Implementation Overview

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

Prevention • Tier 1
Early Intervention • Tier 2
Level K Overview

What is the focus of Fundations® K?
Fundations® stands out for its thorough and multisensory structured literacy approach to teaching foundational reading and spelling skills. It is a supplement to 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

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

How does Fundations work with core reading programs?

Fundations teaches accuracy of decoding, spelling, and handwriting in a carefully integrated and scaffolded sequence that is taught to a 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 Fundations and the core curriculum should be implemented with fidelity, allowing them to reinforce each other in all literacy activities throughout the school year.

Fundations 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.

Fundations and College- and Career-Readiness Standards

Fundations 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.

Fundations’ alignment to standards is available at wilsonlanguage.com and online at the Prevention/Early Intervention Learning Community of Wilson Academy®.
How does Fundations® fit into an MTSS/RTI framework?

Fundations® 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, Fundations is designed for the entire K classroom (Tier 1) as well as for at-risk students who require early intervention (Tier 2).

### Tier 1: Prevention

<table>
<thead>
<tr>
<th>Student Focus</th>
<th>All K-3 general education students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size</td>
<td>Whole class</td>
</tr>
<tr>
<td>Lesson Length</td>
<td>Standard lesson is 30 minutes daily, 5 days/week</td>
</tr>
<tr>
<td>Setting</td>
<td>General education classroom</td>
</tr>
<tr>
<td>Instructor</td>
<td>General education teacher</td>
</tr>
<tr>
<td>Professional Learning and Support</td>
<td>Wilson Academy/Prevention Learning Community (online)</td>
</tr>
<tr>
<td></td>
<td>Program Workshops</td>
</tr>
<tr>
<td></td>
<td>Coaching Days</td>
</tr>
<tr>
<td></td>
<td>Facilitator Certification</td>
</tr>
<tr>
<td></td>
<td>Presenter Development</td>
</tr>
</tbody>
</table>

Fundations instruction is delivered to all students in the general education classroom as a phonics and spelling supplement or the word study block of the core literacy program.

### Tier 2: Early Intervention

<table>
<thead>
<tr>
<th>Student Focus</th>
<th>All K-3 struggling, at-risk readers in lowest 30th percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size</td>
<td>Small group or one-to-one</td>
</tr>
<tr>
<td>Lesson Length</td>
<td>Intervention lesson is 30 minutes, 3-5 times per week, plus the daily 30-minute standard lesson</td>
</tr>
<tr>
<td>Setting</td>
<td>May be conducted within or outside the general education classroom</td>
</tr>
<tr>
<td>Instructor</td>
<td>General education teacher, reading specialist, paraprofessional, or intervention personnel</td>
</tr>
<tr>
<td>Professional Learning and Support</td>
<td>Wilson Academy/Prevention Learning Community (online)</td>
</tr>
<tr>
<td></td>
<td>Program Workshops</td>
</tr>
<tr>
<td></td>
<td>Coaching Days</td>
</tr>
<tr>
<td></td>
<td>Facilitator Certification</td>
</tr>
<tr>
<td></td>
<td>Presenter Development</td>
</tr>
</tbody>
</table>

Fundations instruction is provided to at-risk students in need of strategic intervention and is conducted in a small-group setting by the classroom teacher and/or push-in or pull-out interventionist.

### What supports are available for teachers?

- Hardcover teacher manual with explicit day-by-day learning plans, a quick-glance for the day’s activities, and list of materials to be used by the teacher and student
- Instantly accessible instructional support (printable materials, animations and video demonstrations and discussion boards) through membership in the Prevention/Early Intervention Learning Community (PLC)
- Guidelines on differentiating instruction for advanced students, struggling students, and ELL students
- Assessments of student mastery with weekly diagnostic checks and Unit tests
- Home Support Pack with information for parents and accompanying materials for each Unit
- Extensive 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).

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, p. 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, teaches blending, segmentation, and manipulation of individual sounds, and integrates this instruction with phonics and spelling.

