

K-3



Program Overview

**Building a foundation for reading and spelling:
A multisensory structured literacy approach
aligned with the science of reading**

Prevention • Tier 1

Early Intervention • Tier 2



Levels K-3 Overview

What is the focus of Foundations®?

Informed by an extensive research base and designed to achieve success with a variety of learners, Foundations® stands out for its presentation of all skills in a systematic and sequential manner across the Levels (a Pre-K Activity Set is also available):

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

Additionally, it significantly reinforces other English language arts standards using an integrated approach, particularly vocabulary and comprehension.

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

Each Level is a yearlong program:

- 30 minutes/day
- 32+ weeks of instruction

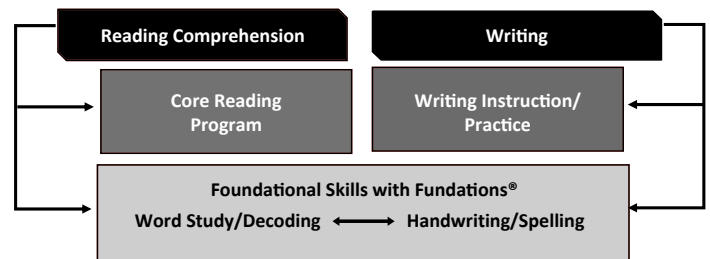
Foundations Structured Literacy approach to foundational skills instruction is beneficial to all students and necessary for some in order for them to acquire the foundational skills of reading.



How does Foundations work with core reading programs?

Foundations K-3 teaches accuracy of decoding, spelling, and handwriting in a carefully integrated and scaffolded sequence that is taught to mastery. For an integrated, comprehensive approach to reading and spelling, implement Foundations alongside a core or literature-based language arts program that includes a variety of text experiences. This 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.



Foundations alignment to standards is available at www.wilsonlanguage.com and in the online Foundations Learning Community on Wilson Academy®.

Building a Foundation for Reading & Spelling

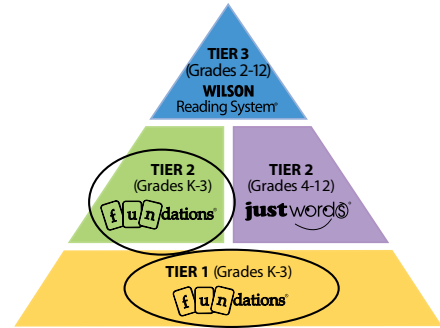
Essential Features

- The curriculum and strategies are expertly aligned to the **science of reading and writing**. The design is informed by 30+ years of working with students, including those with dyslexia.
- Foundations teaches both reading and spelling simultaneously with a **multisensory structured literacy approach**, which explicitly teaches total word structure, not just phonics.
- Skills overlap rather than being treated in isolation. The power of the **30-minute daily lesson** is that it teaches and reinforces skills in a highly integrated approach.
- Thoroughly teaches the **foundational skills** in states' rigorous college- and career-readiness standards and strongly supports the reading, writing, and language standards, providing mastery instruction for many of the goals in each of these areas.
- Embedded **progress monitoring** means that students requiring a more intensive program can be identified before undergoing years of struggle.

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. Each Level provides a yearlong program and is designed for all K-3 students (Tier 1) as well as at-risk students who require early intervention (Tier 2). With Foundations, children of varying learning abilities receive a foundation for reading, spelling, and handwriting.



Tier 1: Prevention		Tier 2: Early Intervention	
	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.		Instruction is provided to at-risk students needing <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	• All K-3 general education students		• All K-3 struggling, at-risk readers in lowest 30th percentile
Group Size	• Whole class		• Small group or one-to-one
Lesson Length	• Standard lesson is 30 minutes daily, 5 days/week		• Intervention lesson is 30 minutes, 3-5 times per week, plus the daily 30-minute standard lesson
Setting	• General education classroom		• May be conducted within or outside the general education classroom
Instructor	• General education teacher		• 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®/Foundations Learning Community (online and specific to each Level) • Virtual Resource Hub (FUN HUB®) • Program workshops • Virtual Implementation Support (VIS) • Demonstration sites with coaching • Sustainability plans with Facilitator and Presenter Certifications 		<ul style="list-style-type: none"> • Integrated teacher support through Wilson Academy®/Foundations Learning Community (online and specific to each Level) • Virtual Resource Hub (FUN HUB®) • Program workshops • Virtual Implementation Support (VIS) • Demonstration sites with coaching • Sustainability plans with Facilitator and Presenter Certifications

What supports are available for Foundations® teachers?

- *Hardcover Teacher's Manual*: Explicit and easy-to-follow daily learning plans, a quick glance at the day's activities and procedures, a list of materials to be used by the teacher and students, and extensive resource of controlled texts; Unit Tests and planning for resources provided at the end of each Unit; Digital Teacher's Manuals (all Levels) available with FUN HUB access
- *Integrated, on-demand teacher support*: Extensive, instantly accessible printable materials, animations/video demonstrations, and expert tips through the online Foundations Learning Community
- *Targeted instruction/intervention resources*: Progress monitoring tools for Levels K-2, as well as guidelines, forms, and various templates for Tier 2 instruction
- *Assessments*: Weekly diagnostic checks and Unit Tests to determine student mastery; Unit Test Tracker available with FUN HUB access
- *Home Support*: Information for parents/guardians and accompanying Unit materials (also available in Spanish)
- *Professional learning*: Level-specific and Intervention Workshops, VIS, coaching, and sustainability plans

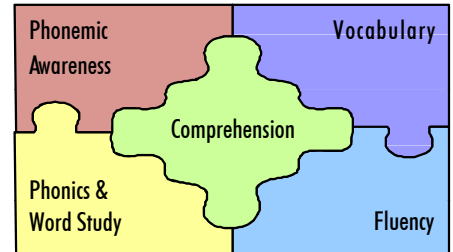
Research Base

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 [NICHD], 2000).

All children in grades K–3 should receive direct, systematic instruction in these five areas. Together, they form the foundation upon which higher level reading

See each Teacher's Manual to learn how Foundations Learning Activities align with effective instruction research.

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 (Achieve, 2012; ACT, Inc., 2010). 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 impedes vocabulary development and reading comprehension (Hulme et al., 2019; Perfetti, 2010). Foundations instruction is designed to prevent these deficiencies.



Phonemic Awareness

Direct instruction in phonemic awareness is a critical component of an effective reading curriculum (Fisher & Frey, 2020; Lonigan et al., 2009; Melby-Lervåg et al., 2012; Rupley, 2009; Rupley et al., 2009). Specifically, 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” (NICHD, 2000, p. 2-28). Another finding with a similar outcome stated that, “Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet” (Armbruster et al., 2006). Indeed, “Without awareness of phonemes and the ways in which they are represented in print, written words would seem to be arbitrary sets of letters that must be memorized” (International Dyslexia Association, 2022).

Aligned with these findings, phonemic awareness training in Foundations teaches letters with sounds to help students learn to manipulate and segment sounds. Instruction is closely linked with the direct teaching of the alphabetic principle (letter to sound/grapheme to phoneme correspondences). Once students connect phonemes to graphemes, they have established understanding of the alphabetic principle.

Independent Review by the Florida Center for Reading Research [FCRR] identified the following program strengths:

- Foundations is derived from research found to be effective with diverse learners.
- Foundations is highly systematic within and across lessons.
- Multimodal 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.
- There are many lesson activities and games for whole-class or group participation.
- Materials are teacher friendly and the online Foundations Learning Community provides excellent demonstrations of each teaching activity used in the program. Teachers can review techniques as needed.
- No program weaknesses were noted.

In U.S. schools, students using Foundations in Tiers 1 and 2 achieve greater gains in foundational literacy skills compared to students using previously implemented programs. These results hold true for English learners (EL) as well.

*For details:
<https://tinyurl.com/FUNEvidence>*



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 (Ehri, 2020; Ehri & Flugman, 2018; Stuebing et al., 2008). Each grade-level program builds on previously learned skills and concepts and dives into more complex reading skills such as word structure, syllable identification, and segmentation. In Levels K and 1, Fundations students are directly taught letter-sound correspondence in the written form of the English language and then move on to acquire word-level skills, beginning in kindergarten with blending three-sound short vowel words and then words with digraphs. By Level 2, students have learned to read and spell all syllable types in single and multisyllabic words, and more than 200 high frequency and irregular words. In Level 3, they progress further into the study of word structure, focusing on advanced spelling rules and morphology, or word elements.

Fluency

Research shows fluency is a strong predictor of reading comprehension (Breznitz, 2006; Hudson et al., 2010; Kim et al., 2011; Kim et al., 2012; Lai et al., 2014; Priya & Wagner, 2009). Fundations students use a penciling technique to chunk text into meaningful phrases and practice reading connected text accurately and fluently (Benjamin & Schwanenflugel, 2010; Rosenshine, 2012; Wanzek & Vaughn, 2007; Wolters et al., 2020; Veenendaal et al., 2016). Prosody helps readers chunk text into syntactically appropriate units that assist them in constructing meaning (Arcand et al., 2014; LeVasseur et al., 2008).

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). Fundations instruction strives to develop students’ interest in and knowledge of both word structure and meanings. Vocabulary is taught directly and with distributed practice (Cepeda et al., 2006; McKeown, 2019; Ellerman et al., 2009). First, students learn the meaning of select words. Selection is based on vocabulary instruction research (Beck et al., 2002; McKeown, 2019). Next, students practice reading or using the words across different contexts, which fosters a deeper understanding of words’ meanings and students’ memory of them (Cepeda et al., 2006; Rupley et al., 2009; Scott & Nagy, 2004).

