurable achievements. Regular activity routines allow students to focus on learning concepts rather than activity processes. Students are engaged in rigorous work, but have necessary scaffolding and support for both daily successes within a lesson and overall reading and writing success.

# Instructional Principles

## Sequential and Cumulative Instruction Across the Grades

Level 2 lays the critical groundwork for developing proficient readers by providing critical instruction in foundational skills. Each Level of Foundations® builds upon the previous one.



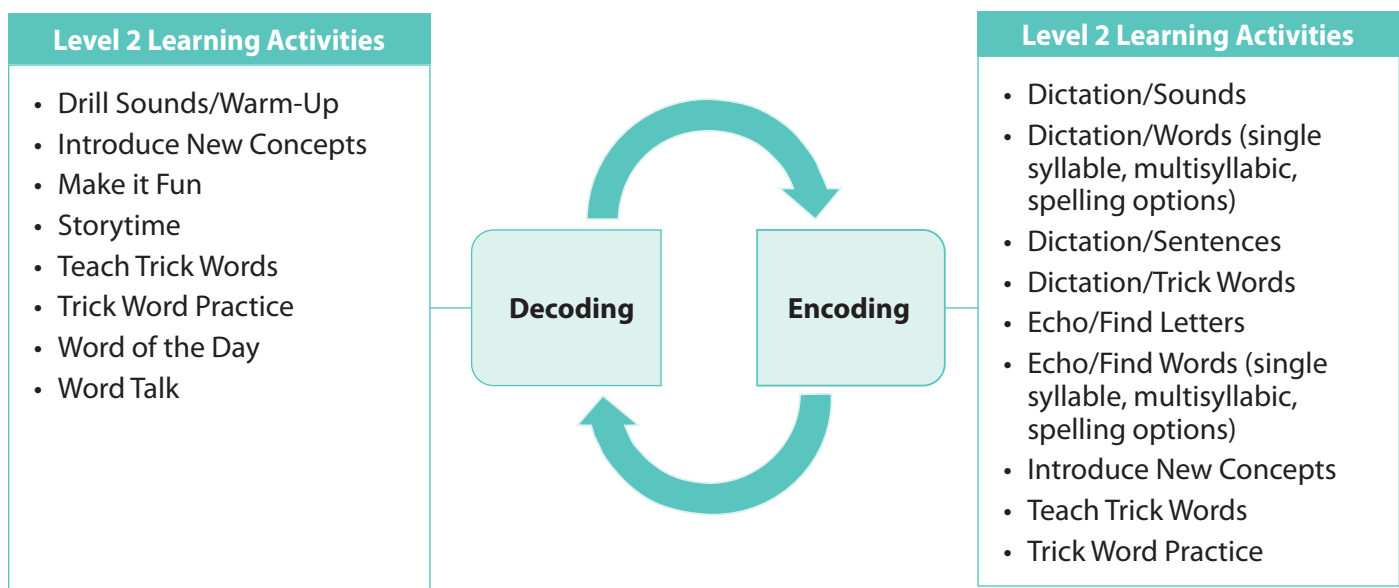
## Teaching to Mastery Through Learning Activities

Within a 30-minute lesson, Foundations emphasizes the mastery of skills through activity-based learning.

After new concepts are introduced, students engage in a variety of learning activities that allow for:

- ✓ initial practice of new skills
- ✓ deeper development of these skills
- ✓ review of previously taught skills
- ✓ reinforcement of skills through practice using multiple formats
- ✓ integrated practice of new and review skills

Rotating through diverse activities using different modalities and reinforcements supports learning and mastery while maintaining interest.



# Level 2 Scope & Sequence

**Level 2 of Foundations®** will set a very strong foundation for reading and writing. In addition to Foundations, teachers should provide students with a wide variety of text experiences, and expose them to poetry and narrative and informational text.

## By the end of Level 2, students will be able to:

- Know and apply grade-level phonics and word analysis skills when decoding words
- Segment syllables into sounds (phonemes) – up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends
- Identify parts of words (syllables, base words, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (**ar, er, ir, or, ur**)
- Read and spell words with vowel teams (**ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw**)
- Read and spell words with unexpected vowel sounds (**old, ild, ind, ost, olt, ive**)
- Read and spell words with suffixes (**-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty**)
- Read and spell words with common prefixes (**un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-**)
- Read and spell phonetically regular one-, two-, and three-syllable words
- Identify words with inconsistent but common spelling-sound correspondences
- Read and spell the first 200 high frequency words including irregular words
- Divide multisyllabic words
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Use synonyms
- Know some multiple meaning words
- Apply dictionary skills
- Use correct writing position and pencil grip
- Write clear, legible manuscript at an appropriate rate
- Spell words with options for the grapheme representation of sounds with use of a spell checker or dictionary
- Apply correct punctuation (period, question mark, exclamation point)

Level 2		
<p><b>Level 2 of Foundations</b> builds on the basic skills that were learned in Kindergarten and Level 1 and progresses further into the study of word structure.</p> <p>In addition to Foundations, provide your students with a wide variety of literature experiences, exposing them to poetry, narrative and informational text.</p> <p><i>By the end of Level 2, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words</li> <li>• Segment syllables into sounds (phonemes) – up to six sounds</li> <li>• Identify word structures such as vowels, consonants, blends, digraphs, digraph blends</li> <li>• Identify parts of words (syllables, base words, suffixes)</li> <li>• Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le</li> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words</li> <li>• Read and spell words with short vowels</li> <li>• Read and spell words with long vowels in vowel-consonant-e and open syllables</li> <li>• Read and spell words with r-controlled vowels (<b>ar, er, ir, or, ur</b>)</li> <li>• Read and spell words with vowel teams (<b>ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw</b>)</li> <li>• Read and spell words with unexpected vowel sounds (<b>old, ild, ind, ost, olt, ive</b>)</li> </ul>		
<ul style="list-style-type: none"> <li>• Read and spell words with suffixes (<b>-s, -es, -ed, -en, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty</b>)</li> <li>• Read and spell words with common prefixes (<b>un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-</b>)</li> <li>• Read and spell phonetically regular one-, two- and three-syllable words</li> <li>• Identify words with inconsistent but common spelling-sound correspondences</li> <li>• Read and spell the first 200 high frequency words including irregular words</li> <li>• Divide multisyllabic words</li> <li>• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> <li>• Use synonyms</li> <li>• Know some multiple meaning words</li> <li>• Apply dictionary skills</li> <li>• Use correct writing position and pencil grip</li> <li>• Write clear, legible manuscript at an appropriate rate</li> <li>• Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary</li> <li>• Apply correct punctuation (period, question mark, exclamation point)</li> <li>• Apply capitalization rules for beginning of sentences and names of people</li> <li>• Read controlled stories with fluency, expression and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Read approximately 90 words per minute with fluency and understanding</li> <li>• Retell short narrative stories, recounting key ideas and details</li> <li>• Retell facts from informational text</li> <li>• Locate facts and details in narrative and informational writing</li> <li>• Skim for information</li> <li>• Make judgments and predictions from given facts</li> <li>• Use sentence level context as a clue to the meaning of a word or phrase</li> <li>• Determine the meaning of a new word when a prefix is added to a known word</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of a compound word</li> <li>• Identify real life connections between words and their use</li> <li>• Answer who, what, where, when, why, and how questions with narrative and informational text</li> <li>• Describe how characters in a story respond to major events and challenges</li> <li>• Determine the central message of a story</li> <li>• Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs</li> <li>• Use words and phrases acquired through conversations, reading and being read to and responding to texts including using adjectives and adverbs to describe</li> </ul>	