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). Since 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 to chunk text into meaningful phrases, and practice fluently reading connected texts with accuracy, automaticity, and prosody.
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 used in a 1:1, small group, or whole class setting, and can be used for prevention, intervention, or immediate, intensive intervention purposes.
- Many lesson activities and games for whole class or group participation.
- Materials are very teacher-friendly, and the 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.
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 identified by research as effective in increasing student 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 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 K 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 since it is essential that 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 in order to express what they do in order to succeed.

**Emotionally Sound**

Expectations are clear and manageable. Students develop self-efficacy as they see that 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 with the necessary scaffolding and support for both daily successes within a lesson and overall reading and writing success.
Sequential and Cumulative Instruction Across the Grades

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

Teaching to Mastery Through Learning Activities

Within a 30-minute lesson, Fundations emphasizes the mastery of skills through activity-based learning. After new concepts are introduced, students engage in a variety of learning activities that allows 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 supports learning and mastery utilizing different modalities and reinforcements, maintaining interest and building mastery.
Level K of Fundations® will set a very strong foundation for reading and writing. In addition to Fundations, teachers should provide students with a wide variety of text experiences, and expose them to poetry and narrative and informational text.

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

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick) words such as the, was, of
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Name the author and illustrator of a story and different illustrations
- Explain narrative story structure, including character, setting, and main events
- Use a combination of drawing and dictating to narrate linked events to tell a story in sequence
- Distinguish story structure, including character, setting, and main events
- Recognize and produce rhyming words
- Use a combination of drawing and dictating to narrate linked events to tell a story in sequence
- Distinguish between author and illustrator of a story, with pictures or prompts as a guide
- Use a combination of drawing and dictating to narrate linked events to tell a story in sequence
- Retell key details of narrative and informational text using pictures or prompts as a guide
- Identify characters, setting, and main events in a story with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text
- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete sentences in shared language activities

Specific scope and sequence can be found in the Teacher’s Manual.
How does Fundations® 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.

Print awareness is explicitly connected to books and stories during the Storytime Activity. 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 for enjoyment. It helps students recognize words as distinct elements of oral and written communication. As teachers read the story, they demonstrate reading left to right and top to bottom, associate words on the page to the events in the story, and point out that sentences are made up 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.

Other Storytime activities recommend books (both informational and narrative for a specific purpose) and direct teachers to discuss print and book awareness, such as handling 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 also demonstrated and reinforced during several activities that use the Sentence Frames to teach concepts. Activities using Sentence Frames include 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, words are separated by spaces in print, and key elements of sentence structure such as capitalization and punctuation are directly taught.

The Home Support Pack K provides activities to focus on print awareness and print concepts. (See Unit 1, Weeks 3 and 7 letters for examples.) The Prevention/Early Intervention Learning Community (PLC) also provides resources to support print awareness and print concepts in the classroom.

### FUN Learning Activities that Support Print Awareness and Standards Connections

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Standards Supported:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Dictation/Sentences</td>
<td>- follow words from left to right, top to bottom, and page by page (RF 1a)</td>
</tr>
<tr>
<td>- Introduce New Concepts</td>
<td>- recognize that spoken words are represented in written language by specific sequences of letters (RF 1b)</td>
</tr>
<tr>
<td>- Make it Fun</td>
<td>- understand that words are separated by spaces in print (RF 1c)</td>
</tr>
<tr>
<td>- Storytime</td>
<td>- capitalize the first word in a sentence and the pronoun I (L 2a)</td>
</tr>
<tr>
<td>- Teach Trick Words</td>
<td>- recognize and name end punctuation (L 2b)</td>
</tr>
<tr>
<td>- Trick Word Practice</td>
<td>- identify the front cover, back cover, and title page of a book (RI 5)</td>
</tr>
<tr>
<td>- Word Play</td>
<td>- name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text (RI 6)</td>
</tr>
</tbody>
</table>

(See crosswalk available on PLC.)
How does Level K help my students identify letters and master the alphabetic principle?

Kindergarten students not only learn to recognize and name letters, they simultaneously learn its formation and the letter-sound correspondence. This creates important linkages that helps 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 upon this integrated approach. Daily 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 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

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

The following daily activities offer that practice in a multi-modal/multisensory 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 multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. (Also see Handwriting page.)