Comprehension

Accurate, fluent word reading is a leading factor affecting a skilled reader’s comprehension of text (Carlisle & Rice, 2002; Kuhn & Schwanenflugel, 2018); Fundations instruction supports this goal. Fundations 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, Fundations includes both reading and listening comprehension instruction, incorporating visualization and retelling strategies, supported close reading, and oral language 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; Purcell et al., 2017; Rapp & Lipka, 2011). 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 (Ehri, 2020, 2021). This has led to the recommendation that as children learn to read words, they also learn to spell them (Carreker, 2011; Moats, 2020; Shaywitz, 2003; Shaywitz & Shaywitz, 2020). In Fundations, spelling is connected to phonics instruction—students learn to segment and spell words corresponding to decoding patterns. They also learn high frequency words for quick and automatic recognition and for spelling. Capitalization, punctuation, and proofreading skills are taught systematically and explicitly, as is handwriting. These transcription skills are critical to student writing success in later grades. Research indicates that challenges in handwriting and spelling affect the quantity and quality of writing in later grades (Ehri, 2020; Galuschka et al., 2020; Gentry & Graham, 2010; Graham, 2018).

English Learners

Decoding words is a prerequisite for reading comprehension. For students needing decoding practice (EL 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

Each Level of Foundations® incorporates the principles of instruction identified by research as effective in increasing achievement for all students, whether struggling, accelerated, or English learners (EL).

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.

Multimodal, Engaging Multiple Learning Modalities

Lessons are interactive 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 and 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-specific Home Support Packs.

Cognitive and Rigorous

Students engage in metacognitive thinking because it is essential to understanding the underpinnings of word structure and it 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 on 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

Each Level of Foundations® builds upon the previous one. Foundations Levels K, 1, and 2 lay the critical groundwork for the foundational skills needed to supplement a literature-based language arts program. Level 3 extends and secures this groundwork, requiring successful completion of Level 2 as a prerequisite due to the advanced nature of the curriculum. Foundations also offers a supplementary activity set for Pre-K students. Additionally, Foundations Ready to Rise® is available to help teachers organize for accelerated learning during the summer months or as an intensive boost in the fall.



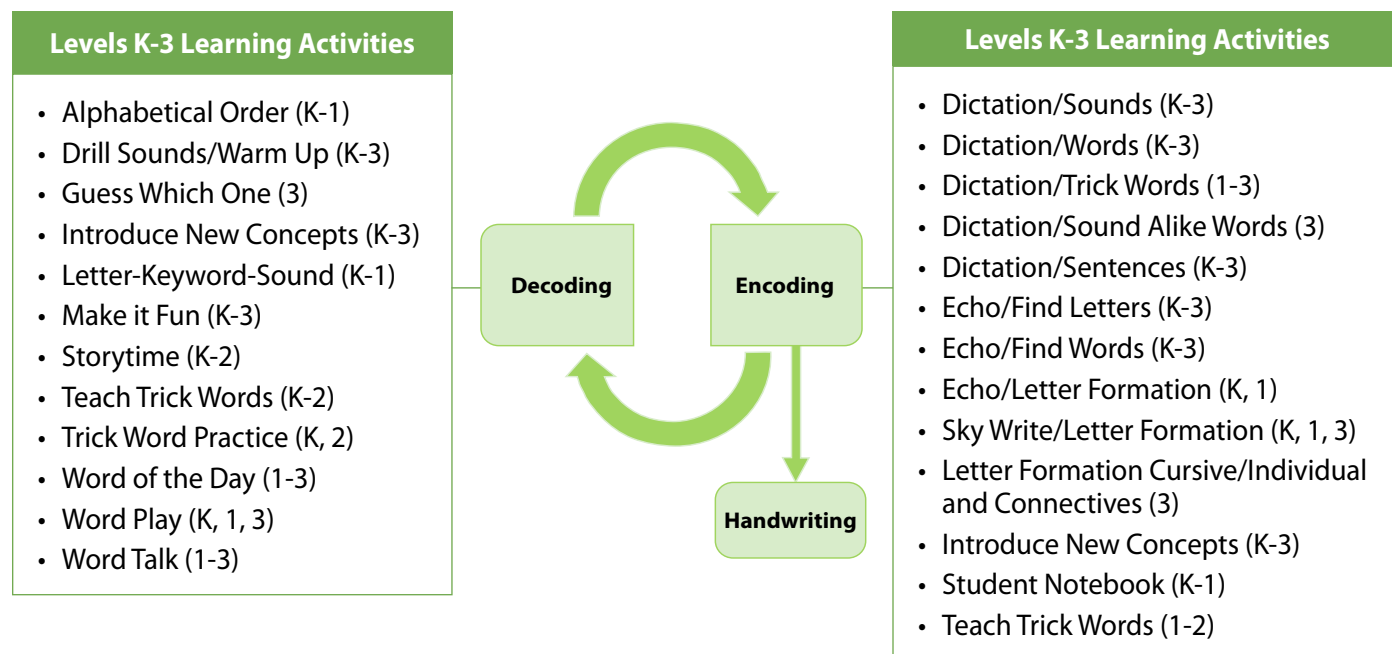
Teaching to Mastery Through Learning Activities

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 with multiple formats
- ✓ integrated practice of new and review skills

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



Standards Alignment K-3

Foundations® offers specific, measurable learning objectives that are aligned to states' rigorous college- and career-readiness standards for English Language Arts and Literacy for grades K-3.

Foundations and Foundational Skills Standards

Foundations thoroughly teaches the foundational skills in states' college- and career-readiness standards, and strongly supports the reading, writing, and language standards, providing mastery instruction for many of the goals in each of those areas. Students learn through explicit instruction:

- Fundamentals of reading, including systematic phonics (such as phonological awareness, phonics, and word recognition) and the study of word structure
- Rules of English, including the six syllable types, digraphs, blends, vowel teams, prefixes, roots, and suffixes
- Recognition of words that do not follow predictable patterns
- Decoding mastery through engaging activities— emphasis is on the application of skills so students read with sufficient fluency to support comprehension; differentiation for the amount of practice is achieved through Unit Tests, and bi-weekly progress monitoring for students in Tier 2 small groups

Foundations and ELA Language Standards

Foundations provides direct and systematic instruction in:

- Uppercase and lowercase letter formation, which is linked to the foundational skill of letter sounds for both reading and spelling
- Conventions of standard English spelling for common spelling patterns
- Spelling of irregular words and frequently confused words (e.g., **their**, **there**, **they're**)
- Conventions of standard English capitalization and punctuation
- Reference skills, including application of skills through extensive dictionary work
- Multiple meaning words and affixes
- Production and expansion of complete sentences of varied kinds in response to prompts



Foundations and English Learners

- Foundations helps English learners (EL) by teaching the skills and strategies they need to be successful in learning to read and write in English.
- Teachers use modeling and scaffolded instruction, which are enhanced by visual, physical, and kinesthetic involvement, to ensure that students understand the skills being taught, learn the procedures, and can use those skills and procedures on their own.
- Interactive, hands-on activities help reinforce the acquisition of language associated with reading and spelling, as well as other literacy skills.
- Teachers build students' metacognitive skills by having them think about the learning tools they have acquired and consider which they should draw on if they need help. They also connect current learning to previously taught skills and explain how the new skills will help them achieve future goals.
- By having an integrated assessment component, teachers can assess students' areas of strength and weakness and can differentiate instruction as appropriate. As a comprehensive word study program addressing reading, spelling, and writing skills, students will be well-prepared to meet grade-level standards for college and career readiness, and will be ready for success in subsequent grades.

Levels K-3 Scope & Sequence

Fundations® Scope & Sequence

The research-based approach of Fundations® and its extensive program materials allow K-3 teachers to confidently present a carefully structured reading and spelling curriculum using engaging, multimodal techniques.

Fundations presents all skills in a systematic and sequential manner in four Levels: K, 1, 2, and 3. Each provides a yearlong curriculum.

The four Levels of Fundations will most often correspond to students' grade level. However, the program can also be used sequentially with struggling students in other grades.

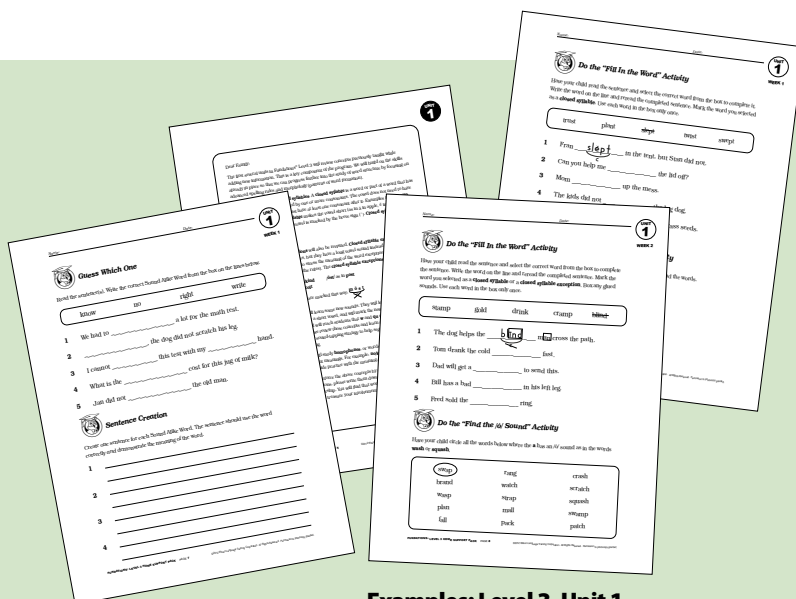
Fundations systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/sight words) and sets the foundation for writing by directly teaching handwriting, the study of English orthography for spelling, and the basic skills for capitalization and punctuation. It also contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text.