# Level 2 Scope & Sequence

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*Specific scope and sequence can be found in the Teacher's Manual.*

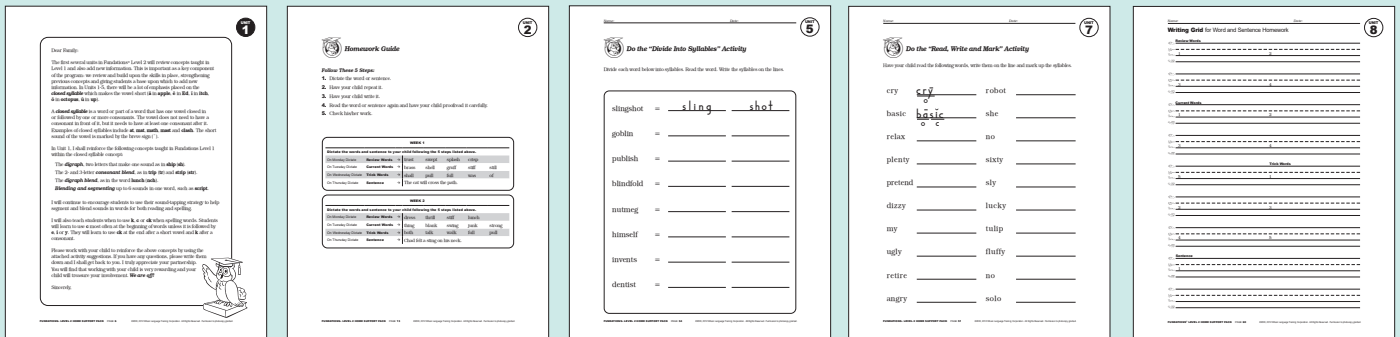
**Rising second graders who need extra support before beginning the Level 2 curriculum may benefit from the Foundations® Ready to Rise™ Level 2 Program.**



## Home Support Pack for Level 2

The Foundations Home Support Pack 2 (Spanish version available and sold separately) informs parents and support personnel about what is happening in the classroom and suggests home activities that reinforce classroom learning. It includes reproducible letters to parents explaining each Unit, and home activity sheets for students. This pack corresponds to the sequence of the Teacher's Manual 2.

For example, Unit 1 of the Home Support Pack 2 consists of a letter to parents, a homework guide, marking and fill-in-the-blank activities, and a writing grid for word and sentence homework.



# Phonics & Word Study

*Once children understand and can use letter-sound correspondence to “sound out” new words, they are on their way to becoming independent readers. This marks an important transition for the “would be reader.” -Torgesen, 1998*

## How do Foundations® students continue to develop sound mastery and learn the alphabetic principle?

Due to the systematic, sequential, and cumulative nature of Foundations, Level 2 of the program continues to build on the basic skills learned in Levels K and 1 before delving deeper into the study of word structure. Phonics and word study concepts new to Level 2 include identifying all six syllable types, as well as reading words with: long vowels in vowel-consonant-e and open syllables; r-controlled vowels; vowel teams; unexpected vowel sounds; and multisyllabic words.

Sound mastery is a key component of phonics. In Foundations, students are directly taught a consistently used keyword to help them remember the sound represented by a letter(s). In grade 2 specifically, students learn more advanced sounds represented by letters and letter teams, such as r-controlled vowels and vowel teams. Research has shown the use of keywords works as a memory device to help students associate the sound relationship to the letter. The **Drill Sounds/Warm-Up** activity reinforces the alphabetic principle and allows students an opportunity to “warm up” for each lesson by practicing the letters, keywords, and sounds they have already learned. This 2-3-minute sound drill is the only drill aspect of Foundations and is designed to create fast and efficient neurotransmission pathways to access sounds (sound mastery and automaticity). Students have many opportunities to practice the sounds with a variety of activities.

To support reading and spelling, sounds are taught in two directions:

### Letter to Sound (reading)



In this direction, students see the letter(s) and identify the sound represented by the letter(s).



### Sound to Letter (spelling)



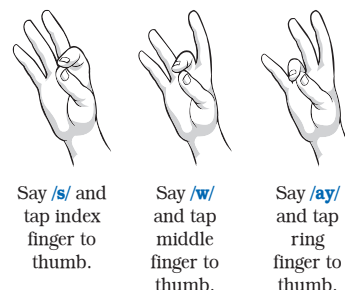
In this direction, students hear the sound and identify the corresponding letter(s).

## Is Foundations primarily a phonics program?

Foundations explicitly teaches total word structure, not just phonics. Students move from a phonological (sound) focus to more of an orthographical (visual) focus. The program presents an explicit and systematic study of the English sound system, laying the foundational groundwork for students in a clearly defined sequence that is distributed and cumulative across four levels. Students cumulatively learn to process words quickly, using syllable patterns and orthographic rules.

