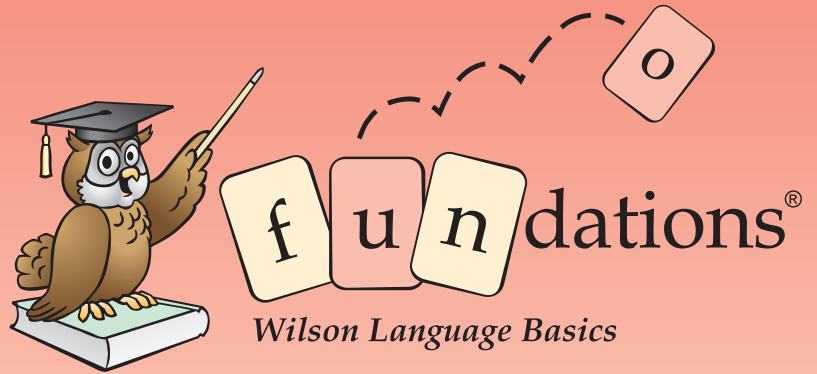


1



Implementation Overview

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

Prevention • Tier 1

Early Intervention • Tier 2

a
b
c



Level 1 Overview

What is the focus of Foundations® Level 1?

Foundations® stands out for its thorough and multisensory structured literacy approach to teaching foundational reading and spelling skills. It is a supplement to the core language arts instruction, systematically addressing:

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

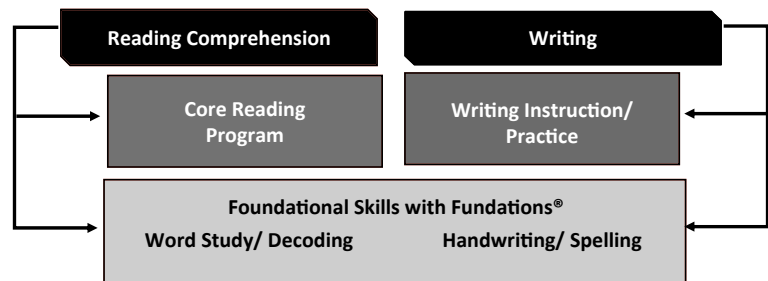
Additionally, it significantly reinforces other English language arts standards in an integrated approach, particularly: **Vocabulary • Comprehension**

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

How does Foundations work with core reading programs?

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

Both Foundations and the core curriculum should be implemented with fidelity, allowing them to reinforce each other in all literacy activities throughout the school year.



Level 1 is a yearlong program:

- 30 minutes/day
- 14 Units
- 34 weeks of instruction

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



Foundations Program Highlights

Essential Features

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

Foundations and College- and Career-Readiness Standards

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

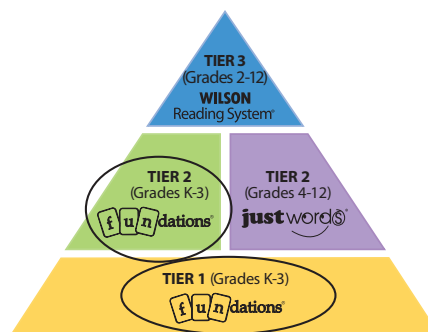
- **Thoroughly** teaching the foundational skills (print concepts, phonological awareness, phonics and word study, and fluency).
- Strongly supporting the reading, writing, and language standards, providing mastery instruction for many of the goals in each of those areas.

Foundations' alignment to standards is available at wilsonlanguage.com and on the online Prevention/Early Intervention Learning Community of Wilson Academy®.

Implementation Guidelines

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

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



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

What supports are available for teachers?

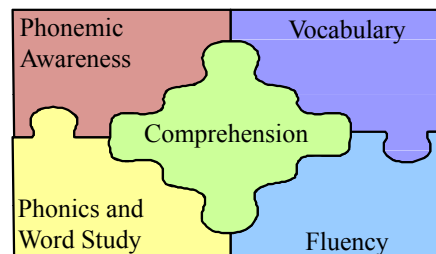
- Hardcover teacher manual: Explicit and easy-to-follow daily learning plans, a quick-glance for the day’s activities and procedures, extensive resource of controlled texts, and list of materials to be used by the teacher and students.
- Integrated, on-demand teacher support: Extensive printable materials,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



Research Base

Fundations® 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, and the National Reading Panel report (National Institute of Child Health and Human Development, 2000).

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



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

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

Phonemic Awareness

Research supports direct instruction in phonemic awareness as a critical component of an effective reading curriculum (Ehri, Nunes, Willows, et al., 2001; Lonigan et al., 2009; Melby-Lervåg et al., 2012). Wilson's approach to phonemic awareness instruction is based on research validating best practices that maximize growth in these skills. Research has found that, "Instruction that taught phoneme manipulation **with letters** helped normal developing readers and at-risk readers acquire phonemic awareness better than phonemic awareness instruction without letters" (*National Reading Panel Report*, NICHD, 2000, pp. 2-28). Furthermore, Shaywitz found that, "While phonemic awareness refers to the sounds of spoken words, it **often helps to use letters** to emphasize the different sounds and to facilitate transferring this skill to reading" (2003, pp. 178-179).

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

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

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

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



Research Base

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 and explicitly taught (Stuebing et al., 2008). In Fundations, students are directly taught the letter-sound correspondence in the written form of the English language and provided with opportunities to apply phonics skills when reading connected text.