Other activities such as **Alphabetical Order**, **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.

The Home Support Pack K provides activities to focus on letter recognition and letter-sound mastery. (See Unit 1 letters for examples.) The PLC also provides resources to support letter recognition and letter-sound mastery in the classroom.

**FUN Learning Activities that Support Letter Recognition, Letter-Sound Mastery, & Handwriting and Standards Connection**

**Learning Activities**
- Alphabetic Order
- Dictation
- Drill Sounds/Warm-Up
- Echo/Find Letters
- Echo/Letter Formation

**Standards Supported:**
- recognize and name all upper- and lowercase letters (RF 1d)
- demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant (RF 3a)
- print many upper- and lowercase letters (L 1a)
- write a letter or letters for most consonant and short vowel sounds (phonemes) (L 2c)
“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, Berninger, Abbott, Abbott, Whitaker, 1997

How are handwriting skills taught?

Handwriting is another important aspect of Fundations instruction. Automaticity and fluency in handwriting is a strong predictor of the quantity and quality of written composition. This is true for both typically developing writers and writers with disabilities (Blalock, 1985). In Fundations, letter formation is tightly integrated with learning the letter name and letter sound and students are directly taught letter formation with the Wilson font.

In Level K, students master letter formation with verbal cues, repetition, sky writing, tracing, and writing practice. The students also begin to systematically learn punctuation, capitalization, and proofreading skills.

Handwriting must be fluent and automatic; it should flow naturally. This is critical because fluent, legible handwriting goes hand in hand with the ability to write strong compositions. Non-proficient handwriters cannot keep up with their ideas (Graham, 2005). The following principles of handwriting instruction are adhered to in the Fundations Level K curriculum:

Effective work habits are reinforced such as correct posture, paper position, and pencil grip.

Letters are grouped into “like patterns”.

Grid lines for writing are given specific names and used as reference points.

Students are guided through a letter’s formation using consistent verbalization.

Students are held accountable for neat, proper handwriting.

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 the letter, then to copy it, and finally to write the letter from memory.

Letter formation is initially introduced using gross motor memory during the Sky Write/Letter Formation activity.

Letter Formation Guides are laminated cards on a ring that provide a step-by-step guide for lower- and uppercase letter formation.

The Home Support Pack K provides activities to focus on handwriting. (See Unit 1, Week 1, and Unit 3, Week 1 letters for examples.) The PLC also provides resources to support handwriting in the classroom. (See Level K Activity Demonstration Video – Sky Write/Letter Formation and Level K Writing Letter Formation – Let’s Write for examples.)
How do students practice phonological awareness skills?

Students practice these skills as they learn **word and syllable awareness**.

The blue Sentence Frames are used to help explicitly teach word awareness. These frames allow students to discern separate words in a dictated sentence. This skill is emphasized throughout Unit 1 in the **Word Play** activity. (See Week 1, Day 4 for an example.)

```
Maria and Jake had fun.
Did Maria have fun?
```

The skill of recognizing that our spoken thoughts (a sentence) are separated into words is reinforced throughout the year in the **Teach/Practice Trick Word** (starting in Unit 3) and the **Dictation/Sentences** (Unit 5) activities.

Moving along the phonological awareness continuum, students are then introduced to the concept of syllable awareness. This is taught and practiced using the white Syllable Frames, allowing students to see and count syllables. Students put their hand under their chin to **feel** the syllables and clap them out to help **hear** the syllables. This skill is practiced in the **Word Play** activity in Unit 1. (See Week 4, Day 4, and Week 5, Day 4 for examples.)

**Does Fundations® include skills such as rhyming, onset and rime, and distinguishing initial and final sounds of words?**

The daily plan does not have a Learning Activity labeled “Phonological/Phonemic Awareness,” but throughout Units 1, 2, and 3 these skills are practiced in the **Make It Fun** activity. Rhyming and phonemic awareness practice are often integrated into activities that also reinforce the letter-sound and letter formation skills that have been taught. (See Unit 1, Week 7, Day 3, and Week 9, Day 3 for examples.) There are also a few **Storytime** activities in Unit 1 that provide activities with 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.