*Level 2 reinforces the basic skills learned in Levels K and 1 and progresses further into the study of word structure.*

Through distributed practice and diagnostically planned lessons, teachers simultaneously teach word structure for both reading (decoding) and spelling (encoding). Level 2 students continue to learn how to blend sounds for reading and segment sounds for spelling. All instruction is interactive, and classroom demonstrations use manipulatives to accompany explanations of word structure. Blending and segmenting are taught explicitly through Sound Card and Letter Tile manipulation, as well as a sound-tapping procedure. Previously introduced in prior levels, the Wilson finger tapping procedure is a multisensory approach with tactile input through the fingertips, which assists students in blending phonemes for reading and separating them for spelling. Beginning in Unit 1 through the end of the year, students read words daily to master the spelling patterns taught.



# Phonics & Word Study

## How does Foundations® approach word study?

As in previous Levels, Level 2 teaches directly teach word structure using letter names and individual sounds. Then, they help students blend sounds into orthographic units: syllables, base words, and suffixes. Through this process, students progress systematically from three sounds in a word to four sounds, to five sounds, and finally to six sounds (which is the maximum number of sounds possible in one syllable). Level 2 students also work at length with words that have more complex patterns, including multisyllabic words and all vowel patterns.

## Why does Foundations teach the six syllable types?

For phonetically regular word study, the Foundations program introduces sounds and word structure based on the six syllable types. The key to determining a vowel sound is identifying the type of syllable in which the vowel resides. If a child knows the short sound /ă/ and also knows when “a” says /ā/, it will help him or her decode unfamiliar words.

The short sound of a vowel is found in closed syllables. This is the most common syllable by far—more than 50% of syllables in English are closed. Therefore, students’ ability to solidify and master word attack skills for the closed syllable pattern is key.

In Level 2, students review how to read and spell closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. Additionally, they study r-controlled vowels, vowel digraphs, and vowel diphthongs more closely than they did in Level 1 (for reading and spelling). These vowel combinations present more of a challenge for spelling, and because Foundations is designed to focus on reading and spelling together, in-depth word study is necessary. Lastly, Level 2 offers additional study of open syllables and introduces students to the consonant-le syllable.

Students work extensively with multisyllabic words for reading and spelling and are directly taught how to divide such words by manipulating sound cards. They continue to learn about base words and suffixes with the suffixes **-s**, **-es**, **-ed**, **-ing**, **-est**, **-ish**, **-able**, **-ive**, **-y**, **-ful**, **-ment**, **-less**, **-ness**, **-ly**, and **-ty**. Words with common prefixes, such as **un-**, **dis-**, **mis-**, **non-**, **trans-**, **pre-**, **pro-**, **re-**, and **de-**, are taught for reading and spelling within the **Make it Fun** activity. Words with unexpected vowel sounds including **old**, **ild**, **ind**, **ost**, **olt**, and **ive** are initially introduced in Unit 6 and reinforced periodically.

Vowel-Consonant-e Syllable	o
Open Syllable	f l o ck

Closed Syllable	drip
Vowel-Consonant-e Syllable	brake
Open Syllable	she
R-controlled Syllable	bark
Vowel Digraph/Diphthong Syllable	boat
Consonant-le Syllable	table

R-controlled Syllable	rep	tile
Vowel Digraph/Diphthong Syllable	cup	ful

## Learning Activities that Support Phonics and Word Study, and Standards Connections

### Learning Activities



- Dictation
- Drill Sounds/Warm-Up
- Echo/Find Letters, Words
- Introduce New Concepts
- Teach Trick Words
- Make It Fun
- Word of the Day
- Word Talk

### Standards Supported:

(See crosswalk)

- Distinguish long and short vowels when reading regularly spelled one-syllable words (RF 3a)
- Know spelling-sound correspondences for additional common vowel teams (RF 3b)
- Decode regularly spelled two-syllable words with long vowels (RF 3c)
- Decode words with common prefixes and suffixes (RF 3d)

# Accuracy, Automaticity, & Fluency

*"...a reader needs sufficient word-level accuracy and ease to move beyond dysfluent reading." -Birsh & Carreker, 2018*

## How does Foundations® teach reading accuracy?

With mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented within the patterns taught in the Level 2 curriculum. When students learn a new language concept (**Introduce New Concepts**), they learn to decode it using sound tapping within single-syllable words, scooping syllables within multisyllabic words, and marking words. The **Word of the Day** and **Word Talk** activities help students review and practice the word structure being taught. These activities and **Make It Fun** help to develop accuracy of word reading and solidify the conceptual understanding of word structure. Students do not need to rely on memorization of word families. Instead, they will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters) can be changed, added, or deleted to create new words.



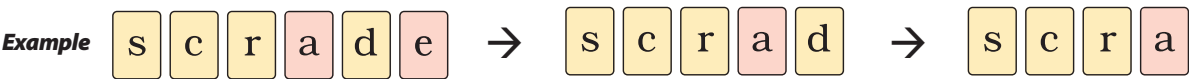
*While moving toward automaticity, students are explicitly encouraged to use their resources, such as classroom posters, alphabet strips, and Student Notebooks, for reference. Teachers are explicitly instructed to use questioning techniques to support students' metacognition and mastery of concepts.*

Students also solidify mastery of letter-sound correspondence through decoding nonsense words, or pseudowords, in the **Word of the Day activity**. To read or spell a nonsense word that follows the rules of orthography, a student must accurately apply letter-sound correspondences to determine something that has not been memorized from exposure.

## How does Foundations teach reading automaticity?

The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. When readers encounter unfamiliar phonetically decodable words, the speed with which they can apply skills to identify them will have considerable influence on their reading fluency (Adams, 1990; Compton et al., 2004; Hudson et al., 2012).

In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read nonsense words as you quickly make word chains with Sound Cards.



Also, the **Word Talk** activity has students quickly read Word of the Day Card flashcards without tapping, automaticity of high frequency word reading is developed by using Trick Word flashcards in the **Drill Sounds/Warm-Up** activity, and the Level 2 Fluency Kit includes sound, word, and trick word automaticity practice for each Unit.