Fluency

Research consistently demonstrates fluency to be a strong predictor of reading comprehension (Adams, 1990; Breznitz, 2006; Fuchs et al., 2001; Hudson et al., 2010; Kim et al., 2012; Kim et al., 2011). Because prosody helps readers chunk text into syntactically appropriate units that assist them in constructing meaning (Schreiber, 1980, 1991; Schreiber & Reid, 1980), Fundations teaches students to work on this skill using a penciling technique where they chunk text into meaningful phrases and practice fluently reading connected texts with accuracy, automaticity, and prosody.

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 and knowledge about both word structure and meanings. Vocabulary is taught directly and with distributed practice. First, students are taught the meaning of select words. Selection of words is based on research on vocabulary instruction (Beck, McKeown, & Kucan, 2002). Next, students have distributed opportunities to practice reading and use vocabulary words across different contexts, which helps foster a deeper understanding of word meanings and students’ memory of them (Cepeda et al., 2006).

Comprehension

Accurate, fluent word reading is a leading factor affecting a skilled reader’s comprehension of text (Carlisle & Rice, 2002), so 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 some listening and reading comprehension instruction, incorporating visualization and retelling strategies with the reading of passages that are aligned to the word study instruction.

Foundational Writing Skills

Fundations incorporates instruction in spelling skills due to research demonstrating a connection in the brain between reading and spelling activities, leading researchers to believe that spelling strongly reinforces reading (James & Engelhardt, 2012). Additionally, it has been found that students who are unable to adequately map alphabetic symbols to sounds and lack orthographic awareness will have a corresponding spelling deficit (Banks, Guyer, & Guyer, 1993; Bruck, 1993; Ehri, 2000). This has led to the recommendation that as children learn to read words they also learn to spell them (Shaywitz, 2003; Carreker, 2011). In Fundations, spelling is connected to phonics instruction—students learn to segment and spell words in correspondence to decoding patterns. They also learn high frequency words for both quick and automatic recognition and for spelling. Additionally, capitalization, punctuation, and proofreading skills are systematically and explicitly taught. Fundations also provides carefully planned and explicit handwriting instruction. These pieces of the Fundations curriculum are critical to student success in writing in later grades. Research clearly indicates that handwriting and spelling skills are required for more advanced writing success. Challenges in those areas affect not only the quantity, but also the quality of writing in later grades (Gentry and Graham, 2010). Spelling and handwriting skills are essential, as greater writing speed helps “lessen the burden of working memory,” enabling students to focus on content (Peverly, 2006).

English Language Learners

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

Instructional Principles

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

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

Structured, Sequential, & Cumulative

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

Visible, Direct, and Explicit

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

Multisensory, Engaging Multiple Learning Modalities

Lessons are interactive in nature and designed to fully engage students in the task at hand. All skills and concepts are taught and reinforced through visual, auditory, tactile, and kinesthetic senses. This learning through various modalities helps students maintain their focus. For example, students learn by hearing sounds; manipulating color-coded sound, syllable, and word cards; performing finger tapping exercises; 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.

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

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

Review is also sent home as extra practice in the Level 1 Home Support Pack, and supplemental games, worksheets, and activities that can be used as extra practice and review are available to teachers on the Prevention/Early Intervention Learning Community (PLC).

Cognitive and Rigorous

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

Emotionally Sound

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

Instructional Principles

Sequential and Cumulative Instruction Across the Grades

Level 1 lays the critical groundwork for foundational skills needed to supplement a literature-based language arts program. Each Level of Foundations® builds upon the previous one.



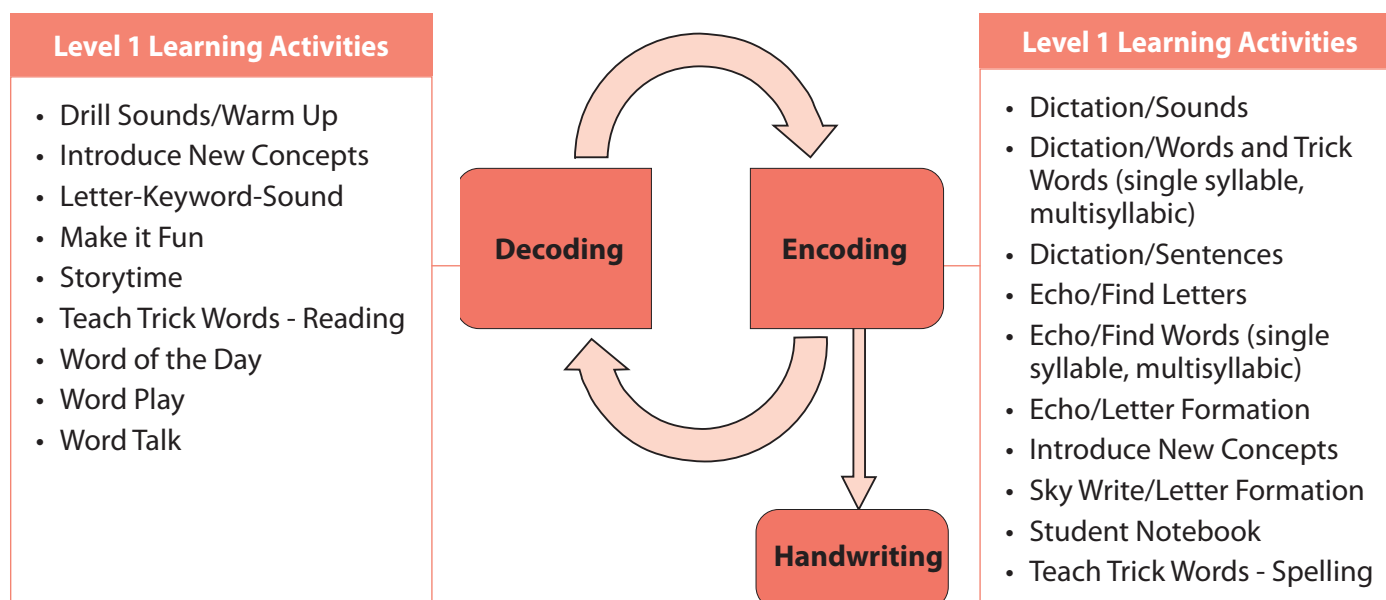
Teaching to Mastery Through Learning Activities