- Reading skills and strategies:
 - Phonological awareness and phonemic awareness skills
 - Print awareness skills
 - Phonics and decoding
 - Word attack
- Vocabulary development
 - Introduction of new words
 - Word-learning strategies
 - Academic vocabulary
- Fluency
 - Accurate, fluent reading
 - Meaningful phrasing and expression
 - Appropriate rate
- Comprehension (listening and written) strategies
 - Analyzing text and drawing conclusions/ making inferences
 - Connecting text to personal experiences and other text
- Writing skills and conventions
 - Spelling skills and conventions (rules and patterns)
 - Use of writing conventions such as use of capital and lowercase letters
 - Grammatical conventions in the use of tense (present tense, past tense, etc.)
 - Use of punctuation at the end of sentences

Home Support Pack for Levels K-3

The Fundations Home Support Packs for Levels K, 1, 2, and 3 (Spanish versions available and sold separately) inform parents/guardians and support personnel about what is happening in the classroom and suggest home activities that reinforce classroom learning. They include reproducible letters to parents explaining each Unit, and home activity sheets for students. Each pack corresponds to the sequence of the Teacher's Manuals.



Examples: Level 3, Unit 1

Print Awareness K-1

"It has become increasingly clear that several aspects of children's knowledge about written language processes of reading play a crucial role in their development of reading ability." -Lomax & McGee, 1987

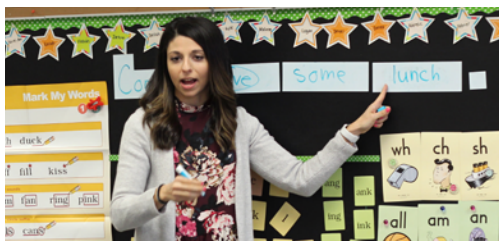
How does Foundations® teach print awareness in kindergarten?

Print awareness is developed through varied practice designed to advance students' understanding that print has different purposes and is an ordered system that must be approached in a way that unlocks its meaning.

During the **Storytime** activity, print awareness is explicitly connected to books and stories. The multi-part "Echo" stories allow teachers to guide students through the process of hearing a story, retelling it, drawing pictures to represent the story, writing words and sentences to correspond to the pictures, and then finally reading the story by scooping and reading sentences in phrases, one sentence at a time. This process helps students make the connection that printed language, like spoken language, carries messages for both information and enjoyment. It helps students recognize words as distinct elements of oral and written communication.

As teachers read a story, they demonstrate reading left to right and top to bottom, associate words on the page to story events, and indicate that sentences consist of individual words. For an example of this process, see Unit 1 Baby Echo Flies: Part I, Week 8; Part II, Week 9; Part III, Week 10; and Part IV, Week 11.

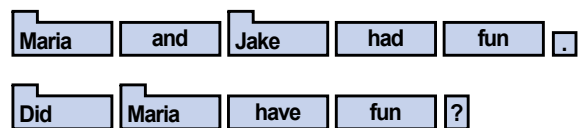
To promote students' development of print and book awareness, some other **Storytime** activities recommend books (both informational and narrative) and direct teachers to discuss: proper handling of a book; front and back cover; title, author, and illustrator; and features of print. See Unit 1, Week 6, Day 5, and Unit 4, Week 1, Day 5 for examples.



Print awareness is further demonstrated and reinforced during activities that use the Sentence Frames to teach concepts: **Introduce New Concepts**, **Teach Trick Words**, **Trick Word Practice**, **Word Play-Word Awareness**, **Word Play-Read Sentences**, and **Dictation/Sentences**. These activities emphasize that sentences are read left to right and words are separated by spaces in print. Also, key elements of sentence structure such as capitalization and punctuation are directly taught. See Unit 1, Week 6, Day 4 for an example.

What print awareness skills are taught in Level 1?

Foundations® Level 1 builds upon the print awareness skills introduced in kindergarten. Once again, students demonstrate understanding of the organization and basic features of print during the **Storytime** activity, and print awareness is demonstrated and reinforced during several activities using Sentence Frames. In addition to emphasizing that sentences are read left to right and words are separated by spaces, connections to books are made. Students also systematically build upon their punctuation and capitalization knowledge, thereby developing proofreading skills. Specifically, teachers instruct students on the use of a period, question mark, and exclamation point. Level 1 students learn that the names of people and places, as well as dates and the beginnings of sentences, begin with uppercase letters. See Unit 2, Week 2, Day 1 for an example.



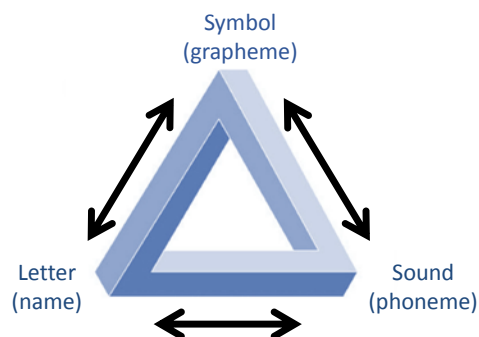
Letter ID & Letter Sound Mastery K-1

"Children's knowledge of letters is a strong predictor of their success in learning to read." -Adams, 1990

How do Levels K and 1 help students identify letters and master the alphabetic principle?

The alphabetic principle is the understanding that there are systematic and predictable relationships between written letters and spoken sounds. This understanding represents an important component of emergent literacy (Whitehurst & Lonigan, 1998). Level K students not only learn to recognize and name letters, they simultaneously learn letter formation and the letter-sound correspondence. This creates important linkages that help to "bind the visual, motor, and phonological images of the letter together at once" (Adams, 1990, p. 355). The sequence of letter and sound introduction is carefully considered based on this integrated approach. Daily learning activities reinforce this connection, resulting in mastery of:

- Recognition and identification of all 26 letters (lowercase and uppercase)
- Association of letter name, keyword, and sound(s) represented by the 26 letters of the alphabet (letter-sound correspondence), including short vowel sounds
- Visual connection between the letter name, the sound(s) represented by the letter(s), its written representation (grapheme), and the formation for all lowercase and uppercase letters
- Alphabetical order



The first Unit of Level 1 provides students review and instructional opportunities, as needed, in the concepts and skills listed above to ensure mastery. See Unit 1, Week 1, Day 1 for an example.

Which activities provide explicit, varied, and repeated practice in these skills?

The following daily learning activities in Levels K and 1 offer practice in a multimodal manner using engaging materials.



The **Letter-Keyword-Sound** activity introduces new letters and sounds associated with a keyword. Every lesson starts with a quick **Drill Sounds/Warm-Up** activity, which helps students master the alphabetic principle of letter-sound associations.



Sound mastery is taught in two directions: letter-to-sound and sound-to-letter. The **Echo/Find Letters** activity helps to solidify sound-to-symbol correspondence and sets the foundation for spelling.



Letter formation skills are taught using kinesthetic and tactile memory in the **Sky Write/Letter Formation** and **Echo/Letter Formation** activities, and the **Student Notebook**. These activities help students make a multimodal association between the auditory sound of a letter, the grapheme (its visual representation), and the kinesthetic memory of its letter formation.



Other activities such as **Alphabetical Order** (Level K), **Dictation/Sounds**, **Make it Fun**, **Word Play**, and **Storytime** reinforce letter recognition and letter-sound mastery. Letter identification practice is embedded in meaningful print during initial letter/sound identification activities and later during decoding and encoding activities.

Handwriting K-3

"Skills, such as handwriting fluency and spelling, play an important role in writing development, accounting for a sizable portion of the variance in writing quality and fluency." -Graham et al., 1997

What principles of handwriting instruction are addressed?

Automaticity and fluency in handwriting are strong predictors of the quantity and quality of written composition. This is true for typically developing writers and writers with disabilities (Blalock, 1985), because non-proficient handwriters cannot keep up with their ideas (Graham, 2005).

To support fluent, legible handwriting across the Levels:

- Effective work habits are reinforced, such as correct posture, paper position, and pencil grip.
- Letters are grouped into "like patterns."
- Letter formation is initially introduced using gross motor memory during the **Sky Write/Letter Formation** activity.
- Students are guided through a letter's formation using consistent verbalization.
- Teachers use a gradual release approach to support students' incremental skill mastery. Students first use gross motor memory to sky write, then fine motor memory to trace a letter, then to copy it, and finally to write the letter from memory.
- Grid lines for writing are given specific names and used as reference points.
- Students are held accountable for neat, proper handwriting.



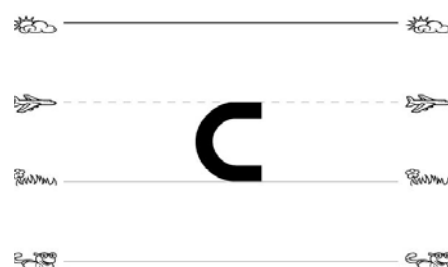
How is print letter formation taught?



From the beginning of the program, print letter formation is tightly integrated with learning the letter name and sound and utilizes the Wilson Font. The sequence of taught letters is carefully grouped into similar patterns.

In Level K, students master print manuscript letter formation (uppercase and lowercase) with verbal cues, repetition, sky writing, tracing, and writing practice. Verbalizations are used explicitly and consistently to help

students establish the correct motor pattern for each letter formation. Each letter is always introduced with the gross motor activity known as sky writing. The connection to the letter name-keyword-sound is always reinforced when practicing letter formation.