Learning Activities that Support Accuracy, Automaticity, and Fluency, and Standards Connections			
Learning Activities		Standards Supported:	(See crosswalk)
	• Make it Fun	• Drill Sounds/ Warm-Up	• Read grade-level text with purpose and understanding (RF 4a)
	• Storytime	• Introduce New Concepts	• Read grade-level text orally with accuracy, appropriate rate, and expression (RF 4b)
	• Word of the Day	• Teach Trick Words	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF 4c)
	• Word Talk		
	• Dictation		

# Accuracy, Automaticity, & Fluency

## How does Foundations® instruct students in fluency with connected text?

Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text. This is emphasized daily with a variety of activities.

She had an enjoyable day at her favorite ocean beach.

To develop fluency and speed of reading, students learn to read in phrases that connect meaning. Foundations uses scooping to provide a graphical representation of phrasing. During **Storytime**, teachers help students with phrasing by scooping sentences in a controlled text story printed on chart paper or projected on a screen. The teacher also scoops when writing a sentence on the board during **Word of the Day**.

*"A focus on phrasing has substantial potential for delivering positive outcomes across a number of areas related to reading proficiency" (Rasinski, 2006, p.4).*

To help students achieve fluent reading (90 words per minute by the end of Level 2), teachers focus on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Text is limited to phonetically controlled words with taught patterns and familiar high frequency words. Students echo and chorally read stories. Teachers also model and students practice prosody in **Word of the Day** and **Dictation/Sentences**.

## How do Foundations students practice fluency with connected text?

In Level 2, students engage in supported oral reading fluency practice. This occurs with teacher-led instruction and modeling during **Storytime**. **Storytime** passages are longer than in previous levels, giving students greater opportunity to apply phrasing and prosody. Beginning in Unit 2, Storytime is divided into four activities, three of which provide fluency practice:

**Part 1: Story Introduction:** Teacher reads passage aloud while modeling phrasing/fluency, discussing vocabulary, and asking questions.

**Part 2: Making a Movie:** Students and teacher take turns reading aloud paragraphs from the phrased passage. The teacher helps students make a movie in their minds and draws simple sketches to represent main events.

**Part 4: Reading Fluently:** Students read passage silently (phrased or unphrased). Then, students read it orally with phrasing and fluency, following or creating scoops as they do so.

Controlled decodable texts like the **Storytime** passages help students achieve word-reading accuracy, automaticity, and fluency, and provide a demonstration of word structure. Additional supported fluency practice is provided in the **Fluency Kit 2**, which contains decodable text phrases and stories for each Unit, and the **Books to Remember Set 2**. The **Geodes® Level 2 Classroom Library** offers authentic reading experiences in which students practice decoding skills while building knowledge about the seasons, the American West, civil rights movements, and the digestive system. Geodes Level 2 books correspond to the scope and sequence of Foundations Level 2 and also support fluency practice.

### Additional Supported Fluency Practice

Foundations Fluency Kit 2



Books to Remember Set 2



Geodes Level 2





# High Frequency Word Study

## Does Foundations® include high frequency word (HFW, trick word) instruction?

In Foundations, there are two types of high frequency words: phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum. Both are called trick words. They appear so often in text that learning to read them on sight increases children's reading fluency (Joseph, Nation, & Liversedge, 2013). As a result, students need to learn to recognize and spell them quickly.

To help students learn high frequency words, the teacher explains they are trick words that have “tricky parts” so they cannot be tapped out. The teacher then shows them a word, pointing out the familiar word structure they have already learned, as well as the part they are unfamiliar with—the “tricky” part. Additionally, words with overlapping spelling patterns are introduced together (e.g., **full**, **pull**).



## Trick Word Flashcards 2

In Level 2 of Foundations, students learn an additional 81 Trick Words for both quick and automatic recognition and for spelling. Starting in Unit 1, several Trick Words are introduced in each Unit in a set sequence within the **Teach Trick Words** activity and learned for quick and automatic recognition.

Students have repeated opportunities for practice during the **Trick Word Practice** activity. Automatic recognition of Level 2 Trick Words, combined with students' emerging phonetic knowledge, will provide mastery of the first 200 words on the Fry list and 95% of the first 300 words on the American

Heritage Word Frequency List (Fry & Kress, 2006; Carroll, Davies, & Richman, 1971).

The Foundations Fluency Kit 2 and Books to Remember Set 2 can also be used to practice reading high frequency words.

For teachers, a Trick Word List is available for download on the Prevention/Early Intervention Learning Community. This is a helpful resource containing all the Level 2 Trick Words for the year ahead.

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## Learning Activities that Support High Frequency Word Study, Handwriting and Spelling, and Conventions of English, and Standards Connections

## Learning Activities



- Dictation
- Drill Sounds/Warm-Up
- Echo/Find Letters
- Echo/Find Words
- Introduce New Concepts
- Teach Trick Words
- Trick Words Practice

### Standards Supported:

- Identify words with inconsistent but common spelling-sounds correspondences (R 3f)
- Recognize and read grade-appropriate irregularly spelled words (RF 3f)
- Demonstrate command of conventions of standard English — generalize learned spelling patterns when writing words (L 2d)
- Demonstrate command of conventions of standard English — consult reference materials, including dictionaries as needed, to check and correct spellings (L 2e)

(See crosswalk)

# Handwriting & Spelling

*"An extensive and evolving body of research shows that direct and explicit spelling and handwriting instruction is required if all students are to master the mechanics of reading and writing." -Gentry & Graham, 2010*

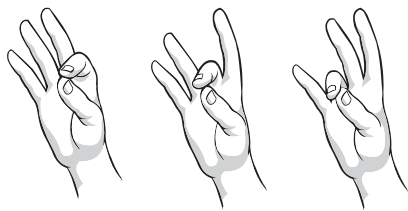
## How does Foundations® support the development of transcription skills?

Foundations sets the foundation for writing by directly teaching handwriting, the study of English orthography for spelling, and by systematically teaching the basic skills for capitalization, punctuation, and proofreading.

## How are spelling skills taught?

In Foundations, encoding (spelling) skills are approached in tandem with decoding (reading) skills. Students learn to segment and spell words corresponding to decoding patterns taught. Spelling skills are directly taught and reinforced

using multisensory techniques and manipulatives. Students learn to segment and associate letters with sounds rather than memorize words. This is critical because spelling does not offer visual cues so students must determine the correct letters in sequence, making spelling generally more difficult than reading. This is why spelling skills may lag behind.