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

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

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

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



Level 1 Scope & Sequence

Level 1 of Fundations® will set a very strong foundation for reading and writing. In addition to Fundations, provide your students with a wide variety of text experiences, and expose them to poetry and narrative and informational text.

By the End of Level 1, Students Will Be Able To:

- Segment syllables into sounds (phonemes) – up to five sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, base words, suffixes, syllable types (closed and vowel-consonant-syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing base words
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginnings of sentences and names of people, places, and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including character, setting, and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, setting, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

Level 1 of Fundations® reinforces the basic skills that were learned in Kindergarten and progresses further into the study of word structure. In addition to Fundations, provide your students with a wide variety of text experiences, and expose them to poetry, narrative and informational text.

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- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text

- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes
- Apply beginning dictionary skills
- Identify real-life connections between words and their use
- Use verbs to convey a sense of past, present, and future
- Read controlled stories with fluency, expression, and understanding

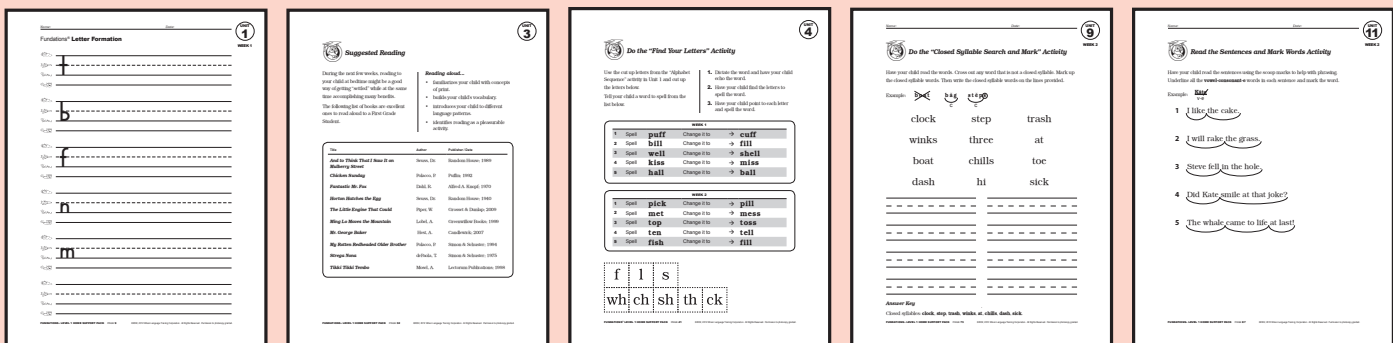
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Specific scope and sequence can be found in the Teacher's Manual.

Home Support Pack for Level 1

The Foundations Home Support Pack 1 informs parents and support personnel about what is happening in the classroom and suggests home activities that reinforce classroom learning. It includes reproducible letters to parents explaining each Unit, and home activity sheets for students. This pack corresponds to the sequence of the Teacher's Manual 1.

As an example, Unit 1 of the Home Support Pack consists of a letter to parents, reminders for alphabet review, a suggested reading list, an alphabet squares activity, and letter formation guides and practice sheets.

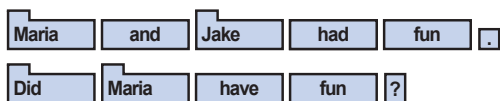


Print Awareness, Letter ID, & Handwriting

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

What print awareness skills are taught in Level 1?

Foundations® Level 1 continues to build upon the print awareness skills introduced in kindergarten. During the **Storytime** activity, students demonstrate an understanding of the organization and basic features of print. Print awareness is also demonstrated and reinforced during several activities that use the Sentence Frames to teach concepts. These activities emphasize that sentences are read left to right, that words are separated by spaces in print, and connections to books are made. Students also systematically learn punctuation, capitalization, and proofreading skills.



Teachers instruct students on the use of a period, a question mark, and an exclamation mark for ending punctuation. In Level 1, students also learn the names of people, places, and dates begin with uppercase letters.

What letter recognition skills are taught in Level 1?

Unit 1 of Level 1 sets the stage for the other Units, reviewing or teaching the letter names, keywords, sounds, and lowercase letter formations of the letters a-z. Students are systematically taught to recognize and name letters as they simultaneously learn its 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).

Although Level 1 students received this integrated instruction in Level K, it is important to take the time again in Level 1 to ensure that students have mastered the following:

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

How are letter formation & handwriting taught in Level 1?



Manuscript letter formation skills are taught using kinesthetic and tactile memory in the **Sky Write/Letter Formation** and **Echo/Letter Formation** activities. Direct letter formation instruction is reviewed again in the first three weeks of Level 1, focusing on the lowercase letters. The sequence of letters is carefully designed to group letters into like patterns. Verbalizations are used explicitly and consistently to help students establish the correct motor pattern for each letter formation. A letter is always introduced with a gross motor activity referred to as "sky writing." The connection to the letter name-keyword-sound is always reinforced when practicing letter formation.