Students are taught good writing habits including pencil grip and handwriting position, which includes instruction for students who are right-handed and left-handed. At the beginning of Level 1, direct letter formation instruction is reviewed and taught as needed, focusing on the lowercase letters. See Unit 1, Week 1 for an example. Level 2 teachers note if a student continues to need instruction in print manuscript letter formation. If so, instructional assistance may be found on the Foundations® Learning Community. Teachers use the **Sky Write/Letter Formation** activity and **Echo/Letter Formation** activity for supplemental handwriting instruction. See Orientation, Day 2 for an example. All students are held accountable for proper letter formation during dictation and throughout the day.

Cursive Handwriting 3

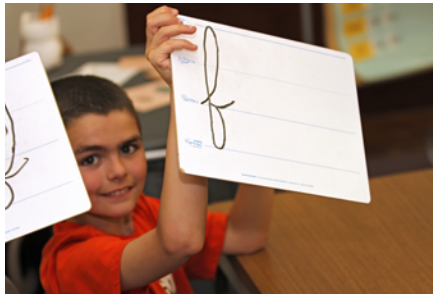
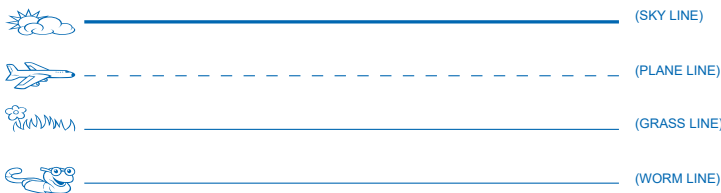
"To write a letter, a child must identify the letter by name, memorize the formation of it, and quickly retrieve this form from memory." -Edwards, 2003

How does Foundations® teach cursive handwriting?

Foundations® Level 3 incorporates 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). Level 3 provides the language and tools to instruct students in size, shape, spacing, slant, and stroke of cursive letter formation.



Letters are practiced with **Sky Writing**. Gross motor memory helps students learn letter formation. See Unit 1, Week 1, Day 1 for an example. Students master cursive letter formation with verbal cues, repetition, sky writing, tracing, and writing practice (all described in the learning activities). Lines are given the following names:



Consistent verbalizations direct students' letter formation. For example, for the cursive letter **f**, teachers will say, "**f** is a loop letter. It starts on the grass line. Point to the grass line. Glide up to the sky line. Loop back all the way down to the worm line. Loop back up 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). See Unit 1, Week 1, Days 4 and 5 for examples.

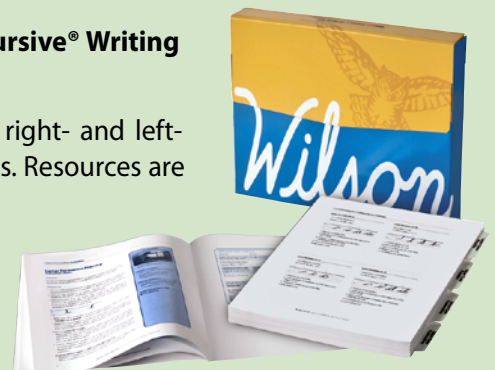
Teachers hold students accountable for proper letter formation during dictation and throughout the day. It is also important to establish good writing habits.

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 online Foundations Learning Community for letter formation verbalizations, demonstration videos, home support, and more.

For Level 2 students ready for cursive handwriting instruction, the **Wilson Cursive® Writing Kit** is available for purchase (not included in the Foundations Teacher's Kit 2).

The Wilson Cursive® Writing Kit includes reproducible worksheets for both right- and left-handed students to practice uppercase and lowercase letters and connectives. Resources are also available on the online Foundations Learning Community for Level 3.



Phonological Awareness K-3

“Teaching children phonological awareness and letter knowledge, particularly when combined, results in improved word-decoding skills.” -Petscher et al., 2020

How do Foundations® students practice phonological awareness skills in Levels K and 1?

Phonological awareness is the umbrella term referring to two distinct areas: phonological sensitivity and phoneme awareness. Phonological sensitivity is the awareness of the large structures of language such as words, syllables, onset-rime, and rhyme. These skills are not prerequisites for starting phonemic awareness instruction. Phonemic awareness is the awareness that there are individual phonemes in spoken syllables and is directly related to the acquisition of reading.

In Foundations®, phonological awareness is taught explicitly and sequentially beginning with word awareness. When a student has word awareness, they know a spoken sentence is made up of separate words.

From the beginning of Level K, students learn about word awareness, how to segment words into syllables, and rhyming words. They also begin to learn about letter-sound correspondences, and practice phonemic awareness activities such as phoneme isolation, blending, segmentation and manipulation. Although there are many different skills within phonemic awareness that require explicit teaching, blending and segmenting at the phoneme level are the most important skills as they lead directly to decoding (sounding out simple words) and encoding (spelling simple words) (Al Otaiba et al., 2019).



Sentence Frames are used to teach word awareness by allowing students to discern separate words in a dictated sentence. In Level K, this skill is emphasized throughout Unit 1 in the **Word Play** activity. See Week 1, Day 4 for a specific example. It is reinforced throughout the year in the **Teach/Practice Trick Words** (starting in Unit 3) and the **Dictation/Sentences** (Unit 5) activities. In Level 1, additional practice with this skill occurs in **Introduce New Concepts** in Unit 2, Week 1, Day 5, and is reinforced in the **Teach Trick Words–Reading** and **Dictation/Sentences** activities. See Unit 2, Week 2 for examples.

Moving along the phonological awareness continuum, students are introduced to the concept of syllable awareness—the understanding that words consist of separate syllables. This is done using the white Syllable Frames which allow students to see and count syllables. Each student puts a hand under their chin to feel the syllables and claps them out to hear the syllables. In Level K, this is practiced in the **Word Play**

activity in Unit 1. For examples, see Week 4, Day 4 and Week 5, Day 4.

In Level 1, students learn more about syllable types. Specifically, in Unit 12, syllables in multisyllabic words are introduced as are syllable division rules. In the **Word of the Day** and **Word Talk** activities, teachers use Standard Sound Cards and Syllable Frames and have students mark words, scoop them into syllables, and mark the syllable types. See Unit 12, Week 1, Day 1 for an example. By Unit 13, students are able to add suffixes to multisyllabic words.

How is rhyming, onset/rime, and distinguishing initial/final sounds of words taught?

While the daily learning plan does not specifically label one Learning Activity as “Phonological/Phonemic Awareness,” these skills are practiced in the **Make It Fun** activity throughout Level K in Units 1, 2, and 3. Rhyming and phonemic awareness practice are often integrated into activities that also reinforce the letter-sound and letter formation skills that have been taught. For specific examples, see **Make It Fun** in Level K, Unit 1, Week 7, Day 3, and Week 9, Day 3. This can also be seen in Level 1. See Unit 7, Week 1, Day 2 and Week 2, Day 3 for examples.

Unit 1 of Level K also has **Storytime** activities that provide suggestions for rhyming and alliteration books. The higher-level skill on the phonological awareness continuum of distinguishing phonemes in a word is practiced daily beginning in Unit 2 through the end of the year.

Phonological Awareness K-3

"This fact is well proven: Phonological awareness is critical for learning to read any alphabetic writing system".
-Ehri, 2004; Rath, 2001; Troia, 2004

How do Foundations® students practice phonological awareness skills in Levels 2 and 3?



In Levels 2 and 3, students continue learning that sentences may be separated into individual words. Work with this skill happens specifically during the **Dictation/Sentences** activity. The teacher dictates a sentence while emphasizing phrases with a pause, and students echo the sentence when prompted. Students independently write the sentence, either on their Dry Erase Writing Tablets or in their Student Composition Books, while one student writes it on the Large Dictation Grid at the front of the classroom. During the proofreading procedure part of the activity, students point to written words in their sentence, ensuring they have captured all of them. This technique further emphasizes that sentences are made up of words. For a Level 2 **Dictation/Sentences** example, see Unit 1, Week 1, Day 4. For a Level 3 example, see Unit 1, Week 1, Day 3.

When students become familiar with the concept of sentences being composed of words, they move on to syllable work. Level 2, Unit 5 reviews the concept of syllables in multisyllabic words (originally introduced in Level 1, Unit 12). Reading and spelling multisyllabic words using segmenting/dividing is also reintroduced. See **Introduce New Concepts** in Level 2, Unit 5, Week 1, Day 1 for an example. Likewise, in Level 3, segmentation/division of multisyllabic words is reviewed beginning in Unit 3. See **Introduce New Concepts**, Unit 3, Week 1, Day 3 for an example.

Syllable work continues with the **Word of the Day** and **Word Talk** activities. Teachers use Standard Sound Cards and Syllable Frames to have students mark words, scoop them into syllables, and mark syllable types. See Level 2, Unit 7, Week 1, Day 5 and Level 3, Unit 3, Week 1, Day 4 for **Word of the Day** examples. See Level 2, Unit 5, Week 2, Day 5 and Level 3, Unit 4, Week 1, Day 5 for **Word Talk** examples. Specific to Level 3, syllable work also happens during **Word Play**. For example, in Unit 5, Week 1, Day 4, several current and review words are made using Syllable Frames. Students read the words aloud, scoop and mark the current concept, and use the words in sentences.