Say **/s/** and tap index finger to thumb.

Say **/w/** and tap middle finger to thumb.

Say **/ay/** and tap ring finger to thumb.

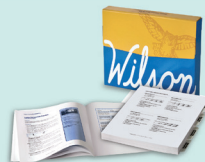
Explicit spelling skills instruction is also critical because of challenges some students experience with spelling and the strong implications of poor spelling skills on students' writing in later grades. Handwriting and spelling difficulties later on affect composition quality and quantity or volume. (Gentry & Graham, 2010).

The Wilson finger tapping procedure is used to segment phonemes to support spelling. Foundations teaches sound mastery in two directions: letter(s) to sound and sound to letter(s). Sound to letter mastery teaches students to hear a word, break the word down into individual phonemes by using the tapping technique, and then associate the individual phonemes in the word to the appropriate letter for spelling. Encoding instruction is conducted using manipulatives (cards, tiles) with letters during the **Echo/Find Words** activity, as well with the Dry Erase Writing Tablet and in the Student Composition Books during the **Dictation** activities. When Foundations teaches tapping for reading, students learn to sound out the individual phonemes and then blend them into a word.

## How are handwriting skills taught?

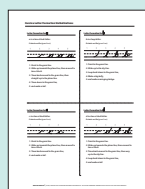
Automaticity and fluency in handwriting is a strong predictor of the quantity and quality of written composition. This is true for typically developing writers and writers with disabilities (Blalock, 1985). In Levels K and 1, students received direct instruction in letter formation. In Level 2, teachers note if a student continues to need instruction in manuscript letter formation. Instructional assistance may be found on the online Learning Community. Teachers will use the Sky Write/Letter Formation Activity and Echo/Letter Formation Activity for supplemental handwriting instruction.

In Level 2, teachers hold all students accountable for proper letter formation during dictation and throughout the day. Establishment of good writing habits is also important. This entails reinforcing pencil grip and writing position.



For students ready for cursive writing instruction, the Wilson Cursive® Writing Kit is available for individual purchase (not included in the Foundations Teacher's Kit 2). The kit includes reproducible worksheets for both right- and left- handed students to practice upper and lowercase letters and connectives.

Teachers can download the Cursive Letter Formation Verbalizations from the online Learning Community.



# Vocabulary

*“The average child learns approximately 3,000 new words each year.” -Stahl, 2002*

## How does Foundations® help foster a rich oral language environment?

Foundations teachers develop a “word conscious” classroom, constantly emphasizing structure and meaning. As a result, vocabulary instruction is incorporated into almost every lesson. Teachers also create a rich oral language environment using Foundations and other English language arts strategies, allowing students to encounter varied vocabulary words throughout the school day.

## How does Foundations teach vocabulary?

In Level 2, students study vocabulary explicitly. They learn a **Word of the Day**, selected to correspond with the word structure being studied. The Words of the Day are taken from resources such as BeMiller’s list (BeMiller, 2010), so that students learn word structure and the meaning of words with higher utility. Some multiple meaning words are included. Words of the Day are used in sentences and are on flashcards to be reviewed frequently. Students enter the words and sentences into the vocabulary section of their Student Notebooks.

*Vocabulary instruction must be interwoven into word-study work (Boardman et al., 2008; Murray et al., 2010; Wilson & O’Connor, 1995).*

Similarly, **Word Talk** practices decoding and reviews past concepts and vocabulary using Word of the Day cards. It promotes accuracy and automaticity and solidifies understanding of word structure.

There is a strong relationship between students’ vocabulary knowledge and their ability to comprehend what they read. Because students come to school with varied word knowledge, the classroom should provide incidental and explicit word learning through exposure to many kinds of text. Vocabulary growth is enhanced by teacher read-alouds and accompanying discussion. During **Storytime**, teachers stop and discuss the story and specific words as they help students visualize.

Teachers help with students’ word consciousness (Anderson & Nagy, 1992; Graves & Watts-Taffe, 2002) by weaving vocabulary instruction and discussion of word meanings within the Learning Activities. When making words for decoding, they select some to discuss meaning and have students use them in sentences. Teachers help expand and resay sentences. “Dad likes his shed” is expanded to: “Dad likes his shed because it is a good place to store his tools.” This helps others know what *shed* means. Teachers might challenge students to provide multiple word meanings.

*The power of Foundations is that it overlaps skills and does not address them in isolation.*

## Learning Activities that Support Vocabulary, and Standards Connections

### Learning Activities



- Dictation
- Echo/Find Words
- Make It Fun
- Introduce New Concepts
- Storytime
- Word of the Day
- Word Talk

### Standards Supported:

(See crosswalk)

- determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area (RI 4)
- determine or clarify meaning of unknown or multiple-meaning words and phrases based on grade 2 reading and content—use sentence-level context clues (L 4a)
- determine the meaning of the new word formed when a known prefix is added to a known word (L 4b)
- use a known root word as a clue to the meaning of an unknown word with the same root (L 4c)
- use knowledge of the meaning of individual words to predict the meaning of compound words (L 4d)
- use glossaries and dictionaries to determine/clarify the meaning of words/phrases (L 4e)
- identify real-life connections between words and their use (L 5a)
- distinguish shades of meaning among closely related verbs and adjectives (L 5b)

# Comprehension

*“Even teachers in the primary grades can begin to build the foundation for reading comprehension. Reading is a complex process that develops over time. . . . Beginning readers, as well as more advanced readers, must understand that the ultimate goal of reading is comprehension.” -Put Reading First: The Research Building Blocks for Teaching Children to Read, 2001*

## How does Foundations® address comprehension, which is the ultimate goal of reading?

Foundations is a foundational skills program that teaches the sub-skills needed for reading comprehension. Accurate, fluent word reading is a leading factor affecting text comprehension (Carlisle & Rice, 2002), so Foundations supports this goal. Instruction is informed by research highlighting the behaviors of strong and struggling readers, and strategies that support comprehension (Marzola, 2011).