The Home Support Pack K provides activities to focus on phonological and phonemic awareness. (See Unit 1, Weeks 4, 7, 9 letters for examples.) The PLC also provides resources to support phonological and phonemic awareness in the classroom.

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

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Standards Supported:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Word Play</td>
<td>• recognize and produce rhyming words (RF 2a)</td>
</tr>
<tr>
<td>• Make it Fun</td>
<td>• count, pronounce, blend and segment syllables in a spoken word (RF 2b)</td>
</tr>
<tr>
<td>• Storytime</td>
<td>• blend and segment onsets and rimes of single-syllable spoken words (RF 2c)</td>
</tr>
<tr>
<td>• Word Play–Make Words for Decoding</td>
<td>• isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (RF 2d)</td>
</tr>
<tr>
<td>• Echo/Find Words</td>
<td>• add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (RF 2e)</td>
</tr>
</tbody>
</table>

(See crosswalk available on PLC.)
Phonemic Awareness

“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 Fundations®?

Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. This prepares students for phonemic awareness instruction that begins in Unit 2 through the end of the year. Through the end of the year, students’ phonemic awareness is developed daily through the Word Play–Make Words for Decoding, Make It Fun, and Echo/Find Words activities:

- identifying phonemes
- blending phonemes to form words
- segmenting words into phonemes
- deleting or adding phonemes to form new words
- substituting phonemes to make new words

Fundations “tunes” the student to the separate phonemes in a word and develops the understanding that the sounds of spoken language work together to make words. This is done through card manipulation and a sound-tapping process.

Teachers and students use letter manipulatives (Sound Cards and Letter Tiles) to support the understanding of phoneme segmentation and manipulation, and identifying initial, medial and final sounds in CVC words. Using letters to teach phonemic awareness is found to be more effective than using sounds alone (NICHD, 2000.) Thus, phonemic awareness training in Fundations 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 that 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 to develop a student’s awareness about the way phonemes are coarticulated when they are blended.

The skill of isolating phonemes in a spoken word is further emphasized in the Echo/Find Words activity beginning in Unit 3. 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 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
How do Fundations® students develop sound mastery and learn the alphabetic principle?

Sound mastery is a key component of phonics. In Fundations, 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 Fundations, 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:

**Letter to Sound** (reading)  
In this direction, students see the letter and identify the sound.

**Sound to Letter** (spelling)  
In this direction, students hear the sound and identify the corresponding letter(s).

In Level K, the short vowel sounds are emphasized and practiced daily in the **Drill Sounds/Warm-Up** and **Vowel Extension** activities because students are taught the closed-syllable pattern, where the vowel is short. However, students are taught to listen for and distinguish between the long and short vowel sounds in words they segment.

Is Fundations primarily a phonics program?

Fundations is more than a phonics program. It 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 begin blending CVC words in Unit 2 and segmenting them in Unit 3. Blending and segmenting are taught explicitly through Sound Card and Letter Tile manipulation, and a sound-tapping process. Spelling skills are transferred to writing during the **Dictation** activity. What is taught for decoding is also taught for spelling. (See Spelling section.)

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.

**Level K Phonetically Regular Word Study Skills:** In Level K, students identify and fluently produce sounds of consonants (primary), short vowels, and basic digraphs. Students 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**.
How does Fundations® teach reading accuracy and automaticity?

With mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with the CVC and VC pattern. 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 work with this concept and the automatic reading of words, regardless of patterns, through exercises such as word chaining.

Example: $\text{mat} \rightarrow \text{cat} \rightarrow \text{bat} \rightarrow \text{bag} \rightarrow \text{bug} \rightarrow \text{mug}$

Students also solidify their mastery of letter-sound correspondence through the decoding of nonwords, or pseudowords, beginning in Unit 3 in the Word Play activity. To accurately read or spell a nonword that follows the rules of orthography, a student must apply letter-sound correspondences to determine something that has not been memorized.

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

How do students practice fluency with connected text?