In both Levels 2 and 3, syllabic segmentation practice is also provided in **Echo/Find Words (Multisyllabic Words)**. Students draw lines to represent each syllable of a multisyllabic word on their Letter Boards. Eventually, they build the word using the lines and their Letter Tiles. For examples, see Level 2, Unit 7, Week 1, Day 4 and Level 3, Unit 4, Week 2, Day 1.

The **Dictation/Words (Multisyllabic Words)** activity in Levels 2 and 3 provides further experience with multisyllabic words. The teacher dictates a multisyllabic word, encouraging students to echo the word. The teacher then touches the corresponding white Syllable Frames while saying each syllable aloud. When using Dry Erase Writing Tablets, students do the same—touch the frames printed on their tablets while repeating each syllable. Students then say the first syllable again and write it in the first frame; they say the second syllable again and write it in the next frame. Finally, students write the word on the lines of their Dry Erase Writing Tablets and scoop it into syllables while a volunteer writes the word on the classroom Syllable Frames or the Large Dictation Grid, spelling it orally as they do. Alternatively, when using Composition Books, students repeat each syllable after the teacher, write the word, and scoop it into syllables. For a Level 2 example, see Unit 5, Week 1, Day 4 and for Level 3, see Unit 3, Week 1, Day 4.



Phonemic Awareness K-1

"Phonemic awareness instruction makes a stronger contribution to the improvement of reading and spelling when children are taught to use letters as they manipulate phonemes than when instruction is limited to phonemes alone."

-Put Reading First: The Research Building Blocks for Teaching Children to Read, 2006

How is phonemic awareness taught in Levels K and 1?

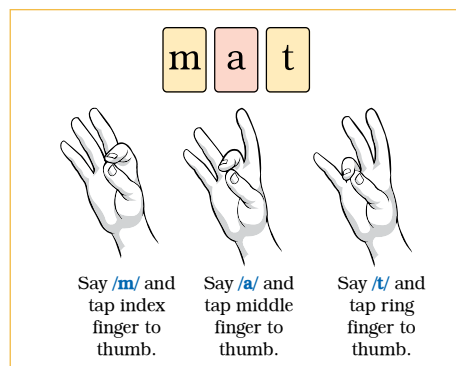
The initial Unit of instruction in Levels K and 1 emphasizes phonological activities across the continuum while teaching letter-sound correspondences. This prepares students for phonemic awareness instruction that begins in Unit 2 and continues until the end of the year.

Students develop their phonemic awareness daily through the **Word Play-Make Words for Decoding**, **Make It Fun**, and **Echo/Find Words** activities where they:

- identify phonemes
- blend phonemes to form words
- segment words into phonemes
- delete or add phonemes to form new words
- substitute phonemes to make new words

In short, Foundations® "tunes in" students to the separate phonemes in a word and develops the understanding that sounds of spoken language work together to make words. This is done through Sound Card manipulation and a sound-tapping process. For a Level K example, see Unit 3, Week 1, Day 2. For a Level 1 example, see Unit 2, Week 1, Day 4.

Teachers and students alike use letter manipulatives (Sound Cards and Letter Tiles) to support the understanding of phoneme segmentation and manipulation, and identification of initial, medial, and final sounds in CVC words. Using letters to teach phonemic awareness was found to be more effective than using sounds alone (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences).



"Phonemic awareness is emphasized in [Foundations] lessons where children segment and blend phonemes in words, and practice phoneme substitution, addition, and manipulation with up to six sounds in a syllable by Level 2. A unique feature of Foundations and the Wilson Reading System® is a tapping method in which students tap out the individual phonemes in a word with their fingertips, and then blend the phonemes into a word."

-FCRR Report on Foundations, 2004



The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read the word. It helps develop a student's awareness about the way phonemes are coarticulated when blended. For a Level K example, see **Make It Fun**, Unit 3, Week 5, Day 4. For a Level 1 example, see **Make It Fun**, Unit 2, Week 2, Day 4.

The skill of isolating phonemes in a spoken word is further emphasized in both Levels in the **Echo/Find Words** and **Dictation** (Level 1) activities. To teach phoneme segmentation for spelling, the same tapping method is used. A student first hears a word dictated, then taps out each sound. Then, the teacher or student use the corresponding Letter Tiles to form the word to reinforce segmentation skills and the spelling-reading connection. In both the **Word Play-Make Words for Decoding** and **Echo/Find Words** activities, teachers are directed to manipulate the sounds in words.

"...acquiring phonemic awareness is a means rather than an end. PA is not acquired for its own sake but rather for its value in helping learners understand and use the alphabetic system to read and write."

-National Reading Panel: Reports of the Subgroups, 2000

Phonics & Word Study K-3

"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 develop sound mastery and learn the alphabetic principle?

Sound mastery is a key component of phonics. In Foundations®, students are directly taught a keyword for each letter's sound, which aligns with research demonstrating that keywords work 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 learned. This two- to three-minute sound drill, the only drill aspect of Foundations, creates 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 throughout the program.

Using memory aids, such as mnemonic pictures, can aid the rate and ease of letter-sound correspondence learning for kindergartners. -McCardle et al., 2008

An important aspect of sound mastery is the teaching of sounds in two directions to support both reading and spelling:

Letter to Sound (reading)



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



Sound to Letter (spelling)



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

In Levels K-3, short vowel sounds are emphasized and practiced daily in the **Drill Sounds/Warm-Up** activity. With an emphasis on the closed-syllable pattern, the **Vowel Extension** activity is also included in the Levels K and 1 learning plan. As a result of this daily practice, students develop automaticity with the short vowel sound while also being taught to listen for and distinguish between the long and short vowels in words they segment.

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 the four Levels of the program, K-3. Students cumulatively learn to process words more quickly by using syllable patterns and orthographic rules.

Through distributed practice and diagnostically planned lessons, teachers simultaneously teach word structure for both reading (decoding) and spelling (encoding). Students learn how to blend sounds for reading and segment sounds for spelling. All instruction is interactive; teachers provide classroom demonstrations using manipulatives to accompany explanations of word structure. Blending and segmenting are taught explicitly through Sound Card and Letter Tile manipulation, as well as via a sound-tapping procedure. First introduced in Level K and continuing through to Level 3, the Wilson finger tapping procedure is a multimodal approach with tactile input through the fingertips that assists students in blending phonemes for reading and separating them for spelling.



Say /m/ and tap index finger to thumb.



Say /a/ and tap middle finger to thumb.



Say /t/ and tap ring finger to thumb.

Phonics & Word Study K-3

How does Foundations® approach word study?

Teachers directly teach word structure starting with letter names and individual sounds, then move into blending sounds into orthographic units, syllables, base words, and suffixes.

A step-by-step approach with consistent and cumulative review is necessary for student mastery.



Level K students learn all letter names and how to identify and fluently produce sounds of consonants (primary), short vowels, and basic digraphs. They learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants: **f, m, n, l, r**, and **s**. See Unit 2 for examples of blending words with these letters.

Level 1 students progress from three sounds in a word to four, then five, and finally six sounds (which is the maximum number of sounds possible in one syllable). Getting students to blend and segment up to five sounds establishes a base for their success. See Unit 10 for examples of blending and segmenting words with five sounds.



In Level 2, teachers help students blend sounds into orthographic units: syllables, base words, and suffixes. Level 2 students also work at length with words that have more complex patterns, including multisyllabic words and all types of vowel patterns as well. See Unit 5 for preliminary examples of multisyllabic work.

Level 3 delves deep into the study of word structure and therefore requires successful completion of Level 2 before starting. Complex word structures include trigraphs (**tch, dge**), new vowel teams (**ei, eigh, igh**), schwa, silent letter combinations (**kn, gn, wr, rh**), and several new Latin suffixes. See Unit 1 for the **tch** work, Unit 10 for new vowel teams, Unit 13 for silent letter combinations, and Unit 12 for work with **dge**.







Why and how does Foundations teach the six syllable types?

For phonetically regular word study, Foundations® 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 them 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.

In Level K, students work with one-syllable, three-sound short vowel words (CVC) and three-sound short vowel words with digraphs. They segment these words into syllables and manipulate phonemes with additions or substitutions. See the **Word Play** activity in Unit 1, Week 4, Day 4 for an example.

The Six Syllable Types

Closed Syllable	
Vowel-Consonant-e Syllable	
Open Syllable	
R-Controlled Syllable	
Vowel Digraph/Diphthong Syllable	
Consonant-le Syllable	

Phonics & Word Study K-3

In Level 1, students learn to read and spell closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. Also, the r-controlled vowels and vowel teams are introduced in the **Quick Drill/Warm-Up** activity to prepare students for learning the r-controlled and vowel digraph/diphthong syllable types later. Learning those sounds in Level 1 helps with students' reading, but because these vowel combinations present a bit more of a challenge for spelling, and because Foundations® purposely focuses on reading and spelling in tandem, in-depth word study for those syllables happens in Level 2. Similarly, students in Level 1 are introduced to open syllables in the context of closed versus open, but they will continue an in-depth word study of open syllables in Level 2. In Level 1, open syllable work begins in Unit 4, Week 2. In Level 2, it begins in Unit 7, Week 1. By the end of Level 2, students can identify all six syllable types for reading and spelling.

In Level 3, students review how to read and spell the six syllable types. 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). See Units 5 and 6 for work done with schwa (ə).

How does Foundations introduce multisyllabic words?