FUN Learning Activities that Support Print Awareness, Letter Identification, and Handwriting, and Standards Connections

Learning Activities



- Alphabetical Order
- Dictation (Sentences)
- Echo/Find Letters
- Echo/Letter Formation
- Introduce New Concepts
- Make It Fun
- Sky Write/Letter Formation
- Storytime
- Student Notebook
- Teach Trick Words-Reading

Standards Supported:

(See crosswalk available on PLC.)

- recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) (RF 1a)
- print all uppercase and lowercase letters (L 1a)
- capitalize dates and names of people (L 2a)

Phonemic Awareness

"...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

How is phonemic awareness taught in Level 1?

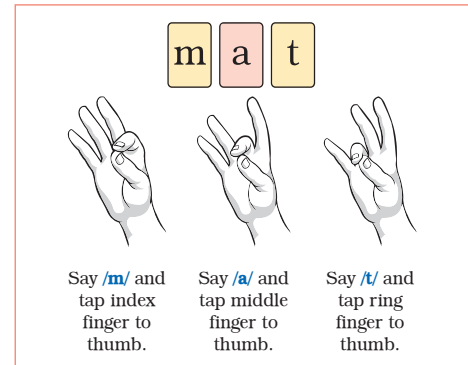
The instruction in Unit 1 ensures mastery of letter-sound correspondences. This prepares students for instruction (beginning in Unit 2 and continuing daily throughout the year) that tunes them into the separate phonemes in a word and develops their understanding that sounds of **spoken** language work together to make words (phonemic awareness). This is aided by card manipulation and a sound tapping process.

Teachers and students use letter manipulatives (Sound Cards and Letter Tiles) to support their understanding of phoneme segmentation and manipulation, and to identify initial, medial, and final sounds in CVC words. Thus, phonemic awareness training in Foundations® is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences).

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 words. It helps develop a student's awareness about the way phonemes are coarticulated when they are blended.

Phonemic awareness is critically linked to reading and spelling skills. Shaywitz has noted that both reading and spelling instruction follow a "logical sequence that begins with phonemic awareness" (2003, p. 202).

The skill of isolating phonemes in a spoken word is emphasized in the **Echo/Find Words** and **Dictation** activities. To teach phoneme segmentation for spelling, the same tapping method is used. A student first hears the word dictated, then taps out each sound. Then, the teacher or students use the corresponding Letter Tiles or write to form the word.



"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).

FUN Learning Activities that Support Phonemic Awareness and Standards Connections

Learning Activities



- Echo/Find Words
- Introduce New Concepts
- Make It Fun

Standards Supported:

(See crosswalk available on PLC.)

- distinguish long from short vowel sounds in spoken single-syllable words (L 2a)
- orally produce single-syllable words by blending sounds (phonemes), including consonant blends (L 2b)
- isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words (RF 2c)
- segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) (RF 2d)

Phonics & Word Study

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

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

Sound mastery is a key component of phonics. In Foundations, students are directly taught a consistently used keyword to help them remember a letter’s sound. Research has shown that the use of keywords works as a memory device to help students associate the sound relationship to the letter. The Drill Sounds/Warm-Up activity reinforces the alphabetic principle and allows students an opportunity to “warm up” for each lesson by practicing the letters, keywords, and sounds they have already learned. This 2-3 minute sound drill is the only drill aspect of Foundations, and is designed to create fast and efficient neurotransmission pathways to access sounds (sound mastery and automaticity).

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

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

Letter to Sound (reading)



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



Sound to Letter (spelling)



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

Is Foundations primarily a phonics program?

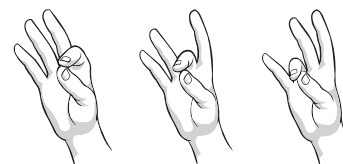
Foundations explicitly teaches total word structure, not just phonics. Students move from a phonological (sound) focus to more of an orthographical (visual) focus. The program presents an explicit and systematic study of the English sound system, laying the critical foundational groundwork for students in a clearly defined sequence that is distributed and cumulative across four levels: Levels K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules.

Level 1 reinforces the basic skills learned in kindergarten and progresses further into the study of word structure.

In Foundations, through distributed practice and diagnostically planned lessons, you will simultaneously teach word structure for both reading (decoding) and spelling (encoding). Students will learn how to blend sounds for reading and segment sounds for spelling. All instruction is interactive, and you provide classroom

demonstrations using manipulatives to accompany explanations of word structure. Blending and segmenting are taught explicitly through Sound Card and Letter Tile manipulation, and a sound-tapping process. Beginning in Unit 2 through the end of the year, students read words daily for the spelling pattern that has been taught (e.g., words with short vowels, up to three sounds) in daily activities.

The Wilson finger tapping procedure is a multisensory approach with tactile input through the fingertips, which assists students in blending phonemes for reading and separating them for spelling.



Say /m/ and tap index finger to thumb.

Say /a/ and tap middle finger to thumb.

Say /t/ and tap ring finger to thumb.

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 and base words and suffixes.

A step-by-step approach with consistent and cumulative review is necessary for student mastery. In Level 1, students progress from three sounds in a word, to four sounds, to five sounds, and to six sounds (which is the most sounds possible to have in one syllable). Getting students to blend and segment up to six sounds establishes a base for their success.

Sound/Symbol Relationships	a
Blending & Segmenting	b a g

Why does Foundations teach the six syllable types?

