



Program Overview

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

Prevention • Tier 1

Early Intervention • Tier 2

a
b
c



Level 3 Overview

What is the focus of Foundations® Level 3?

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

- Phonemic Awareness
- Advanced Phonics & Word Study
- Accuracy, Automaticity, & Fluency
- High Frequency Words
- Advanced Spelling
- Cursive Writing

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. It is important to note that Foundations Level 2 is a prerequisite for Foundations Level 3 due to the advanced nature of the Level 3 curriculum.

How does Foundations work with core reading programs?

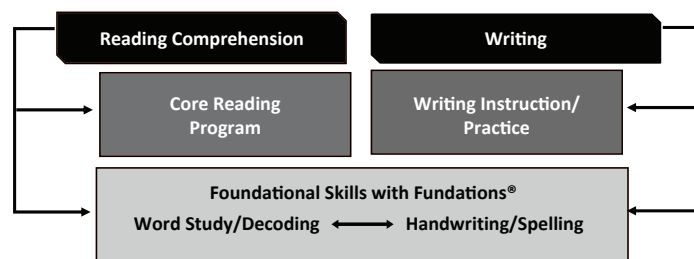
Foundations teaches accuracy of decoding, spelling, and handwriting in a carefully integrated and scaffolded sequence that is taught to mastery level. It is designed to be combined with a literature-based language arts program in order to address comprehension and writing more thoroughly. Practice in 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 activities throughout the school year.

Level 3 is a yearlong program:

- 30 minutes/day
- 14 Units
- 34 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.



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:

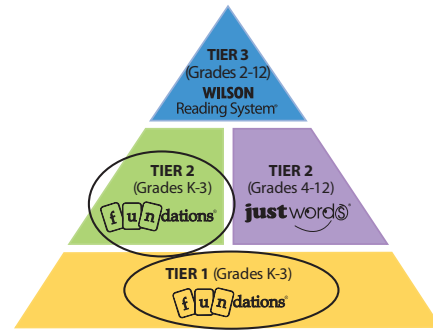
- **Thoroughly** teaching the foundational skills (print concepts, phonological/phonemic awareness, phonics and word study, and fluency); and
- Strongly supporting the reading, writing, and language standards, providing mastery instruction for many of the goals in each of those areas.

Foundations' alignment to standards is available at www.wilsonlanguage.com and in the online Prevention/Early Intervention Learning Community of 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 all students 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.
Student Focus	<ul style="list-style-type: none"> All K-3 general education students 	<ul style="list-style-type: none"> All K-3 struggling, at-risk readers in lowest 30th percentile
Group Size	<ul style="list-style-type: none"> Whole class 	<ul style="list-style-type: none"> Small group or one-to-one
Lesson Length	<ul style="list-style-type: none"> Standard lesson is 30 minutes daily, 5 days/week 	<ul style="list-style-type: none"> In addition to the standard 30-minute lesson, the intervention lesson is 30 minutes, 3-5 times per week
Setting	<ul style="list-style-type: none"> General education classroom 	<ul style="list-style-type: none"> May be conducted within or outside the general education classroom
Instructor	<ul style="list-style-type: none"> General education teacher 	<ul style="list-style-type: none"> General education teacher, reading specialist, paraprofessional, or intervention personnel
Professional Learning and Support	<ul style="list-style-type: none"> Integrated teacher support through Wilson Academy®/Prevention/Early Intervention Learning Community (online) Program Workshops Virtual Implementation Support Demonstration Sites with On-site Coaching Facilitator Certification Presenter Development 	<ul style="list-style-type: none"> Integrated teacher support through Wilson Academy®/Prevention/Early Intervention Learning Community (online) Program Workshops Virtual Implementation Support Demonstration Sites with On-site Coaching Facilitator Certification Presenter Development

What supports are available for teachers?

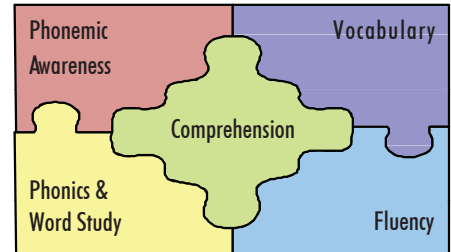
- Hardcover teacher manual: Explicit and easy-to-follow daily learning plans, a quick-glance at the day's activities and procedures, extensive resource of controlled texts, and list of materials to be used by the teacher and students
- Integrated, on-demand teacher support: Extensive printable materials, animations and video demonstrations, and discussion boards in the online Prevention/Early Intervention Learning Community (PLC)
- 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, 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. In Level 3, teachers reinforce phoneme segmentation and manipulation to develop decoding and spelling with unfamiliar words as needed.