Foundations is designed to be paired with a core program that fully addresses comprehension, but it includes weekly practice of comprehension strategies. All skills taught in Levels K and 1 are reviewed: reading and listening comprehension, visualization strategies, guided close reading, and oral language. Level 2 builds upon these concepts to have students spend more time with texts as they graduate from being emerging readers to early fluent readers.

## What is Comprehension S.O.S.™, and how is it used during Foundations Storytime?

To create cohesion to understand events in a text, students must hold onto information across sentences. Then, they must develop skills to retell those events coherently because it solidifies understanding, helps with learning information, and develops students’ oral language skills. Foundations uses Comprehension S.O.S.™ (Comprehension: Stop-Orient-Support/ Scaffold), a teacher-led interactive discussion about written text, for this purpose.



Geodes Level 2

In **Storytime**, students receive direct, explicit instruction in creating mental images while echo and choral reading short, narrative, and informational controlled stories that are 95-100% decodable. The activity is split into four parts and completed over several days within each unit. Parts 1, 2, and 4 are described in detail in the *Accuracy, Automaticity, and Fluency* section (p. 13) because they address fluency and comprehension. Part 3: Digging Deeper, supports comprehension instruction because it guides students to re-picture the story and use the “movie in their minds” to retell it. Teachers ask questions requiring students to dig deeper into the text.

Understanding text structures greatly aids comprehension. As part of **Storytime**, differences between narrative fiction and narrative non-fiction continue to be examined. Narrative fiction passages and books in Foundations, such as the **Fluency Kit 2, Books to Remember Set 2**, and some **Geodes® Level 2** stories, are fiction and written to both entertain and inform readers. Teachers also select narrative non-fiction stories to read. Many of the Geodes® Level 2 stories, which build knowledge about the seasons, the American West, civil rights movements, and the digestive system, can be used for this purpose as well.

### Learning Activities that Support Comprehension and Standards Connections

#### Learning Activities



- Storytime

#### Standards Supported:

(See crosswalk)

- ask & answer questions (RL 1, RI 1) • describe how characters respond to major events & challenges (RL 3) • describe the overall structure of a story, beginning and end (RL 5) • identify the main topic of a multi-paragraph text & focus of specific paragraphs (RI 2) • participate in collaborative conversations with diverse partners about grade 2 topics and texts (SL 1a) • build on others’ conversations (SL 1b) • ask for clarification & further explanation as needed (SL 1c) • recount or describe key ideas/details from a text read aloud or information presented orally (SL 2) • ask & answer questions about what a speaker says (SL 3) • produce complete sentences when appropriate to task to provide requested detail/clarification (SL 6)



# Lesson Planning

## How is the Teacher's Manual organized?

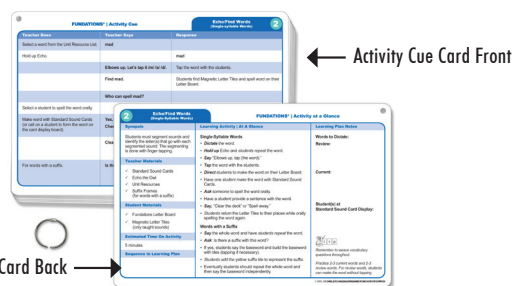
The Teacher's Manual contains information on how to present program content to students. The *Implementing Foundations*® section provides a summary of what is taught and the rationale behind instruction of each component. The *Learning Activity Overview* explains each Learning Activity while the *Orientation* clearly explains how to construct a learning plan for each day of a five-day lesson plan rotation.

The manual is organized by Units. Within each Unit is a weekly learning plan to support word study, spelling, and handwriting. Each week is further divided by day, with each day having a "Daily Plan" containing two to five Learning Activities. Collectively, these take 30 minutes to teach and all content can be completed within a school year. The Learning Activities address essential skills using an integrated approach. Teachers must do each standard lesson daily so the curriculum goals are met. Activity Cue Cards 2 are a reference for correct activity procedures.

**Week 1**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up
Introduce New Concepts	Word of the Day	Word of the Day	Trick Word Practice	Introduce New Concepts
	Teach Trick Words	Dictation (Dry Erase)	Dictation (Composition Book)	Word Talk
	Introduce New Concepts	Storytime	Storytime	Dictation (Day 5 Check-Up)

Unit 4 example



## How would I plan a Foundations lesson?

Within each standard lesson, teachers compose their own daily learning plan that is tailored to students' needs. A fillable learning plan is available on the Learning Community, as are Learning Plan samples. Personalized lesson planning is a key to Foundations' success. When teachers create their own learning plans, they strengthen the process of learning/understanding the curriculum and diagnostically differentiate instruction for students based on need/mastery of concepts.

To assist with pacing, the manual specifies how much time to spend on each Learning Activity. Also, the Foundations Tier 1 Pacing Guidelines (Learning Community) demonstrate how to complete the curriculum within one school year.

As teachers learn to plan and teach lessons, they should:

- read through a daily standard lesson
- fill out and print a learning plan using the template from the Learning Community
- review procedures for the day's Learning Activities (practice with Activity Cue Cards for mastery)
- determine careful instructions to guide students during transitions
- visualize lessons and transitions between activities

Teachers are encouraged to plan metacognitively by considering lesson goals and why those goals are important. Introducing the day's activities (via Activity Strips) and goals to students is important as well. Foundations also stresses teacher reflection after lessons, allowing for evaluation of lessons' effectiveness.

## Learning Community Connection

Fillable Daily Plan

A screenshot of a fillable daily plan template. It features a header with 'Date' and 'Class' fields, followed by a table with five rows and two columns for planning activities.

Activity Strips

A screenshot of an activity strips template. It includes sections for 'Drill Sounds/Warm-Up', 'Word of the Day', 'Introduce New Concepts', and 'Dictation (Composition Book)', each with a small illustration and a space for notes.

Sample Learning Plan 1

A screenshot of a sample learning plan. It shows a detailed plan for a single day, including sections for 'Activity 1: Introduction', 'Activity 2: Word of the Day', 'Activity 3: Dictation', and 'Activity 4: Storytime', each with specific instructions and a space for notes.



# Diagnostic Teaching

The diagnostic nature of Foundations® combines assessment and instruction, allowing teachers to determine and address students' strengths and challenges.