For phonetically regular word study, the Foundations program introduces sounds and word structure based on the six syllable types.

The key to the vowel sound is the type of syllable the vowel resides in. If a child knows the short sound /ă/ but does not know when “a” says /ā/, 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 by far—more than 50% of syllables in English are closed. Therefore, it is key to have students solidify and master word attack skills for the closed syllable pattern.

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

In Level 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 we like to focus on reading and spelling together, 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 will move on to an in-depth word study of open syllables in Level 2.

Syllable Structure	chip	munk
Suffix Endings	jump	ing

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.

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

Learning Activities



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

Standards Supported:

(See crosswalk available on PLC.)

- know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound) (RF 3a)
- decode regularly spelled one-syllable words (RF 3b)
- know final -e and common vowel team conventions for representing long vowel sounds (RF 3c)
- use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word (RF 3d)
- decode two-syllable words following basic patterns by breaking the words into syllables (RF 3e)
- read words with inflectional endings (RF 3f)

Accuracy & Automaticity

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

How does Foundations® teach reading accuracy?

With mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented within the patterns taught in the Level 1 curriculum. When students learn a new language concept (**Introduce New Concepts**), they learn to decode it using sound tapping within single-syllable words, scooping syllables within multisyllabic words, and marking words. The **Word of the Day** and **Word Talk** activities help students review and practice the word structure being taught. These activities, as well as **Word Play** and **Make It Fun**, help to develop accuracy of word reading and solidify the conceptual understanding of word structure. Students do not need to rely on memorization of word families. Instead, they will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters) can be changed, added, or deleted to create new words.



Students also solidify mastery of letter-sound correspondence through decoding nonwords, or pseudowords, beginning in Unit 3 in the **Word Play** activity. To read or spell a nonword that follows the rules of orthography, a student must accurately apply letter-sound correspondences.

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

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).

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

Example m a t → c a t → b a t → b a g → b u g → m u g

Also, the **Word Talk** activity has students quickly read Word of the Day Card flashcards without tapping; automaticity of high frequency word reading is developed by using Trick Word flashcards in the **Drill Sounds/Warm-Up** activity; and the Level 1 Fluency Kit includes sound, word, and trick word automaticity practice for each Unit.

FUN Learning Activities that Support Phonological & Phonemic Awareness and Standards Connections

Learning Activities



- Make it Fun
- Storytime
- Word of the Day
- Word Play
- Word Talk
- Dictation
- Drill Sounds/ Warm-up
- Introduce New Concepts
- Teach Trick Words- Reading

Standards Supported:

(See crosswalk available on PLC.)

- Know the spelling-sound correspondences for common consonant digraphs (RF 3a)
- Decode regularly spelled one-syllable words (RF 3b)
- Know final -e and common vowel team conventions for long vowel sounds (RF 3c)
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word (RF 3d)
- Decode two-syllable words following basic patterns by breaking the words into syllables (RF 3e)
- Read words with inflectional endings (RF 3f)
- Recognize and read grade-appropriate irregularly spelled words (RF 3g)

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

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

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

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

To help students achieve the skill of fluent reading, you will focus on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Text is provided that is limited to phonetically controlled words with taught patterns and memorized high frequency words. Students do both echo and choral reading of stories. In addition to the **Storytime** activity, teachers model and students practice prosody in **Word of the Day** and **Teach Trick Words - Reading** activities as well as when they proofread their sentences in the **Dictation/Sentences** activity.

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

How do Foundations students practice fluency with connected text?

Students engage in supported oral reading fluency practice after instruction and modeling. During the **Storytime** activity, the teacher guides students as they orally read the phrased version of the story. Repeated practice occurs with echo reading and choral reading. Then, an unphrased version of each story is provided on the PLC so students can practice phrasing for meaning on their own.



Controlled decodable text helps students achieve word-reading accuracy, automaticity, and fluency, and provides a demonstration of word structure so that students begin to “see” the system of the language. The **Foundations Stories Set 1** provides six highly decodable controlled text stories for supported reading practice.

Foundations Stories Set 1



Additional supported fluency practice is provided with the **Fluency Kit 1**, which contains decodable text phrases and stories for each Unit (2–14), and with the set of five **Books to Remember Set 1**, a supplemental resource to support fluency practice. Finally, fluency practice can be supported through the Geodes™, a supplemental collection of knowledge building books for emerging and developing readers that is aligned to the Foundations scope and sequence.

Geodes Level 1



FUN Learning Activities that Support Phonological & Phonemic Awareness and Standards Connections

Learning Activities



- Dictation
- Teach Trick Words – Reading
- Storytime
- Word of the Day

Standards Supported:

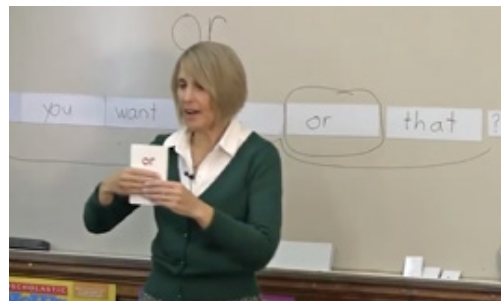
- Read grade-level text with purpose and understanding (RF 4a)
- Read grade-level text orally with accuracy, appropriate rate, and expression (RF 4b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF 4c)

(See crosswalk available on PLC.)