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). Students previously learned the six syllable types within multisyllabic words which allows them to continue working with grade-level connected text in Level 3. They also focus on word structure, specifically on syllable types, basewords, suffixes, prefixes, 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., 2012; Kim et al., 2011). 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 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 3 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 3 extends and secures the critical groundwork for developing proficient readers by providing critical instruction in foundational skills. Each Level of Foundations® builds upon the previous one. It is important to note that Foundations Level 2 is a prerequisite for Foundations Level 3 due to the advanced nature of the Level 3 curriculum.



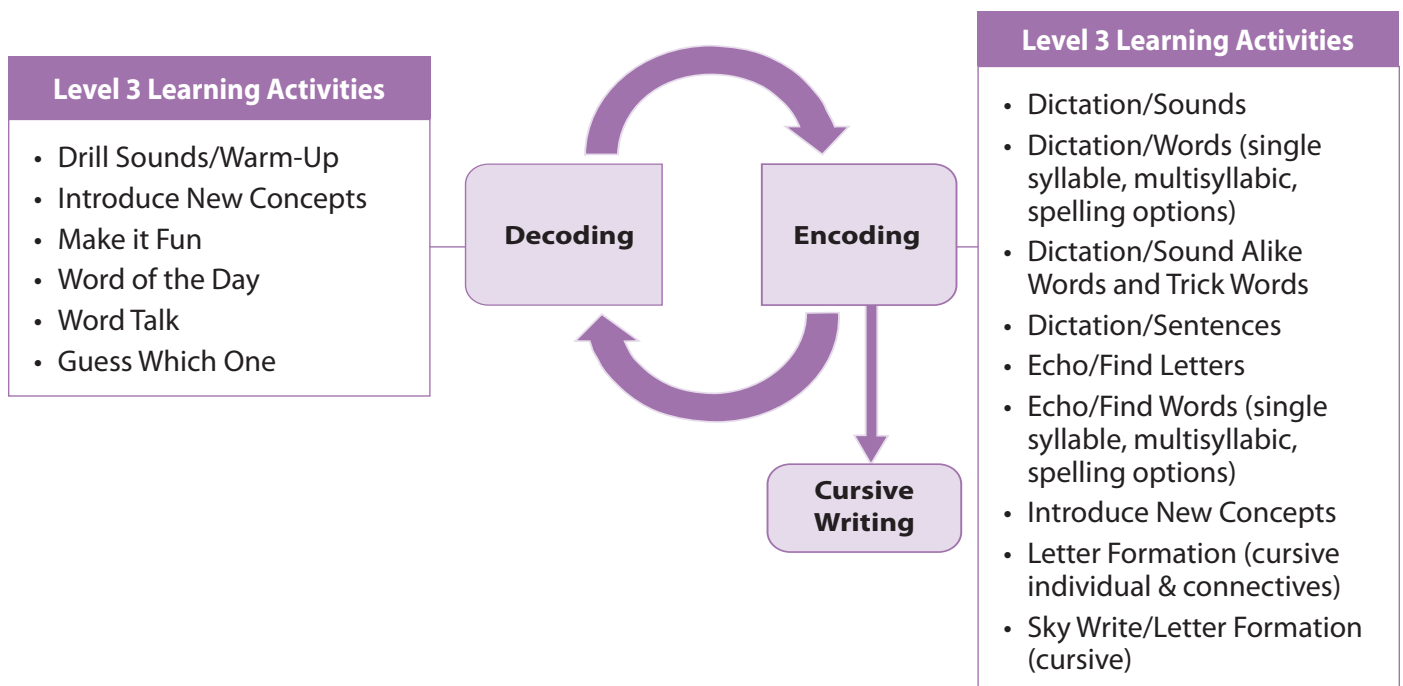
Teaching to Mastery Through Learning Activities

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 3 Scope & Sequence

Level 3 of Foundations® builds on the basic skills that were learned in Foundations Levels K-2 and progresses further into the study of word structure, focusing on advanced spelling rules and morphology.