Once students have been introduced to and have practiced single-word decoding, they will begin practicing decoding with connected text. This begins at the end of Unit 4 and is emphasized daily in Unit 5 in the Word Play-Read Sentences activity and reinforced with some Make It Fun activities. The sentences are 100% decodable, containing only the word structures that have been directly taught. From the beginning, students are taught to read in phrases and with expression.

Students also practice decoding skills 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.

Direct instruction and guidance on phrasing is included at the sentence and at the story level. Fundations uses a scooping technique to provide a graphical representation of phrasing for learning.

The dog and cat sat on the deck.

In addition to the Storytime activities, 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 Dictation/Sentences.
Does Fundations® include high frequency word (HFW, trick word) 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 Fundations) 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 regular patterns yet unlearned are taught because their memorization allows a student access to connected text in advance of learning the phonics principles otherwise necessary for decoding them (Ehri, 2014), and because they appear so often in text that learning to read them by sight will increase children’s reading fluency (Joseph, Nation, & Liversedge, 2013).

Starting in Unit 3, several trick words are introduced in each Unit in a set sequence within the Teach Trick Words activity and learned for quick and automatic recognition. 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 Trick Word Practice activity, which also provides practice within the context of sentences. Automatic recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage word frequency lists (Fry & Kress, 2006; Caroll, Davies & Richmond, 1971).

The Home Support Pack K provides activities to focus on phonics & word study; accuracy, automaticity, & fluency; and high frequency word study. The PLC also provides resources to support these skills in the classroom.

**FUN Learning Activities that Support Phonics & Word Study; Accuracy, Automaticity, & Fluency; & HFW Study and Standards Connections**

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Standards Supported:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Dictation</td>
<td>(See crosswalk available on PLC.)</td>
</tr>
<tr>
<td>- Drill Sounds/Warm-Up</td>
<td>• recognize and produce rhyming words (RF 2a)</td>
</tr>
<tr>
<td>- Echo/Find Letters</td>
<td>• count, pronounce, blend, &amp; segment syllables in spoken words (RF 2b)</td>
</tr>
<tr>
<td>- Echo/Find Words</td>
<td>• blend &amp; segment onsets &amp; rimes of single-syllable spoken words (RF 2c)</td>
</tr>
<tr>
<td>- Echo/Letter Formation</td>
<td>• isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (RF 2d)</td>
</tr>
<tr>
<td>- Introduce New Concepts</td>
<td>• add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (RF 2e)</td>
</tr>
<tr>
<td>- Letter-Keyword-Sound</td>
<td>• demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant (RF 3a)</td>
</tr>
<tr>
<td>- Student Notebook</td>
<td>• associate the long and short sounds with the common spellings (graphemes) for the five major vowels (RF 3b)</td>
</tr>
<tr>
<td>- Teach Trick Words</td>
<td>• read common high frequency words by sight (RF 3c)</td>
</tr>
<tr>
<td>- Trick Word Practice</td>
<td>• distinguish between similarly spelled words by identifying the sounds of the letters that differ (RF 3d)</td>
</tr>
<tr>
<td>- Make it Fun</td>
<td>• read emergent-reader texts with purpose and understanding (RF 4)</td>
</tr>
<tr>
<td>- Storytime</td>
<td>• use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) (L 1e)</td>
</tr>
<tr>
<td>- Word Play</td>
<td>• write a letter or letters for most consonant and short-vowel sounds (phonemes) (L 2c)</td>
</tr>
<tr>
<td></td>
<td>• spell simple words phonetically, drawing on knowledge of sound-letter relationships (L 2d)</td>
</tr>
</tbody>
</table>
How does Fundations® support the development of transcription skills?

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

How are spelling skills taught?

In Fundations, 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.

The Wilson finger-tapping procedure is used to segment phonemes to support spelling. Fundations 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 activity.

When Fundations teaches tapping for reading, students learn to sound out the individual phonemes and then blend them into a word. When Fundations 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.

The Home Support Pack K provides activities to focus on spelling. (See Unit 1, Week 1, and Unit 3, Week 1 letters for examples.) The PLC also provides resources to support spelling in the classroom. (See Level K Activity Demonstration Video – Sky Write/Letter Formation and Level K Writing Letter Formation – Let’s Write for examples.)