## What do formal and informal assessment look like in Foundations?

During the learning process (i.e., daily Learning Activities), informal formative assessment lets teachers know how well their students are learning. "Show me" is a phrase Foundations teachers use with clear instructional objectives. It requires learners to do intellectual work and demonstrate their thinking and understanding through performance activities such as **Dictation**, **Echo/Find Words**, and **Storytime**. Teachers provide immediate feedback to students.

Students' achievement is assessed by examining their progress from multiple perspectives, including direct observation of daily work and independent application of skills. For example, teachers might ask students to explain their thinking when determining unknown words or when attempting to spell a word in their independent writing. Even if the words are incorrect, are students able to correct them with guiding questions? Teachers observe whether students are beginning to self-monitor their responses and use problem-solving strategies to complete decoding or spelling tasks.

Formal formative assessment is completed via **Unit Tests** in which each student is assessed individually, and 80% of the class should be at benchmark (scoring 80% on each subtest) before moving to the next Unit. Students receiving Tier 2 intervention with Foundations are also assessed using the Progress Monitoring Tool.

## How does Foundations differentiate instruction?

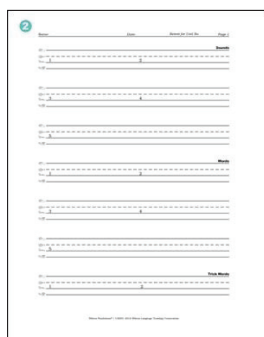
Differentiating instruction is a product of diagnostic teaching, and Foundations teachers utilize strategies to meet the needs of all their students. Once needs are determined through assessments, classwork is tailored accordingly. Differentiation guidelines for students who need extra support (ELLs and those who perform below grade level) or greater challenges (advanced students) can be found in the manual's *Learning Activity Overview* and in each Unit's introduction. The online Learning Community offers Lesson Support Activities for targeted instruction and supplements for advanced work.

## Who needs Tier 2 Intervention and Progress Monitoring?

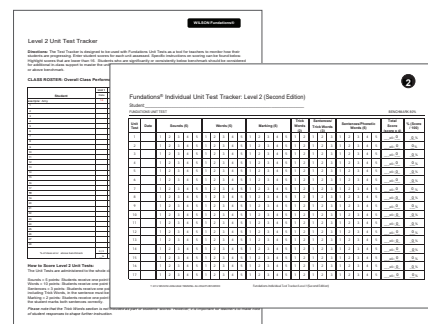
Using **Unit Tests** and benchmark assessments such as DIBELS, teachers can evaluate *beginning-of-the-year* scores to identify at-risk students. Instruction for these students includes the standard lesson plus an intervention lesson targeting difficulties. Guidance is available in the online Learning Community and in intervention workshops. **Foundations Progress Monitoring Level 2** measures what students know compared to skills taught in the Level 2 curriculum. This can be used with all Foundations students, but is particularly helpful for those in Tier 2 Intervention. It includes measures in nonsense word fluency and oral reading fluency.

### Learning Community Connection

#### Level 2 Unit Retest Recording Form

A vertical recording form for Level 2 Unit Retest. It includes a header with a date field and a 'Student' label. The form is divided into three main sections: 'Sound', 'Word', and 'Meaning'. Each section contains a list of items (A through J) with corresponding lines for recording student performance.

#### Whole Class & Individual Class Test Trackers

Two overlapping test tracker forms. The background form is the 'Level 2 Unit Test Tracker' with a header for 'Student' and a large grid for recording scores. The foreground form is the 'Foundations® Individual Unit Test Tracker: Level 2 (Second Edition)' with a similar header and a more detailed grid for tracking individual student performance across multiple units.

# Materials

The Foundations® Teacher's Kit 2 includes comprehensive materials to facilitate teachers' use of the program. Level 2 materials support an integrated, multisensory structured literacy approach to instruction, using visual, auditory, tactile, and kinesthetic modalities.



- ① **Teacher's Manual 2:** Provides background understanding and research support for the why and how of instruction, scope & sequence of skills taught, and daily learning plans with activities to practice new skills and weave in review of taught concepts
- ② **Echo & Baby Echo Puppets:** Serve as effective helpers for promoting student responses
- ③ **Activity Cue Cards 2:** Offer a quick reference for Learning Activities
- ④ **Home Support Pack 2:** Informs parents/ caregivers about Foundations and how they can support progress, and includes student activities
- ⑤ **Alphabet Wall Strip,** ⑥ **Large Sound Cards 1 & 2,** ⑦ **Word of the Day Cards 2,** ⑧ **Standard Sound Cards 2,** ⑨ **Magnetic Strips,** ⑩ **Trick Word Flashcards 1&2,** ⑪ **Classroom Posters Set 2:** Support students' letter recognition, phonological awareness, and phonics skills via visual prompts, oral language, and systematic modeling and practice
- ⑫ **Large Letter Formation Grid,** ⑬ **Large Dictation Grid,** ⑭ **Suffix and Syllable Frames:** Used extensively for handwriting, spelling, and punctuation instruction, making it possible for students to see, hear, say, and touch while learning. Likewise, student materials provide for both reading and writing activities and multisensory, visible learning
- ⑮ **Letter Board** and ⑯ **Magnetic Letter Tiles:** Allow students to kinesthetically manipulate/practice sounds and build words
- ⑰ **Dry Erase Writing Tablet** and ⑱ **Gel Board with Magic Pen:** Kinesthetic components for letter formation practice
- ⑲ **Student Notebook 2** and ⑳ **Student Composition Book 2:** References for letter formation, keyword pictures, and sounds; lend themselves to kinesthetic tracing strategies
- ㉑ **My Foundations Journal:** A supplemental material for writing letters and words as well as coloring
- ㉒ **Desk Strip:** A useful reference material for independent decoding and spelling activities
- ㉓ **Fluency Kit 2:** Contains controlled sound drills, real and nonsense words, trick words, phrases, and controlled text stories (phrased and unphrased); with recording form
- ㉔ **Foundations Writing & Drawing Pad:** A sample pad for students to journal or practice their emergent writing; includes the Wilson grid lines with paper also available on the PLC
- ㉕ **Books to Remember Set 2:** Five decodable stories that provide additional practice with connected text

## Supplemental materials (not included in kit):

- ㉖ **Geodes® Level 2 Classroom Library:**  
A collection of 64 unique books from Great Minds® and Wilson Language Training.® Includes informational and literary texts organized into four topical modules: A Season of Change, The American West, Civil Rights Heroes, and Good Eating.