By the end of Level 3, students will be able to:

- Identify parts of words (syllables, base words, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (**tch, dge**)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- 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, ei, igh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw**)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of **a** and **ch**, the suffix **-ed**, and the soft sounds of **c** and **g**
- Read and spell words with **ph, nge, nce, tion, sion, ture, tu, ti, ci**
- Read and spell words with silent letters (**wr, rh, gn, kn, mn, mb, gh**)
- Read and spell words with suffixes, including most common Latin suffixes (**-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or**)
- Identify and know meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging base words (**strongest**)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to base words that change (**sliding**)
- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell Trick Words or targeted high-frequency words

Level 3		
<p>Level 3 of Foundations® builds on the basic skills that were learned in Foundations Levels K-2 and progresses further into the study of word structure, focusing on advanced spelling rules and morphology.</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 3, students will be able to:</i></p> <ul style="list-style-type: none"> Identify parts of words (syllables, base words, suffixes) Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge) Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le Identify the “exceptions” to these six syllable types Read and spell words with these unexpected vowel sounds (exceptions) Segment syllables into sounds (phonemes) and divide multisyllabic words Read and spell words with short and long vowel sounds 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, ei, igh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw) Identify schwa 		
<ul style="list-style-type: none"> Read and spell words with the unexpected vowel sound of schwa in unaccented syllables Read and spell phonetically regular words Read words with sound options for the grapheme representation Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of c and g Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh) Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or) Identify and know meaning of most common Latin suffixes Read and spell words with suffixes added to unchanging base words (strongest) Form and use regular and irregular plural nouns Apply spelling rules for adding suffixes to base words that change (sliding) Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made Read and spell Trick Words or targeted high-frequency words 	<ul style="list-style-type: none"> Read and know meaning of Sound Alike Words (homophones) Determine and clarify the meaning of unknown and multiple meaning words (pasture) Use a known root word as a clue to the meaning of an unknown word with the same root Construct simple, compound and complex sentences using vocabulary words with proper capitalization and punctuation and incorporating coordinating and subordinating conjunctions Apply correct punctuation and capitalization rules for beginning of sentences and names of people Know meaning of targeted vocabulary words (Word of the Day) and different inflected forms of words when a known affix is added (confuse, confusing) Form and use comparative and superlative adjectives and adverbs as well as regular verbs Acquire and use accurately grade level conversational and general academic words Identify real life connections between words and their use Use sentence-level content as a clue to the meaning of a word or phrase (Home Support Packet) Use knowledge of language and its conventions when writing and reading Apply dictionary skills and consult reference material to check and correct spelling and to determine and/or clarify precise meaning Use correct writing position and pencil grip Write clear, legible cursive at an appropriate rate 	

Level 3 Scope & Sequence

- Read and know meaning of Sound Alike Words (homophones)
- Determine and clarify the meaning of unknown and multiple meaning words (**patient**)
- Use a known root word as a clue to the meaning of an unknown word with the same root
- Construct simple, compound and complex sentences using vocabulary words with proper capitalization and punctuation and incorporating coordinating and subordinating conjunctions
- Apply correct punctuation and capitalization rules for beginnings of sentences and names of people
- Know meaning of targeted vocabulary words (Word of the Day) and different inflected forms of words when a known affix is added (**confuse, confusing**)
- Form and use comparative and superlative adjectives and adverbs as well as regular verbs
- Acquire and use accurately grade level conversational and general academic words
- Identify real life connections between words and their use
- Use sentence-level context as a clue to the meaning of a word or phrase (Home Support Pack)
- Use knowledge of language and its conventions when writing and reading
- Apply dictionary skills and consult reference material to check and correct spelling and to determine and/or clarify precise meaning
- Use correct writing position and pencil grip
- Write clear, legible cursive at an appropriate rate

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


Home Support Pack for Level 3

The Foundations Home Support Pack 3 (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. 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 3.

For example, Unit 1 of the Home Support Pack 3 consists of a letter to parents, fill-in-the-word activities, and guess which one activities.

[illegible]

Name: _____
Class: _____



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On the "PSI in the Word" Activity

Use your Unlabeled the response and select the correct word from the frame to complete it. Write the word in the box and record the word pattern. Mark the first part selected as a colored answer. Use each word in the box only once.

break
ghost
snaps
break
snaps

1. Fill out **break** in the break. Use **break** that you.
2. Can you help us _____ the old dog?
3. She _____ up the stairs. She was _____.
4. The babies did not _____ the new toy.
5. We can help Miss _____ the green wheels.

On the "Guess CH or CPH" Activity


Have your child add up to 10 to the blank spaces below. Read the words.

1. eat _____
5. eat _____

2. have _____
6. eat _____

3. put _____
7. up _____

4. put _____
8. ate _____


Name _____	Date _____	 1 PAGE 1
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Guess Which One

Read the sentences. Write the correct keyword after "Word From the Box" on the lines below.

Name _____	on _____	right _____	write _____
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1. We had to _____ a lot for her math test.
2. _____ the dog did not scratch his leg.
3. I counted _____ this test with my _____ hand.
4. What is the _____ cost for the pig of milk?
5. Jan did not _____ the red dress.