FUN Learning Activities that Support Spelling and Standards Connections

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Standards Supported:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Echo/Find Letters</td>
<td>• capitalize the first word in a sentence and the pronoun I (L2 a)</td>
</tr>
<tr>
<td>• Echo/Find Words</td>
<td>• recognize and name end punctuation (L2 b)</td>
</tr>
<tr>
<td>• Dictation/Sound</td>
<td>• write a letter or letters for most consonant and short-vowel sounds (phonemes) (L2 c)</td>
</tr>
<tr>
<td>• Dictation/Words</td>
<td>• spell simple words phonetically, drawing on knowledge of sound-letter relationships (L2 d)</td>
</tr>
<tr>
<td>• Dictation/Sentence</td>
<td></td>
</tr>
</tbody>
</table>
How does Fundations® help foster a rich oral language environment?

Vocabulary knowledge is an important part of the comprehension puzzle, and we know that not all our students are walking through the doors of kindergarten with equal vocabulary skills. A rich oral language environment is critical in helping these students learn the staggering number of words needed for comprehension success.

In Fundations, teachers develop a “word conscientious” classroom, constantly emphasizing both structure and meaning. Vocabulary instruction is incorporated in almost every lesson. Throughout the Teacher’s Manual, including the Skills Taught section of the introduction, there are reminders and ideas about how to make vocabulary a part of daily instruction.

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

Fundations is only a small part of daily instruction. Teachers can create a rich oral language environment by using Fundations’ strategies for integrating vocabulary throughout the school day so that students encounter multiple and varied vocabulary words.

How does Fundations teach vocabulary?

In Fundations Level K, vocabulary is explained, not defined. There is no specific vocabulary activity because vocabulary instruction is intertwined in many different daily activities. We recommend this approach when coming across a new vocabulary word:

- Children repeat 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 that helps explain the meaning, and that likely has a familiar context for the students. “I carefully took the kitten off the kitchen table and set her on the floor” is a more explanatory sentence than “I set the kitten down.”
- Children provide sentences (without using definition).

When asking students for a word’s meaning, they are taught to explain it without using the word itself. Teachers will also help cement understanding by encouraging students to tell them about the word. For example, a teacher may ask “What might someone look like if they were cheerful?”

The Home Support Pack K provides activities to focus on vocabulary. (See the Orientation Week and Unit 1, Week 5 letters for examples.) The PLC also provides resources to support vocabulary in the classroom. (See Level K Activity Demonstration Video – Echo/Find Letters and Words and Level K Expert Tips/Ideas – Activity Tips Vocabulary for examples.)

FUN Learning Activities that Support Vocabulary and Standards Connections

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Standards Supported:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictation</td>
<td>ask and answer questions about unknown words in a text (RL 4, RI 4)</td>
</tr>
<tr>
<td>Echo/Find Words</td>
<td>identify new meanings for familiar words &amp; apply them accurately (L 4a)</td>
</tr>
<tr>
<td>Introduce New Concepts</td>
<td>use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (L 4b)</td>
</tr>
<tr>
<td>Student Notebook</td>
<td>demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (L 5b)</td>
</tr>
<tr>
<td>Teach Trick Words</td>
<td>identify real-life connections between words and their use (L 5c)</td>
</tr>
<tr>
<td>Trick Word Practice</td>
<td>distinguish shades of meaning among verbs describing the same general action by acting out the meanings (L 5d)</td>
</tr>
<tr>
<td>Make It Fun</td>
<td></td>
</tr>
<tr>
<td>Storytime</td>
<td></td>
</tr>
<tr>
<td>Word Play</td>
<td></td>
</tr>
</tbody>
</table>
How does Fundations® address comprehension, which is the ultimate goal of reading?

Fundations is a foundational skills program, meant to teach to mastery the many 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 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).

While Fundations is designed to be paired with a core program that fully addresses comprehension, it does practice comprehension strategies weekly. In Fundations, these are taught explicitly, which is particularly useful for those who struggle with comprehension (Gersten, Fuchs, Williams, & Baker, 2001). Fundations addresses reading and listening comprehension instruction, and incorporates instruction in visualization strategies, guided close reading, and oral language instruction.