High Frequency Word Study

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

Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum are taught as words to be memorized. These sight words (called Trick Words in Foundations) are taught separately from the phonetically regular words. High frequency irregular sight words are taught for memorization as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are memorized to allow students access to connected text in advance of learning the phonics principles necessary for decoding them (Ehri, 2014). These words appear so often in text that learning to read them on sight will also increase children's reading fluency (Joseph, Nation, & Liversedge, 2013).



In Level 1 of Foundations, students learn 107 Trick Words for both quick and automatic recognition and for spelling. Starting in Unit 2, several Trick Words are introduced in each Unit in a set sequence within the **Teach Trick Words - Reading** activity and learned for quick and automatic recognition. 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 during the **Teach Trick Words - Spelling** activity, which also provides practice within the context of sentences. Automatic recognition of Level 1 Trick Words, combined with students' emerging phonetic knowledge, will provide mastery instruction for the first 100 words on the Fry list and 84% of the first 100 words on the American Heritage Word Frequency List (Fry & Kress, 2006; Carroll, Davies & Richmond, 1971).

Circle the new Trick Words, **out** and **about**.



The Foundations Fluency Kit 1, Foundations Stories Set 1, and Books to Remember Set 1, can also be used for practice reading high frequency words.

FUN Learning Activities that Support High Frequency Word Study and Spelling, and Standards Connections

Learning Activities



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

Standards Supported:

(See crosswalk available on PLC.)

- recognize and read grade-appropriate irregularly spelled words (RF 3g)
- print all uppercase and lowercase letters (L 1a)
- capitalize dates and names of people (L 2a)
- use end punctuation for sentences (L 2b)
- use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (L 2d)
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (L 2e)

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

How does Foundations® support the development of transcription skills?

Foundations sets the foundation for writing by directly teaching handwriting, the study of English orthography for spelling and by systematically teaching the basic skills for capitalization, punctuation, and proofreading. (See also the Print Awareness and Handwriting pages.)

How are spelling skills taught?

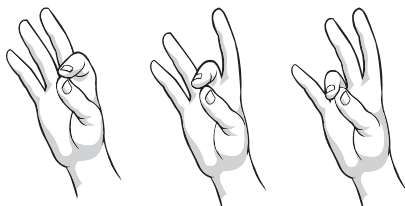
In Foundations, encoding (spelling) skills are approached in tandem with decoding (reading) skills. In other words, students learn to segment and spell words corresponding to decoding patterns taught. Spelling skills are directly taught and reinforced using multisensory techniques and manipulatives. Students learn to segment and associate letters with sounds rather than memorize words. This explicit instruction is critical because students have no visual cues with spelling and must determine the correct letters in sequence, making it generally more difficult than reading. This is why it is not surprising that, although decoding and encoding



"Spelling is intimately related to reading and to the relation of letters to sounds. Effective spelling instruction is more than rote memorization of word lists. Spelling (going from sound to letter) strongly reinforces reading (going from letter to sound), and its instruction should be linked to a child's reading lesson" (Shaywitz, 2003).



instruction in Foundations will follow the same sequence, spelling skills may lag behind for some students. Explicit instruction of spelling skills are, therefore, critical because of the challenges some students experience with spelling and because of the strong implications a lack of spelling skills has on all students' writing in later grades. We understand that handwriting and spelling difficulties in later grades affect the composition quality and amount that children write (Gentry & Graham, 2010).



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

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

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

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

When Foundations teaches tapping for reading, students learn to sound out the individual phonemes and then blend them into a word. When Foundations teaches tapping for spelling, students learn to segment the word into individual phonemes, and then leave the sounds segmented so that they can identify each individual phoneme and write the corresponding letter.

Vocabulary

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

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

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

How does Foundations teach vocabulary?

In Level 1, students study vocabulary explicitly. They learn a **Word of the Day**, selected to correspond with the word structure being studied. The Words of the Day were taken from resources such as Beimiller’s list (Beimiller, 2010), so that students learn word structure and the meaning of words with higher utility. Some multiple meaning words are included. Words of the Day are used in sentences and are on flashcards to be reviewed frequently. Students enter the words and sentences into the vocabulary section of their Student Notebooks.

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

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

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

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

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

FUN Learning Activities that Support Vocabulary and Standards Connections

Learning Activities



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

Standards Supported:

(See crosswalk available on PLC.)

- use verbs to convey a sense of past, present, and future (L 1e)
- use sentence-level context as a clue to the meaning of a word or phrase (L 4a)
- use frequently occurring affixes as a clue to the meaning of a word (L 4b)
- identify frequently occurring root words and their inflectional forms (L 4c)
- sort words into categories to gain a sense of the concepts the categories represent (L 5a)
- define words by category and by one or more key attributes (L 5b)
- identify real-life connections between words and their use (L 5c)
- use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (L 6)

Comprehension

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

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

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

Foundations is designed to be paired with a core program that fully addresses comprehension, but it includes weekly practice of comprehension strategies. Specifically, reading and listening comprehension are addressed, as are instruction in visualization strategies, guided close reading, and oral language.

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

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

With the Level 1 **Storytime** activity, students receive direct, explicit instruction in creating mental images while echo and choral reading short, narrative, controlled stories that are 95-100% decodable. Students use working memory to process, understand, and recall words and sentences so they can retell stories in their own words. **Storytime** stories are easy for advanced students, but useful for teaching prosody, reading in meaningful phrases, and visualization.

Storytime!

Units 3-14, Day 5 of each week

Mental images aid comprehension and memory by acting as mental pegs onto which the information can be hooked (Sadoski & Paivo, 2001).