Sentence Creation

Use the examples for each listed Middle Word. The sentences should use the word correctly and demonstrate the meaning of the word.

1. _____


2. _____

3. _____

4. _____

Name: _____
Date: _____

1
Page 1



Do the "FI in the Word" Activity

Have your child read the sentences and select the correct word from the box to complete the sentences. Write the word in the box and cross the completed sentence. Mark the word on the word card **colorfully** and **color** *colorfully* negative. Use any word twice. Use each word in the box only once.

stump
gild
detink
crunch
hance

- 1 The dog helped the hance cross the path.
- 2 Tom crushed the crunch fast.
- 3 Chad will get a _____ to send David.
- 4 Bill has a head _____ in his left leg.
- 5 Fred milled the _____ ring.

Do the "Find the In Sound" Activity

Have your child read all the words below where the **in** is written as the words have it written:

crunch
ring
crash

stump
stuck
across

plan
stump
swamp

gild
gnash
gnash

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?

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). 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 sounds with a variety of activities. In Foundations Levels K-2, students worked with most of the sounds found in English words. Level 3 reviews all sounds for mastery and presents some additional sound combinations.

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 orthographic (visual) focus. The program presents an explicit and systematic study of the English sound system, laying the critical foundational groundwork for students in a clearly defined sequence that is distributed across four levels: Levels K-3. Students cumulatively learn to process words more quickly by using syllable patterns and orthographic rules.

Level 3 reinforces the basic skills learned in Levels K-2 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). Students will learn how to blend sounds for reading and segment sounds for spelling. All instruction is interactive, and teachers provide classroom demonstrations using manipulatives 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. Introduced in previous levels, the Wilson finger tapping procedure is a multisensory approach with tactile input through the fingertips, which assists students 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 pattern that has been taught.



Say /sh/ and tap index finger to thumb.



Say /i/ and tap middle finger to thumb.



Say /p/ and tap ring finger to thumb.

to

in

Phonics & Word Study

How does Foundations® approach word study?

Level 3 delves deep into the study of word structure and cannot be started until students have completed Level 2. As in previous Levels, Level 3 teachers directly teach word structure using letter names and individual sounds. 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 3 word structures are more complex, having students address trigraphs (**tch**, **dge**), new vowel teams (**ei**, **eigh**, **igh**), schwa, silent letter combinations (**kn**, **gn**, **wr**, **rh**) and several new Latin suffixes.

Sound/Symbol Relationships	u
Blending & Segmenting	c l u tch

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/ but does not know when “a” says /ă/, it will not help him or her decode unfamiliar words.

The short sound of a vowel is found in closed syllables. This is the most common syllable—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.

Closed Syllable	drip c
Vowel-Consonant-e Syllable	brake v-e
Open Syllable	she o
R-Controlled Syllable	bark r
Vowel Digraph/Diphthong Syllable	boat d
Consonant-le Syllable	table o -le

In Level 3, students review how to read and spell the six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le. Additionally, they identify vowel “exceptions” to the six syllable types, as well as read and spell words with these unexpected vowel sounds. New vowel teams (**ei**, **eigh**, **igh**) are introduced for reading and spelling, as is schwa (ə). 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.

Students continue to work extensively with multisyllabic words for reading and spelling and are directly taught how to divide such words by manipulating sound cards. They will learn about base words and the new suffixes: **-en**, **-ous**, **-al**, **-ent**, **-an**, **-ward**, and **-or**. Similarly, students apply spelling rules to add suffixes to base words that change (**sliding**). Words with common prefixes, such as **un-**, **dis-**, **mis-**, **non-**, **trans-**, **pre-**, **pro-**, **re-**, and **de-**, are read and spelled as they were in Level 2. Students also learn the meaning of targeted vocabulary words (**Word of the Day**) and different inflected forms of words when a known affix is added (**confuse**, **confusing**).

Syllable Structure	vol	ca	no
Suffix Endings	de	light	ed

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

Learning Activities



- Introduce New Concepts
- Word Talk
- Word of the Day
- Guess Which One
- Make it Fun

Standards Supported:

(See crosswalk available on PLC)

- Identify and know the meaning of the most common prefixes and derivational suffixes (RF 3a)
- Decode words with common Latin suffixes (RF 3b)
- Decode multisyllabic words (RF 3c)
- Read grade-appropriate irregularly spelled words (RF 3d)

Vocabulary

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

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

Students come to school with varied word knowledge, so Foundations teachers must develop a "word conscious" classroom. They accomplish this by providing access to incidental and explicit word learning through exposure to many kinds of text, by reading aloud, by emphasizing structure and meaning, and by using Foundations and other English language arts strategies. As a result, vocabulary instruction is incorporated into almost every lesson.