The concept of reading and spelling multisyllabic words is introduced in Level 1. Specifically, students are directly taught syllable division by the manipulation of cards. Students learn about base words and suffixes with the suffixes **-s**, **-es**, **-ed**, and **-ing**, which are by far the most common suffixes, representing 65% of words with a suffix. Additionally, students are taught to spell multisyllabic words by saying and spelling each syllable orally before writing them. Dry Erase Writing Tablets for Dictation activities have syllable frames printed on them to assist students visually and kinesthetically in this process. Immediately after writing the syllables, students scoop each word into syllables to proofread and read the word back. Working in both directions reinforces reading and spelling of multisyllabic words. This suffix work begins in Unit 6.

In Level 2, 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 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.



In Level 3, 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 and Suffix and Syllable Frames. They 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**). The latter begins in Unit 4.

High Frequency Words K-2

"The term sight word means any word that can be read automatically." -Ehri, 2005

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. These words appear so often in text that learning to read them on sight will increase children's reading fluency (Joseph et al., 2013). As a result, students need to learn to recognize and spell them quickly.

To help students learn high frequency words, the teacher shows the word, points out the familiar word structure already taught, and indicates the part they are not familiar with—the "tricky" part of the word. This "tricky" part is why high frequency words are called Trick Words in Foundations.



In Levels K, 1, and 2, Trick Words are introduced in a set sequence within the **Teach Trick Words** activity and learned for quick and automatic recognition (and for spelling in Levels 1 and 2). In Level K, students learn 27 Trick Words. In Level 1, students learn 107 Trick Words. And in Level 2, students learn an additional 81 Trick Words. In all three Levels, words with overlapping spelling patterns are introduced together (e.g., **to**, **into**), and words are always introduced within the context of a sentence to promote automatic and fluent reading, and to aid in defining the word when necessary. Students have repeated opportunities for practice, including within sentences, during the **Trick Word Practice** or **Teach Trick Words-Spelling** activity. For an example of **Trick Word Practice**, see Level 2, Unit 1, Week 2, Day 4. For **Teach Trick Words-Spelling**, see Level 1, Unit 2, Week 2, Day 1. Automatic recognition of Trick Words, combined with students' emerging phonetic knowledge will help them achieve the following:

- Level K: mastery of 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage Word Frequency Lists
- Level 1: mastery of the first 100 words on the Fry List and 84% of the first 100 words on the American Heritage Word Frequency List
- Level 2: 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 et al., 1971)

SECOND EDITION	
LEVEL K: TRICK WORDS	
Total Words: 27	
Unit 1: 0 words	
Unit 2: 0 words	
Unit 3: 10 words	
WEEK 3:	the a and are to
WEEK 4:	is his
WEEK 5:	as has
WEEK 6:	was
Unit 4: 8 words	
WEEK 1:	at the in
WEEK 2:	do
WEEK 3:	I you
WEEK 4:	they
Unit 5: 9 words	
WEEK 1:	of
WEEK 2:	of have
WEEK 3:	from
WEEK 4:	to
WEEK 5:	do
WEEK 6:	one

SECOND EDITION	
LEVEL 1: TRICK WORDS (in alphabetical order)	
Total Words: 84	
again	know
against	large
always	laugh
America	learn
animal	lose
answer	Monday
August	mother
away	move
beautiful	night
both	ocean
bought	often
breakfast	once
brother	only
brought	picture
carry	place
change	place
city	please
country	pretty
couple	pull
cousin	ready
daughter	right
December	Saturday
different	school
done	shall
early	something
earth	son
eight	special
enough	sure
every	talk
family	thought
father	Thursday
favorite	together
February	tomorrow
full	trouble
goes	Thursday
great	use
head	used
house	walk
January	Wednesday
July	when
know	world
	young

The Foundations Fluency Kits 1 and 2 and Books to Remember Set 2 can also be used to practice reading high frequency words.

For teachers, Trick Word Lists (see left) are available for download on the online Foundations Learning Community. These are helpful resources containing the Level K-2 Trick Words for the year.

Accuracy & Automaticity K-3

“Orthographic mapping occurs when, in the course of reading specific words, readers form connections between written units, either single graphemes or larger spelling patterns, and spoken units, either phonemes, syllables or morphemes. These connections are retained in memory along with meanings and enable readers to recognize the words by sight.” -Ehri, 2014

How does Foundations® teach reading accuracy?

With mastery of letter-sound correspondence and the development of blending skills, students can decode all words with taught patterns. Students do not need to rely on memorization of word families. Instead, they develop an understanding of word structure and recognize that individual letters (not simply patterns of letters) can be changed, added, or deleted to create new words.

Students also solidify mastery of letter-sound correspondence through decoding nonsense words, or pseudowords. Following orthographic rules, students learn to read or spell a nonsense word by applying letter-sound correspondence. It eliminates students reading by word recognition rather than by decoding.



When learning a new language concept for decoding (**Introduce New Concepts**), students read words using sound tapping within single-syllable words, scooping syllables within multisyllabic words, and marking words. Depending on the program Level, **Word of the Day** and **Word Talk** activities help students review and practice taught word structure. These activities, along with **Word Play** and **Make It Fun**, develop accuracy of word reading and solidify the conceptual understanding of word structure.

While moving toward automaticity, students are 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.

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 determine them will have considerable influence on their reading fluency (Adams, 1990; Compton et al., 2004; Hudson et al., 2012).

As students master accurate word reading, lessons progress to focus on quick and automatic recognition of words. For example, students in Levels K-2 read real and nonwords as teachers quickly make word chains with Sound Cards.

Levels K and 1 m a t → c a t → b a t → b a g → b u g → m u g

Level 2 s c r a d e → s c r a d → s c r a

In Levels 1-3, the **Word Talk** activity has students quickly read Word of the Day Cards without tapping, and automaticity of high frequency word reading is developed by using Trick Word flashcards in the **Drill Sounds/Warm-Up** activity. The Fluency Kits accompanying Levels 1 and 2 include sound, word, and Trick Word automaticity practice for each Unit. In Level 3, students draw upon automaticity skills, along with prosody (phrasing) and expression to become fluent readers of connected text.

Fluency K-3

"Fluency is 'reasonably accurate reading, at an appropriate rate, with suitable expression, that leads to accurate and deep comprehension and motivation to read.'" -Hasbrouck & Glaser, 2018

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

Once students have been introduced to and have practiced single-word decoding, they learn to decode with connected text. This begins in Level K at the end of Unit 4 and is emphasized every day in Unit 5 in the **Word Play-Read Sentences** activity and reinforced with some **Make It Fun** activities.

In Levels K-2, text is limited to phonetically controlled words with taught patterns and familiar high frequency words. By Level 3, students are generally able to work with grade-level text.

From the beginning of the program, students learn to develop fluency at an appropriate rate, reading in meaningful phrases and with expression. Foundations® teaches students to use a scooping technique to provide a graphical representation of phrasing that connects meaning.

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



In K and 1, students use this scooping technique to read in phrases and with expression when chorally reading dictated sentences that have been written on the board in sentence frames, and when proofreading their own written sentences in **Word Play-Review Sentence Dictation** and **Dictation (Dry Erase)** activities. See Level K, Unit 5, Week 2, Day 1 and Level 1, Unit 2, Week 2, Day 3 for examples.

In K-2, during the **Storytime** activity, teachers help students with phrasing by scooping the sentences of a controlled text story that is written on chart paper or projected on a screen. The teacher also demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the **Word of the Day** activity. Additionally, phrasing is modeled and practiced during the **Teach Trick Words-Reading**

activity, with sentences written on sentence frames. See **Teach Trick Words**, Unit 3, Week 2, Day 3 in Level K. See **Word of the Day**, Unit 10, Week 3, Day 1 in Level 1 and **Word of the Day**, Unit 4, Week 1, Day 1 in Level 2.

By Level 3, students who have successfully completed Level 2 should be able to decode grade-appropriate, non-controlled informational text or authentic literature, so short, grade-appropriate passages can be used for fluency instruction. It is not necessary to limit Level 3 students to highly controlled text. Students continue to echo and chorally read while teachers model prosody with sentence scooping:

Level K: The dog and cat sat on the dock.

Level 1: One day, Echo sat on a branch, deep in the forest.

Level 2: She had an enjoyable day at her favorite ocean beach.

Level 3: The temperature outside is below freezing.

How do Foundations® students practice fluency with connected text?

In Levels K-2, students engage in supported oral reading fluency practice after instruction and modeling. During the Level K **Storytime** activity, the teacher reads a phrased story, one sentence at a time, while students echo. The teacher scoops and reads sentences in phrases. See Unit 1, Week 11, Day 5 for an example. In Levels 1 and 2, the teacher guides students as they orally read the phrased version of the story. Repeated practice occurs with echo reading and choral reading. An unphrased version of each story is provided on the Foundations® Learning Community so students can practice phrasing for meaning on their own. Level 3 no longer includes **Storytime** lessons, but students continue to read in thought groups or phrases that connect meaning. See the tip in Unit 3, Week 1, Day 4.



It is worth noting that Level 2 **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. See Unit 2, Week 1, Day 2 for an example.
- **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. See Unit 2, Week 1, Day 4 for an example.
- **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. See Unit 2, Week 2, Day 3 for an example.

Controlled decodable texts like the **Storytime** passages help students achieve word-reading accuracy, automaticity, and fluency, and provide a demonstration of word structure. Level-specific Teacher's Kits contain resources for additional supported fluency practice. For example, the Fluency Kits 1 and 2 provide decodable text phrases and stories for each Unit. Similarly, the Books to Remember Set 2 are appropriate for practice with connected text.



Level 1, Module 1: A World of Books



Geodes® Level 1 Classroom Library

Fluency practice can also be supported with supplemental materials not included in the Teacher's Kit, such as the Geodes® Classroom Libraries, Levels K-2. These are collections of knowledge-building books for emerging and developing readers that are aligned to the scope and sequence of Foundations Levels K, 1, and 2. Additional resources are also available online.