Understanding text structures also aids comprehension. **Storytime** introduces differences between narrative fiction and informational non-fiction. Narrative passages and books in Foundations, such as the Fluency Kit 1, Foundations Stories Set 1, Books to Remember Set 1, and some Geodes™ Level 1 stories are fiction and written to entertain.

Discussion of narrative text includes setting and characters, main events, story endings, and characters’ feelings. Teachers also select narrative non-fiction stories to read, explaining that these have real characters, settings, and main events. Many of the Geodes™ Level 1 stories can be used for this purpose.

Geodes Level 1



FUN Learning Activities that Support Comprehension and Standards Connections

Learning Activities



- Storytime

Standards Supported:

(See crosswalk available on PLC.)

- read with purpose and understanding (RF 4a)
 - read orally with accuracy, appropriate rate, expression (RF 4b)
 - use context to confirm/self-correct (RF 4c)
 - ask and answer questions about key details (RI 1, RI 1)
 - retell stories (RL 2)
 - describe characters, settings, major events (RL 3)
 - identify words and phrases that suggest feelings/appeal to senses (RL 4)
 - explain differences between books that tell stories vs. give information (RL 5)
 - identify who is telling the story (RL 6)
 - use illustrations/details to describe characters, setting, events (RL 7)
 - compare/contrast adventures/experiences of characters (RL 9)
 - identify main topic/retell key details (RI 2)
 - describe connection between two individuals, events, ideas, pieces of information (RI 3)
 - ask/answer questions to determine/clarify meaning of words/phrases (RI 4)
 - identify the reasons an author gives to support points (RI 8)
 - identify basic similarities/differences between two texts (RI 9)
 - with prompting and support, read informational texts for grade 1 (RI 10)
- *See also the Speaking & Listening Standards SL 1a, 1b, 1c, 2.

Lesson Planning

How is the Teacher's Manual organized?

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

The manual is organized by Units. Within each Unit is a 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 in an integrated approach. Teachers must do each standard lesson daily so the goals of the curriculum are met. Activity Cue Cards 1 are a quick reference for correct activity procedures.

Week 1				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up	Drill Sounds/Warm-Up
Introduce New Concepts	Word Play	Word of the Day	Word Talk	Storytime
Echo/Find Letters & Words	Teach Trick Words - Reading	Introduce New Concepts	Teach Trick Words - Reading	Dictation (Day 5 Check-Up)
	Teach Trick Words - Spelling	Dictation (Composition Book)	Teach Trick Words - Spelling	
	Dictation (Dry Erase)		Make It Fun	

Unit 4 example

The image shows the back of an Activity Cue Card. It is divided into two main sections: 'Drill Sounds/Warm-Up' and 'Dictation Procedures'. The 'Drill Sounds/Warm-Up' section includes instructions for 'Teacher Role' (Large Sound Cards, Standard Sound Cards) and 'Student Role' (Drill Sounds/Warm-Up). The 'Dictation Procedures' section is further divided into 'Single-Syllable Words' and 'Multi-Syllable Words', each with specific steps for 'Teacher Role' and 'Student Role'. A 'Sequence in Learning Plan' section at the bottom lists the activities in order.

Activity Cue Card Back

How would I plan a Foundations lesson?

Within each standard lesson, teachers compose their own daily learning plan that is tailored to students' needs. A fillable learning plan is available on the PLC, as are Learning Plan samples. Personalized lesson planning is a key to Foundations' success. When teachers create their own learning plans, they:

- strengthen the process of learning and understanding the curriculum
- 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 PLC
- review procedures for the day's Learning Activities (practice with Activity Cue Cards for mastery)
- determine careful instructions to guide students during transitions
- visualize lessons and transitions between activities

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

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

Prevention/Early Intervention Learning Community Connection

Fillable Daily Plan

The image shows a digital template for a daily learning plan. It has a header with a date field and a 'Print' button. Below the header are several rows, each containing a space for an activity name and a corresponding time slot.

Activity Strips

The image shows four activity strips stacked vertically. The first strip is for 'Drill Sounds/Warm-Up' with a grid of colored squares. The second is for 'Word of the Day' with a 'brievly' icon. The third is for 'Introduce New Concepts' with a 'NEW!' icon. The fourth is for 'Dictation (Composition Book)' with a book icon.

Sample Learning Plan 1

The image shows a completed sample learning plan for a specific day. It includes a date, a list of activities with their durations, and a 'Total Time' field at the bottom.

Diagnostic Teaching

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

What does formal and informal assessment look like in Foundations?

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

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

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

How does Foundations differentiate instruction?

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

Who needs Tier 2 Intervention and Progress Monitoring?

Using **Unit Tests** and benchmark assessments such as DIBELS, teachers can evaluate *beginning-of-the-year* scores to identify at-risk students. Instruction for these students includes the standard lesson plus an intervention lesson targeting difficulties. Guidance is available on the PLC and in intervention workshops. **Foundations Level 1 Progress Monitoring** measures what students know compared to skills taught in the Level 1 curriculum. This can be used with all Foundations students, but is particularly helpful for those in Tier 2 Intervention. It includes measures in word identification, nonsense word fluency, and oral reading fluency.

Prevention/Early Intervention Learning Community Connection

Unit Test Recording Forms

This image shows two overlapping forms from the Foundations program. The top form is titled "Unit 1 Mid-Unit Check" and includes a table for recording scores on various subtests. The bottom form is titled "Foundations® Level 1 Unit Test Recording Form" and contains a more detailed table for tracking student performance across multiple units and subtests.