How does Foundations teach vocabulary?

Word awareness is an integral part of Foundations. This includes an in-depth knowledge of a word—an understanding of both its structure and its meaning. In Level 3, as in previous levels, vocabulary instruction is done directly with specific activities and is also woven throughout the lesson. Students 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 Biemiller's list (Biemiller, 2010) or the Academic Wordlist (Coxhead, 1998), so 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 on flashcards for frequent review. 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).

In Levels K-2, students were directly taught trick words (high frequency words) for quick and automatic recognition and for spelling. Repetition is needed to master these, so previous trick words are included in Level 3 and reviewed often. Also revisited

are previously taught suffixes as well as some new suffixes. Students learn how a suffix changes the meaning or tense of the word to which it is added. Students review common prefixes (**re**, **con**, **pro**, **un**, etc.). They will then determine the meaning of a new word formed when a known affix is added to a known word (**care/careless**, **understand/misunderstanding**). The study of common Latin roots (**struct**, **dict**, etc.) continues and students use these as clues to the meaning of unknown words with the same root (**construct**, **deconstruct**, etc.).

New within Level 3, students work with homophones, or sound-alike words which have different meanings (whether, weather). The **Guess Which One** activity further develops vocabulary (and spelling) skills with homophones by distinguishing differences in meaning from the context of various sentences.

Previously, students learned dictionary skills by using the four quadrants of the alphabet: **a-f**; **g-l**; **m-s**; **t-z**. The letter arrangements on the Standard Sound Card display and students' Letter Boards reflect these quadrants. Teachers help Level 3 students think of the quadrants as they continue dictionary work. Throughout the day, students use print and electronic dictionaries, as well as their Student Notebooks.

Throughout every Foundations lesson, teachers weave vocabulary instruction and talk about word meanings. In other Levels, students learned to construct sentences that demonstrate a word's meaning. In Level 3, this expectation continues. Students orally construct sentences that clearly convey the meaning of targeted vocabulary words. If necessary, teachers demonstrate how to expand sentences to better reflect the meaning of selected words. They pose questions to help expand and then resay the whole sentence. For example, for the word shed, a student might provide the sentence, "Dad likes his shed." The teacher helps expand it to say, "Dad likes his shed because it is a good place to store his tools." The additional words help students know what shed means. Teachers challenge students to provide multiple word meanings.

Level 3 offers teachers an extensive word and sentence resource list with which to work. Underlined words are either important academic words (Coxhead, 1998) or high priority words (Biemiller, 2010) students should know. Students can reinforce vocabulary and sentence-making skills with activities in the Home Support Pack 3.

Automaticity, Fluency, & Comprehension

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

Fluent reading is an essential skill for comprehension. Automaticity is a term that refers to the quick and automatic recognition of words in isolation. Automaticity is necessary for fluency, but it is not sufficient. In addition to automaticity, students need to develop prosody (phrasing) and expression.

In previous levels, teachers taught students to read in thought groups, or phrases, that connect meaning. They helped students with phrasing by scooping sentences. “A focus on phrasing has substantial potential for delivering positive outcomes across a number of areas related to reading proficiency” (Rasinski, 2006, p.4).

Students who have successfully completed Level 2 should be able to decode grade-appropriate, non-controlled informational text or authentic literature, it is not necessary to limit Level 3 students to highly controlled text. Therefore, students can use short, grade-appropriate passages to develop their fluency. Students echo and chorally read passages and teachers also model prosody by scooping sentences into phrases:

The temperature outside is below freezing.

How does Foundations address comprehension and Comprehension S.O.S. in Level 3?

Although Foundations is not a comprehension program, it provides instruction to help students learn how to think actively while reading and to self-monitor their understanding. In Level K, students began to develop this skill with the **Storytime** activity. In Levels 1 and 2, **Storytime** develops students’ ability to form visual images from words, to imagine scenes and predict subsequent events, and to recall and explain what was in the written text. Visual images aid comprehension and memory by acting as mental pegs onto which information can be hooked (Sadloski & Paivo, 2001). Teachers help students create mental images by stopping and supporting their understanding of words with gestures, mental imagery, and drawing picture notes as needed. This scaffolding of understanding is called Comprehension S.O.S.™ in Wilson® programs. It stands for “Comprehension: Stop-Orient-Support/Scaffold” and is a teacher-led interactive discussion.