*Note: The visual design of Foundations products is minimally distracting to allow students to focus on concepts being learned. Teachers and students can rely on consistent and clear visual cues.*

# Teacher Support

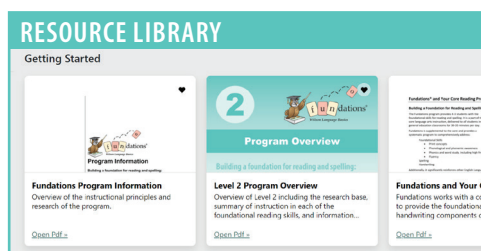
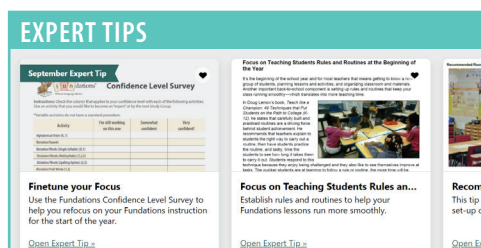
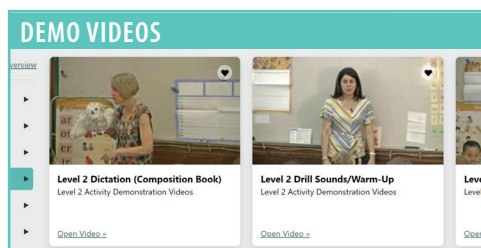
## What professional learning opportunities are available?

Wilson offers a range of professional learning opportunities to help educators enhance their instruction and support Foundations® implementation with fidelity.

### Integrated Teacher Support: Online Learning Community Membership

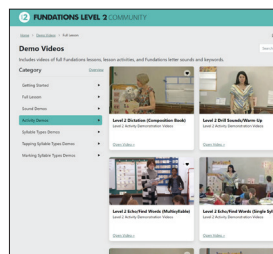
A companion Learning Community provides support for Foundations teachers, including video demonstrations, print resources, monthly expert tips, and discussion boards. For intervention teachers, the Learning Community also includes specific intervention resources. Pre-K teachers are provided a distinct resource community. Membership is renewable annually at no charge.

*Just a few clicks away...*

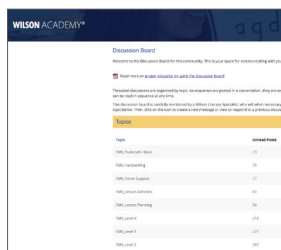


### Learning Community Connection

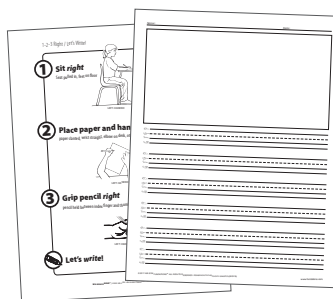
#### Lesson, Sound, and Activity Demos



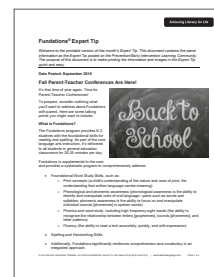
#### Discussion Board



#### Printable Resources



#### Expert Tips





# Teacher Support



## Fundations® Level 2 Workshop

Provides underlying principles and practical strategies. Reviews the skills, materials, multisensory practices, and activities taught in Level 2.

## Intervention Workshop

Focuses on the skills, materials, activities, and lesson planning of the intervention lesson; how the Fundations curriculum-based measurement tool is used for progress monitoring; and the background knowledge, practice, and guidance needed to incorporate fluency instruction.

## Virtual Implementation Support

Provides teachers with access to a virtual collaborative community where they can interact and learn from a Wilson Literacy Specialist



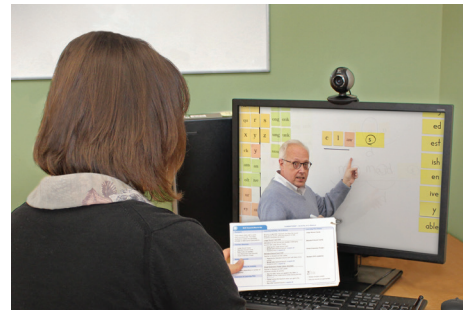
### Why Virtual Implementation Support (VIS)?

Promotes understanding of strategies & concepts

Offers practical tips for instruction

Deepens skills for successful implementation

Provides opportunities to connect with peers



## Fundations Demonstration Sites with On-site Coaching

Provide support through demonstrations, coaching, and feedback. For intervention teachers, coaching also focuses on specific features of the intervention setting.

## Sustainability Plan

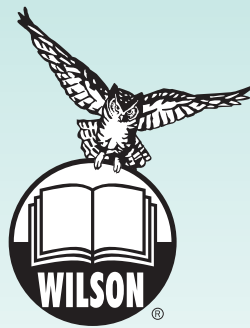
The **Fundations Level 2 Facilitator Certification** program develops teacher-leaders who will gain a deeper knowledge of program implementation at Level 2 in order to support teachers within their district. It is a yearlong program designed to build staff capacity by supporting the implementation of Fundations and contributing to teacher and student success.

Facilitator Certification is offered in Level 2 and Intervention (as well as the other Fundations Levels). Graduate credit is available. Upon completion of the Certification, Fundations Facilitators are well-positioned to:

- Support a common understanding among all teachers of effective implementation for Level 2;
- Demonstrate working knowledge of the Level 2 curriculum;
- Assist teachers by demonstrating specific Fundations activity procedures and lesson planning;
- Assist and support teachers with program materials, classroom setup, and online resources;
- Schedule and facilitate ongoing study groups; and
- Support teachers so they have the materials needed to implement Level 2 from year to year.

The **Fundations Level 2 Presenter Development** helps build capacity by training teacher-leaders in a deeper understanding of language structure to support program implementation at Level 2, as well as to become credentialed to present the Fundations Level 2 Workshop within the district, at a large cost savings to the district. Wilson provides presenters with comprehensive workshop materials and ongoing support from Wilson Fidelity Team members.





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