Whole Class & Individual Class Test Trackers

This image displays two test tracker forms. The top form is a "Level 1 Unit Test Tracker" with a grid for recording scores for each student on each subtest. The bottom form is the "Foundations® Individual Unit Test Tracker: Level 1 (Second Edition)", which provides a more comprehensive grid for tracking individual student progress over time and across different units.

Progress Monitoring 1



Materials

The Foundations® Teacher's Kit 1 includes comprehensive materials to facilitate teachers' use of the program. Level 1 materials support an integrated, multisensory structured literacy approach to instruction, using visual, auditory, tactile, and kinesthetic modalities.



- 1 **Teacher's Manual 1:** Provides background understanding and research support for the why and how of instruction, scope & sequence of skills taught, and daily learning plans with activities to practice new skills and weave in review of taught concepts
 - 2 **Echo & Baby Echo Puppets:** Serves as effective helpers for promoting student responses.
 - 3 **Activity Cue Cards 1:** Offer a quick reference for Learning Activities.
 - 4 **Home Support Pack 1:** Informs parents/caregivers about Foundations and how they can support progress, and includes student activities.
 - 5 **Alphabet Wall Strip**, 6 **Keyword Puzzles**, 7 **Large Sound Cards**, 8 **Standard Sound Cards** with 9 **Magnetic Strips**, 10 **Trick Word Flashcards**, 11 **Classroom Posters Set**, and 12 **Vowel Extension Poster:** Support students' letter recognition, phonological awareness, and phonics skills via visual prompts, oral language, and systematic modeling and practice.
 - 13 **Large Letter Formation Grid**, 14 **Sentence and Syllable Frames**, and 15 **Manuscript Letter Formation Guides:** Used extensively for handwriting, spelling, and punctuation instruction, making it possible for students to see, hear, say, and touch while learning. Likewise, student materials provide for both reading and writing activities and multisensory, visible learning:
 - 16 **Letter Board** and 17 **Magnetic Letter Tiles:** Allows students to kinesthetically manipulate/practice sounds, and build words.
 - 18 **Dry Erase Writing Tablet:** A kinesthetic component for letter formation practice.
 - 19 **Student Notebook 1:** A reference for letter formation, keyword pictures, and sounds; lends itself to kinesthetic tracing strategies.
 - 20 **My Foundations Journal:** A supplemental material for writing letters and words, as well as coloring.
 - 21 **Desk Strip:** A useful reference material for independent decoding and spelling activities.
 - 22 **Fluency Kit 1:** Contains controlled sound drills, real and nonsense words, trick words, phrases, and controlled text stories (phrased and unphrased); with recording form.
 - 23 **Foundations Writing & Drawing Pad:** A sample pad is available for students to journal or practice their emergent writing; includes the Wilson grid lines with paper also available on the PLC.
 - 24 **Foundations Story Set 1:** Six readers with highly decodable controlled text.
- Supplemental materials:*
- 25 **Books to Remember Set 1:** Five decodable stories that review short vowels.
 - 26 **Geodes™ Level 1 Classroom Kit:** A new collection of 64 accessible, knowledge building books from Great Minds in association with Wilson Language Training.
- Note: the visual design of Foundations products is minimally distracting to allow students to focus on concepts being learned. Teachers and students can rely on consistent and clear visual cues.*

Teacher Support

What professional learning opportunities are available?

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

Integrated Teacher Support: Online Learning Community Membership

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



Foundations® Level 1 Workshop

Provides underlying principles and practical strategies. Reviews the skills, materials, multisensory practices, and activities taught in Level 1.

Intervention Workshop

Focuses on the skills, materials, activities, and lesson planning of the intervention lesson, how the Foundations Curriculum-Based Measurement tool is used for progress monitoring, and the background knowledge, practice, and guidance needed to incorporate fluency instruction.

Virtual Implementation Support

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

Foundations Demonstration Sites with On-Site Coaching

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

Sustainability Plan

The **Foundations Level 1 Facilitator Certification** program develops teacher-leaders who will gain a deeper knowledge of program implementation at Level 1 in order to support teachers within their district. It is a yearlong program designed to build staff capacity by supporting the implementation of Foundations and contributing to teacher and student success.

The **Foundations Level 1 Presenter Development** helps build capacity by training teacher-leaders in a deeper understanding of language structure to support program implementation at Level 1, as well as to become credentialed to present the Foundations Level 1 Workshop within the district, at a large cost savings to the district. Wilson provides presenters with comprehensive workshop materials and ongoing support from Wilson Fidelity Team members.

Prevention/Early Intervention Learning Community Connection

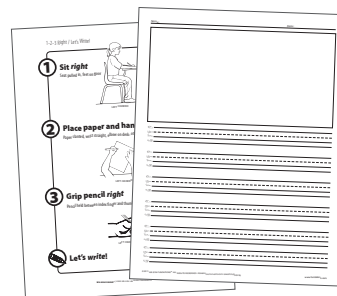
Lesson, Sound, and Activity Demos



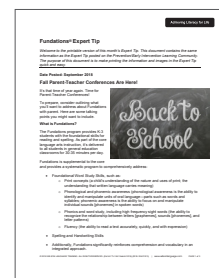
Discussion Board

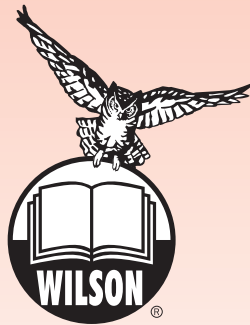


Printable Resources



Expert Tips





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