Level 3 no longer includes **Storytime** lessons because students are expected to use the strategies previously taught to them as they read throughout the day. Teachers remind students to “make a movie” whenever they are reading and guide them to create a mental image of the words of a passage. Linking the words to a picture in their minds will help students with understanding and recall of information. Not to mention, it helps make words “come alive” and reading more FUN!

Comprehension S.O.S. activities always conclude with retelling. The ability to retell a story or information that has been read is an important skill that should be developed. Retelling confirms and solidifies understanding and helps with the learning of information. It also helps develop a student’s oral language skill. In Level 3, students continue to develop the ability to retell stories using Comprehension S.O.S. For more information on Comprehension S.O.S., see the Prevention/Early Intervention Learning Community.

Lastly, in Levels 1 and 2, students learned the differences between narrative and informational text because understanding text structure aids comprehension. During read alouds with authentic texts, Level 3 teachers should continue to emphasize the difference between narrative and informational text.

Learning Activities that Support Vocabulary, Automaticity, Fluency, & Comprehension, and Standards Connections

Learning Activities

Standards Supported:

(See crosswalk available on PLC)



- Introduce New Concepts
- Word Talk
- Word of the Day

- Form and use regular and irregular plural nouns (L 1b)
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L 1g)

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?

The accurate visual representation of both letters and words is orthography. The ability to picture and store this visual representation provides the foundation for reading and spelling.

Students learn to segment and spell words in correspondence to decoding patterns. They learn to segment and associate letters with sounds rather than memorize these words. Spelling is generally more difficult than reading because spelling does not offer visual cues so students must determine the correct letters in sequence. Thus, although decoding and spelling instruction in Foundations will follow the same sequence, for some students, spelling skills may lag behind.

In Levels K-2, students developed basic spelling skills as well as more advanced skills with spelling options. In Level 3, teachers will both reinforce the previously taught spelling skills and teach advanced spelling rules and patterns.

Students learned many conventions of the English language in Levels K-2. In Level 3, teachers should hold them accountable throughout the day for previously taught concepts as well as for all new concepts and skills. When students write independently, it is important they use their Student Notebooks as a reference tool, as needed.

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



How does Foundations teach punctuation and capitalization?

Guided Proofreading Procedures	
	Achieving Literacy for Life 1 2 3
1.	Point to each word as your teacher reads the sentence to you. Chad got the map from Beth.
2.	Check your capitalization and punctuation. A., ?!
3.	Circle Trick Words as directed by your teacher. the have from
4.	Tap all 1-syllable words to check your spelling. log dot web tub
5.	Scoop syllables in multi-syllable words to check your spelling. upset cabin
6.	Circle suffixes, and check your spelling. buggy tricks
7.	Scoop sentence into phrases and read aloud.
8.	Fix any mistakes.

Students also systematically learn punctuation, capitalization, and proofreading skills. This begins along with print awareness in kindergarten and is reinforced throughout all levels. Teachers can visit the Prevention/Early Intervention Learning Community for reference to all capitalization and punctuation rules taught in Levels K-2. Also, students have a page for reference at the back of their Composition Books.

In Level 3, teachers reinforce the proofreading of sentences for dictation activities. They should hold students accountable for the application of capitalization and punctuation rules throughout the day.

Guided Proofreading Procedures

Cursive Handwriting

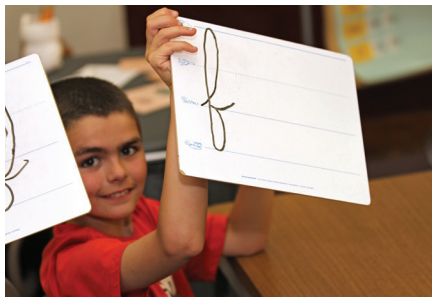
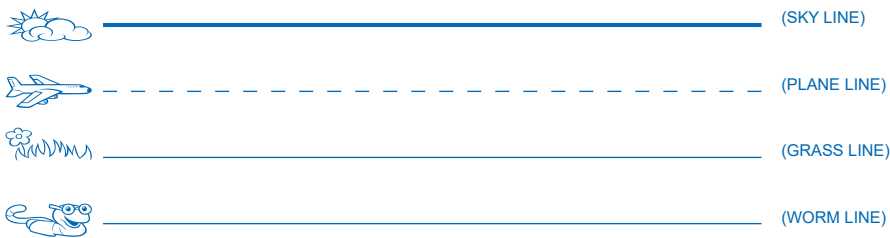
How does Foundations® teach cursive handwriting?