Spelling K-3

"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 are spelling skills taught?

Orthography is the accurate visual representation of both letters and words. The ability to picture and store this visual representation provides the foundation for reading and spelling. A unique strength of Foundations® is instruction in decoding in tandem with encoding, which supports orthographic learning. Rather than memorizing the spelling of words, students learn to segment and associate letters with sounds and spell words in correspondence to decoding patterns.

In Levels K-2, students develop basic spelling skills as well as more advanced skills with spelling options. These encoding (spelling) skills are taught alongside the corresponding decoding (reading) skills. In other words, students learn to segment and spell words corresponding to decoding patterns taught.

Foundations teaches sound mastery in two directions: letter to sound and sound to letter. Sound-to-letter mastery teaches students to hear a word, break the word down into individual phonemes by using the



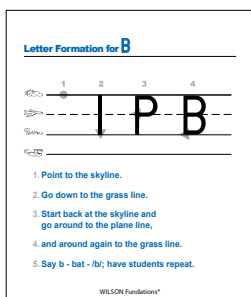
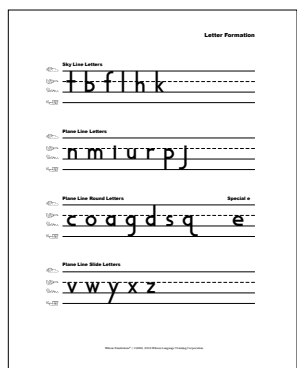
tapping technique, and then associate the individual phonemes in the word to the appropriate letter for spelling. Encoding instruction is conducted using manipulatives (cards, tiles) with letters during the **Echo/Find Words** activity, as well as with the Dry Erase Writing Tablets and Student Composition Books during the **Dictation** activity. For an example of **Echo/Find Words**, see Level 1, Unit 2, Week 1, Day 2. For an example of **Dictation**, see Level 1, Unit 2, Week 1, Day 4.

Additionally, spelling skills are directly taught and reinforced using multimodal techniques. One of these techniques, the Wilson finger-tapping procedure, is used to segment phonemes to support spelling. When Foundations teaches tapping for reading, students learn to sound out the individual phonemes and then blend them into a word. When Foundations teaches tapping for spelling, students learn to segment the word into individual phonemes, and then leave the sounds segmented so they can identify each individual phoneme and write the corresponding letter.

By the end of Level 1, students learn how to spell multisyllabic words using syllable frames and a kinesthetic approach. They touch each successive syllable, orally name it, and spell it. Students then read the word back as they scoop the word, connecting oral and written language and proofreading what they have written. In Level 3, teachers reinforce spelling skills from Levels K-2 and teach advanced spelling rules and patterns. They hold students accountable throughout the day for previously taught and new concepts and skills. When students write independently, they use their Student Notebooks as a reference tool. See **Dictation (Dry Erase)**, in Level 3, Unit 1, Week 1, Day 3 for an example.

Spelling is generally more difficult than reading because spelling does not offer visual cues. As a result, 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.

How does Foundations teach punctuation and capitalization?



Students 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 Foundations Learning Community to reference all capitalization and punctuation rules taught in Levels K-2. Also, students have a reference page at the back of their Composition Books. In Level 3, teachers reinforce the proofreading of sentences during dictation activities and hold students accountable for the application of capitalization and punctuation rules. See **Word Play**, in Level 1, Unit 1, Week 12, Day 4 for an example.

Vocabulary K-3

*Vocabulary instruction must be interwoven into word study work.
-Boardman et al., 2008; Kosanovich et al., 2010; Murray et al., 2010.*

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

Students come to school with varied word knowledge, so Foundations® teachers foster a rich oral language environment by developing a “word conscious” classroom. Incidental and explicit word learning, with a constant emphasis on word structure and meaning, occurs through exposure to many kinds of texts, read alouds, and other activities throughout daily lessons. Together, these build the vocabulary growth students need for comprehension success.

How does Foundations teach vocabulary?

Building students’ word awareness, or word consciousness, is an integral part of Foundations, and vocabulary instruction is present in almost every lesson. Students’ in-depth knowledge of a word—an understanding of both its structure and meaning—grows through specific vocabulary activities and by weaving vocabulary instruction and discussion of word meanings within other learning activities. For example, when making words for decoding, teachers select some to discuss meanings 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 also challenge students to provide multiple word meanings.

In Foundations Level K, vocabulary instruction is intertwined across many different daily activities rather than focused in a specific one. The recommended approach when a new vocabulary word is encountered is:

- Students repeat a word to create a phonological representation
- Meaning of word is explained in everyday language
- Teacher provides student-friendly examples of the word in a sentence
- Students provide sentences (without using definition)

Levels 1-3 include specific vocabulary activities. Students learn a **Word of the Day** that corresponds with the word structure being studied. The Words of the Day are taken from resources such as BeMiller’s list (BeMiller, 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 are on flashcards to be reviewed frequently. Students enter the words and sentences into the vocabulary section of their Student Notebooks. Similarly, the **Word Talk** activity utilizes Word of the Day cards to provide vocabulary practice while integrating decoding practice and review of past concepts. This solidifies understanding of word structure while also promoting reading accuracy and automaticity. In the **Storytime** activity (K-2), teachers stop and discuss specific words as they help students visualize the story. See **Word of the Day**, Level 1, Unit 2, Week 2, Day 2 for an example.

Also in Levels K-2, students are taught Trick Words (high frequency words) for quick and automatic recognition and spelling and they are reviewed in Level 3. Previously taught suffixes are revisited and some new ones introduced. Students review common prefixes and determine the meaning of words when known affixes are added to them. The study of common Latin roots continues and students use these as clues to the meaning of unknown words with the same root.

In Level 3, the **Guess Which One** activity incorporates instruction in homophones, or sound-alike words that 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. See Unit 1, Week 2, Day 1 for an example.

Comprehension K-3

*"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® teaches to mastery the sub-skills needed to reach the ultimate goal of reading: 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. Foundations instruction is also informed by research highlighting the behaviors of good and poor readers, and strategies that support comprehension (Marzola, 2011).

Foundations is designed to be paired with a core reading program that fully addresses comprehension. However, it explicitly addresses comprehension strategies, which is particularly useful for those who struggle with comprehension (Gersten et al., 2001). Weekly, students receive instruction in reading and listening comprehension, incorporating visualization strategies, guided close reading, and oral language instruction. Students learn how to think actively while reading and self-monitor their understanding.

What is Comprehension S.O.S.™?

Students must hold onto information across sentences to create cohesion so they understand and link events in a text. Then, they must be able to retell events in a coherent way. Foundations facilitates these skills by teaching students to form visual images from words, imagine scenes and predict subsequent events, and 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 (Sadoksi & Paivo, 2001). Teachers help students create visual images by stopping and supporting their understanding of words with gestures, mental images, and drawing picture notes, as needed. This teacher-led discussion about text is called Comprehension S.O.S.™ in Wilson® programs. It stands for "Comprehension: Stop-Orient Support/Scaffold."

Comprehension S.O.S. activities always conclude with retelling because this solidifies understanding, helps with learning information, and develops oral language skills. Retelling begins in Level K with the **Storytime** activity, which offers explicit instruction for creating mental images through listening comprehension. Students learn to use their working memory to hold several words/sentences in mind and to process, understand, and recall them, eventually retelling the whole story in their own words. **Storytime** helps develop students' awareness of print visualization, understanding of story structure, verbal memory, and comprehension. For an example of retelling during **Storytime**, see Level K, Unit 1, Week 2, Day 5.

With the Level 1 and 2 **Storytime** activity, students continue to create mental images, now while echo and choral reading short, narrative, controlled stories that are 95-100% decodable. As in Level K, students use working memory to retell stories in their own words. For an example of **Storytime** retelling, see Level 1, Unit 3, Week 2, Day 5. While stories may be easy for advanced students, they are useful for teaching prosody, reading in meaningful phrases, and visualization.

Research informs us that understanding text structures also aids in comprehension (National Reading Panel, 2000). **Storytime** Levels 1 and 2 introduce the differences between narrative fiction and informational non-fiction. Narrative passages and books in Foundations, such as the Fluency Kits 1 and 2, Books to Remember Set 2, and some Geodes® books (K-2), are fiction and written to entertain and inform. Discussion of narrative text includes settings and characters, main events, story endings, and characters' feelings. Teachers also select narrative non-fiction stories to read, explaining these have real characters, settings, and main events. Many of the Geodes® books can also be used for this purpose.

While Level 3 no longer includes the **Storytime** activity, students are expected to apply the Comprehension S.O.S. strategies they have learned 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 in a passage. Linking the words to a picture in their minds will help students understand and recall information. It helps make words "come alive" and reading more FUN! See the tip in Unit 6, Week 3, Day 4 for an example.

Lesson Planning K-3

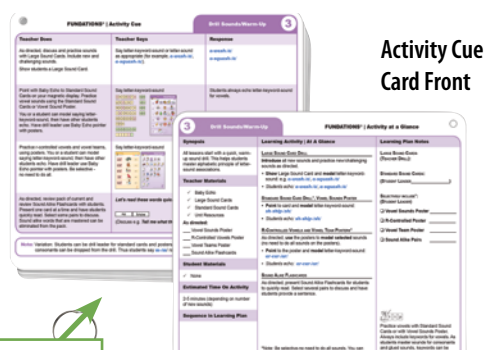
How is the Teacher's Manual organized?