Foundations Level 3 provides carefully planned and explicit cursive handwriting instruction with the goal that all students will develop legible and fluent cursive handwriting. This begins with automaticity of consistent letter formation, which requires substantial repeated practice. To write a letter, a child must identify the letter by name, memorize the formation of it, and quickly retrieve this form from memory (Edwards, 2003). In Level 3, teachers are provided with the language and tools to instruct students in size, shape, spacing, slant, and stroke for the formation of cursive letters.



Letters are practiced with sky writing. Gross motor memory helps students learn letter formation. Students master cursive letter formation with verbal cues, repetition, sky writing, tracing, and writing practice (all described within the learning activities).

In Foundations, lines are given the following names:



Consistent verbalizations direct students' letter formation. For example, for the cursive letter l, teachers will say, "l is a loop letter. It starts on the grass line. Point to the grass line. Glide up to the sky line. Loop back down to the grass line and make a tail." Students appear to recall the sequence of movements of a letter better if the instructor verbalizes consistent, precise directions for writing each letter shape" (Wolf, 2011, p.192).

Teachers should hold students accountable for proper letter formation during dictation and throughout the day. It is also important to establish good writing habits. Pencil grip and writing position are reinforced. Students should write with their chairs pulled in and their feet on the floor. The students' elbows should be on the table with their "free" hand holding the paper in place.

Teachers can visit the Wilson Cursive Writing Program page on the Prevention/Early Intervention Learning Community for letter formation verbalizations, demonstration videos, home support, and more.

Learning Activities that Support Spelling and Standards Connections

Learning Activities



- Introduce New Concepts
- Echo/Find Words
- Word Talk
- Word of the Day
- Dictation

Standards Supported:

(See crosswalk available on PLC)

- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (L 2e)
- Use spelling patterns and generalizations in writing words (L 2f)
- Consult reference materials, including beginning dictionaries as needed, to check/correct spellings (L 2g)

Lesson Planning

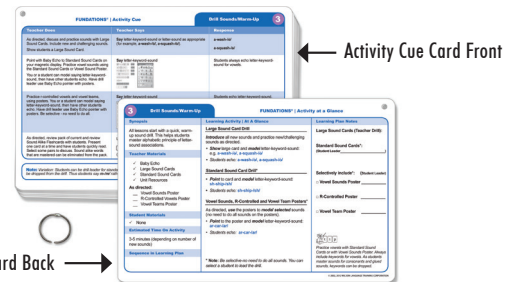
How is the Teacher's Manual organized?

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 3 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	Introduce New Concepts	Word of the Day	Word Talk
Sky Write/Letter Formation	Letter Formation (Individual Letters)	Dictation (Dry Erase)	Make It Fun	Dictation (Day 5 Check-Up)
	Guess Which One		Dictation (Composition Book)	

Unit 5 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 PLC, 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 (PLC) 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 PLC
- 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.

Prevention/Early Intervention Learning Community Connection

Fillable Daily Plan

Activity Strips

Sample Learning Plan 3

Diagnostic Teaching

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

What does 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 **Guess Which One**. 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?

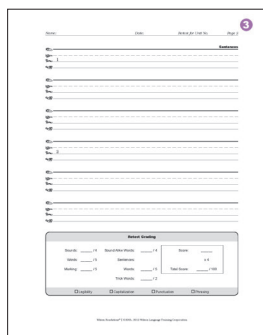
Differentiating instruction is a product of diagnostic teaching, and Foundations teachers utilize strategies to meet the needs of all their students. Once needs are determined through assessments, classwork is tailored accordingly. Differentiation guidelines for students who need extra support (ELLs 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 PLC offers Lesson Support Activities for targeted instruction and supplements for advanced work.

Who needs Tier 2 Intervention?

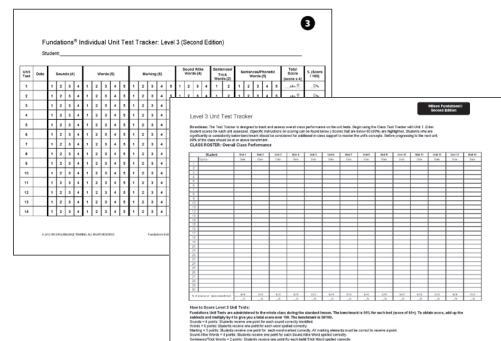
Using **Unit Tests** and benchmark assessments such as DIBELS, teachers can evaluate *beginning-of-the-year* scores to identify at-risk students. Instruction for these students includes the standard lesson plus an intervention lesson targeting difficulties. Guidance is available on the PLC and in intervention workshops.