The Teacher's Manual outlines how to present program content to students. The *Implementing Foundations*® section provides a summary of what is taught and the rationale behind instruction. The *Learning Activity Overview* describes each Learning Activity with images and instructions explaining what the teacher does and says, and the expected student response. The *Orientation* 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 comprehensive 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 regular 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 K, 1, 2, and 3 are a reference for correct activity procedures.

Unit 5 Example

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)	



Activity Cue Card Front

Activity Cue Card Back

Level 1 example of weekly learning plan from the Teacher's Manual and Activity Cue Cards

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 Foundations Learning Community, as are Learning Plan samples. Personalized lesson planning allows teachers to:

- strengthen the process of learning and understanding the curriculum; and,
- diagnostically differentiate instruction for students based on need and mastery of concepts.

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 Foundations Learning Community;
- review activity procedures for the day's Learning Activities (with Activity Cue Cards);
- determine clear step-by-step instructions to guide students during transitions; and,
- visualize lessons and transitions between activities.

Teachers are encouraged to plan metacognitively by considering lesson goals. 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.

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

Activity Strips: Level 1



Diagnostic Teaching K-3

What does assessment look like in Foundations®?

Foundations® combines assessment and instruction, helping teachers determine students' strengths and challenges. During the learning process (i.e., daily Learning Activities), informal formative assessment helps 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**, **Storytime**, 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 and spelling tasks.

In Level K, formal formative assessment is completed via the **Mid-Unit Check** and **Unit Tests**. In Levels 1-3, only **Unit Tests** are used due to shorter units. In all four Levels, 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 are also assessed using the Progress Monitoring Tool. Additional resources for assessment are available on the Foundations Learning Community.

How does Foundations differentiate instruction?

Differentiating instruction is a product of diagnostic teaching. Foundations provides teachers with differentiation strategies to meet various learners' needs. Once needs are determined through assessments, classwork is tailored accordingly. Differentiation guidelines for students needing extra support (ELs and those performing 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 Foundations Learning Community offers Lesson Support Activities for targeted instruction, and supplements for advanced work.

Who needs Tier 2 Targeted Instruction/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. The Foundations Learning Community and intervention workshops provide guidance. **Foundations Progress Monitoring Tools** for Levels K, 1, and 2 measure what students know compared to skills taught in the level-specific curriculum. They can be used with all Foundations students but are particularly helpful for Tier 2 students. Measures vary by level:

- **Level K:** letter naming, letter-sound automaticity, sound identification, word identification, nonsense word fluency, phoneme segmentation, fluency, and sight word fluency
- **Level 1:** word identification, nonsense word fluency, and oral reading fluency
- **Level 2:** nonsense word fluency and oral reading fluency

Progress Monitoring Levels K, 1, and 2



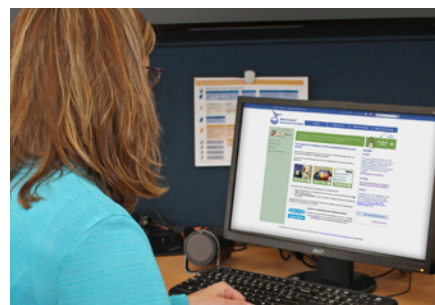
Teacher Support K-3

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

The Foundations Learning Community provides teacher support through monthly expert tips, video demonstrations, and a wide variety of print resources. 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.



Virtual Resource Hub (FUN HUB®)

FUN HUB is an online resource that supports Foundations through a collection of online instructional lessons, print and digital resources, on-demand videos, a Unit Test Tracker, and InterActivities.

Foundations® Level-Specific Launch Workshops

Each Launch Workshop provides the underlying principles and practical strategies of the program, and reviews the skills, materials, multimodal practices, and activities taught in the Foundations curriculum for the selected level (K, 1, 2, or 3).

Intervention Workshop

This workshop focuses on the skills, materials, activities, and lesson planning of the intervention lesson; addresses how the Foundations Curriculum-Based Measurement tool is used to monitor progress; and provides the practice, guidance, and knowledge needed to incorporate fluency instruction.

Virtual Implementation Support (VIS)

VIS provides teachers with access to a virtual collaborative community where they can interact and learn from a Wilson Literacy Specialist. Six exciting topics specific to improving instruction and success can be scheduled at teachers' convenience. Additional Getting Started session is also available.

Demonstration Sites with Coaching

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



Sustainability Plan

The **Foundations Facilitator Certification (Level-specific)** program develops teacher-leaders who will gain a deeper knowledge of program implementation at their respective Foundations Level in order to support teachers in their district. It is a yearlong program that builds staff capacity by supporting the implementation of Foundations and contributing to teacher and student success.

The **Foundations Presenter Development (Level-specific)** program builds local capacity by training teacher-leaders in a deeper understanding of language structure to support program implementation at specific Foundations Levels, and makes them eligible to present those Level-specific workshops 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.

Materials K-3

Fundations® offers comprehensive program materials that allow K-3 teachers to confidently present a carefully structured phonics and spelling curriculum using engaging, multimodal techniques.

Each Level-specific **Fundations Teacher's Kit** includes the following materials:

- **Teacher's Manual (K-3):** Level specific; provides background understanding and research support for the why and how of instruction, scope & sequence of skills, and daily learning plans. Includes FUN HUB® access for one year then renewable via subscription each year.
- **Activity Cue Cards (K-3):** Use as quick reference for Learning Activities.
- **Home Support Packs (K-3):** Inform parents/guardians about how they can support progress and includes student activities.
- **Echo (K-2) and Baby Echo Owl Puppets (K-3):** Use as effective helpers for promoting student responses. Baby Echo fits on a ruler/pointer.
- **Sentence & Syllable Frames (K-1) and Suffix & Syllable Frames (2-3):** Use for handwriting, spelling, and punctuation instruction; students see, hear, say, and touch while learning.
- **Alphabet Wall Strip (K-2):** Use as quick reference for letter recognition.
- **Cursive Alphabet Wall Strip (3):** Use as quick reference for cursive letter formation.
- **Keyword Puzzles (K):** Help students associate letters, keywords, and sounds.
- **Large Sound Cards (K-3):** Present keyword pictures and letters for new and review phonemes.
- **Standard Sound Cards (K-3):** Use to drill sounds and teach word structure.
- **Trick Word Flashcards (K-2):** Use for automatic recognition of high frequency/irregular words.
- **Sound Alike Flashcards (3):** Use for homophone practice.
- **Word of the Day Cards (1-3):** Review word structure and meaning.
- **Magnetic Strips (K-3):** Affix to media for easy manipulation.
- **Manuscript Letter Formation Guides (K-2):** Support lowercase and uppercase print manuscript letter formation verbalizations. **Cursive Letter Formation Guides (3):** Support lowercase and uppercase cursive letter formation verbalizations.
- **Large Letter Formation Grid (1-3):** Support letter formation and skywriting activities.
- **Large Dictation Grid (K-3):** Support dictation activities.
- **Fluency Kits (1-2):** Use Level-specific controlled sound drills, real and nonsense words, trick words, phrases, and controlled-text stories (phrased and unphrased) for each Unit.
- **Books to Remember Set 2:** Read five decodable stories that provide practice with connected text.
- **Classroom Poster Sets (K-3):** Reference Level-specific concepts taught.
- **Vowel Extension Poster (K-1):** Reference for the Vowel Extension Learning Activity.
- **Wilson Cursive® Writing Kit (3):** Provides right- and left-handed practice for uppercase and lowercase letters and connectives to ensure mastery.



Materials K-3

- **Foundations® Student Kit:** Includes both durables and consumables.

Durables are used by each student and last year to year. They include:

- **Letter Board and Magnetic Tiles:** To manipulate/practice sounds and build words.
- **Dry Erase Writing Tablet:** For kinesthetic letter formation practice.
- **Gel Word Board with Magic Pen (2):** For multimodal writing and tracing practice.

Consumables are used by each student and need to be replaced every year. They include:

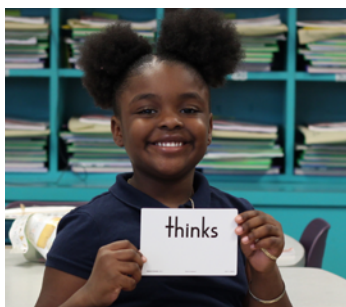
- **Student Notebook:** Matches the scope and sequence of respective Teacher's Manual.
- **Composition Books (1-3):** For dictation of sounds, words, and sentences.
- **Desk Strip (K-2):** Reference tool for independent decoding and spelling activities; **Cursive Writing Desk Strip** provided for **Level 3**.
- **My Foundations Journal:** For writing letters and words, as well as coloring.

Supplemental Materials (not included in Teacher's Kits):

Additional materials to be used in the classroom, including Expert Tips, are available in each Level-specific Foundations Learning Community.

- **Student Workbook Level 1 & Level 2:** Aligned to the Foundations Scope & Sequence, this supplemental student consumable includes practice activities to reinforce new and review concepts. Teachers can use the Student Workbook to strategically plan for additional targeted practice outside of the 30-minute lesson.
- **Geodes® Classroom Library:** A collection of accessible, knowledge-building books from Great Minds in association with Wilson Language Training®. Includes informational and literary texts organized into four topical modules.
 - **Level K (48 books):** The Five Senses, Once Upon a Farm, America, Then and Now, and The Continents.
 - **Level 1 (64 books):** A World of Books, Creature Features, Powerful Forces, and Cinderella Stories.
 - **Level 2 (64 books):** 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.



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