Prevention/Early Intervention Learning Community Connection

Level 3 Unit Retest Recording Form

A form for recording retest results for Level 3. It includes a header with 'Name', 'Date', and 'Page 3'. The main body is a large table with multiple rows for recording scores. At the bottom, there is a 'Retest Results' section with fields for 'Score', 'Date', and 'Teacher'.

Whole Class & Individual Class Test Trackers

Two forms for tracking test results. The top form is the 'Foundations® Individual Unit Test Tracker: Level 3 (Second Edition)' which includes a table for recording scores for each student across multiple units. The bottom form is the 'Level 3 Unit Test Tracker' which includes a table for recording scores for each unit across multiple students.

Materials

The Foundations® Teacher's Kit 3 includes comprehensive materials to facilitate teachers' use of the program. Level 3 materials support an integrated, multisensory structured literacy approach to instruction, using visual, auditory, tactile, and kinesthetic modalities.



- 1 **Teacher's Manual 3:** 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 concept
- 2 **Baby Echo Puppet:** Serves as an effective helper for promoting student responses
- 3 **Activity Cue Cards 3:** Offer a quick reference for Learning Activities
- 4 **Home Support Pack 3:** Informs parents/caregivers about Foundations and how they can support progress, and includes student activities
- 5 **Cursive Alphabet Wall Strip,** 6 **Large Sound Cards 3,** 7 **Standard Sound Cards 3,** 8 **Sound Alike Flashcards,** 9 **Magnetic Strips,** 10 **Word of the Day Cards 3,** 11 **Classroom Posters Set 3:** Supports students' letter recognition, phonological awareness, and phonics skills via visual prompts, oral language, and systematic modeling and practice
- 12 **Large Dictation Grid,** 13 **Suffix and Syllable Frames,** 14 **Cursive Letter Formation Guides:** Used extensively for cursive 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:** A kinesthetic component for letter formation practice
- 18 **Student Notebook 3:** A reference for letter formation, keyword pictures, and sounds; lends itself to kinesthetic tracing strategies
- 19 **Composition Book 3:** A book for dictation of sounds, words, and sentences
- 20 **My Foundations Journal:** A supplemental material for writing letters and words as well as coloring
- 21 **Wilson Cursive Writing Kit:** Contains laminated reproducible worksheets geared for both right- and left-handed students to practice upper- and lowercase letters and connectives to ensure mastery
- 22 **Cursive Desk Strip:** A useful reference material for independent decoding and spelling activities
- 23 **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

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.



Fundations® Level 3 Workshop

Provides underlying principles and practical strategies. Reviews the skills, materials, multisensory practices, and activities taught in Level 3.

Intervention Workshop

Focuses on the skills, materials, activities, and lesson planning of the intervention lesson; how the Foundations 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.

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.

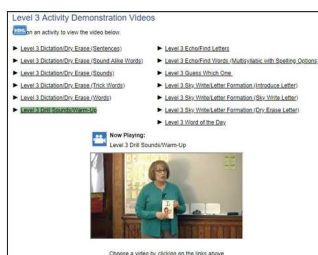
Sustainability Plan

The **Fundations Level 3 Facilitator Certification** program develops teacher-leaders who will gain a deeper knowledge of program implementation at Level 3 in order to support teachers within their district. It is a yearlong program designed to build staff capacity by supporting the implementation of Foundations and contributing to teacher and student success.

The **Fundations Level 3 Presenter Development** helps build capacity by training teacher-leaders in a deeper understanding of language structure to support program implementation at Level 3, as well as to become credentialed to present the Foundations Level 3 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.

Prevention/Early Intervention Learning Community Connection

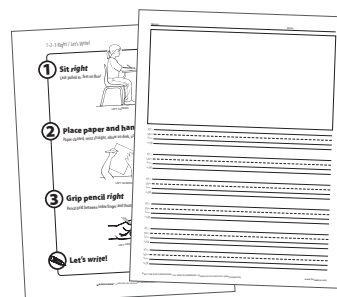
Lesson, Sound, and Activity Demos



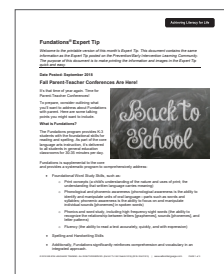
Discussion Board

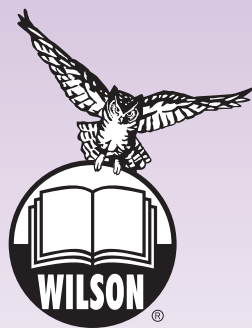


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