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

Students must hold onto information across sentences to create cohesion so that they understand and link events in a text. Then, they must develop the skill to retell those events in a coherent way. In Fundations, teachers will use a technique called Comprehension S.O.S. (Comprehension: Stop-Orient-Support/Scaffold), a teacher-led interactive discussion about written text.

In Fundations, retelling begins in kindergarten with the Storytime activity, which offers explicit instruction on 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.

In Fundations, each Unit describes the varied Storytime procedures and offers recommended readings. The progression of reading text grows throughout the year.

The Home Support Pack K provides activities to focus on comprehension. (See Unit 1, Week 5, and Unit 3 Intro letters for examples.) The PLC also provides resources to support comprehension in the classroom. (See Level K Activity Resources – Storytime Activities Guiding Questions and Level K Expert Tips/Ideas – Reinforcing Activities Story Strips for examples.)

FUN Learning Activities that Support Comprehension and Standards Connections

Learning Activities: Storytime

<table>
<thead>
<tr>
<th>Standards Supported:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• key details in a text (RL 1, RI 1)</td>
</tr>
<tr>
<td>• retell familiar stories (RL 2)</td>
</tr>
<tr>
<td>• identify the main topic (RI 2)</td>
</tr>
<tr>
<td>• identify characters, settings, and major events in a story (RL 3)</td>
</tr>
<tr>
<td>• two individuals, events, ideas, or pieces of information in a text (RI 3)</td>
</tr>
<tr>
<td>• recognize common types of texts (RL 5)</td>
</tr>
<tr>
<td>• name the author and illustrator of a story in telling the story (RL 6)</td>
</tr>
<tr>
<td>• describe the relationship between illustrations and the story (RL 7, RI 7)</td>
</tr>
<tr>
<td>• compare and contrast experiences of characters (RL 9)</td>
</tr>
<tr>
<td>• identify basic similarities in and differences between two texts on the same topic (RI 9)</td>
</tr>
<tr>
<td>• actively engage in group reading activities (RL 10, RI 10)</td>
</tr>
<tr>
<td>• continue a conversation through multiple exchanges (SL 1b)</td>
</tr>
<tr>
<td>• confirm understanding of a text read aloud or information presented orally (SL 2)</td>
</tr>
</tbody>
</table>
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 Fundations® 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 complete 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 K are a quick reference for correct activity procedures.

How would I plan a Fundations 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 Fundations’ 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 activity procedures for the day’s Learning Activities (practice with Activity Cue Cards for mastery)
- determine clear step-by-step instructions to guide students during transitions
- visualize lessons and transitions between activities

Teachers are encouraged to plan metacognitively by considering lesson goals and why those goals are important. Introducing the day’s activities (via Activity Strips) and goals to students is important as well. Fundations also stresses teacher reflection after lessons, allowing for evaluation of the lesson’s effectiveness.
The diagnostic nature of Fundations® combines assessment and instruction, allowing teachers to determine and address students’ strengths and challenges.

**What does informal and formal assessment look like in Fundations?**

Informal formative assessment is used during the learning process (i.e., daily Learning Activities) to let teachers know how well their students are learning. “Show me” is a phrase Fundations teachers use with clear instructional objectives. It requires learners to do intellectual work and demonstrate their thinking through performance. Teachers provide immediate feedback to students.

Students’ achievement is assessed by looking at 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 for 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 the Mid-Unit Check and Unit Tests. With Unit Tests, 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 Fundations are also assessed using the Progress Monitoring Tool.

**How does Fundations differentiate instruction?**

Differentiating instruction is a product of diagnostic teaching. Fundations provides teachers with strategies for differentiation to meet the needs of various learners. 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 (i.e., 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?**

By the Mid-Unit Check (Unit 1, Week 6), teachers determine if students need small-group intervention. Prior to that, teachers using benchmark assessments such as DIBELS can use *beginning of the year* scores to identify at-risk students. Instruction for these students includes the standard lesson plus an intervention lesson targeting difficulties. Intervention guidance is available on the PLC and with intervention workshops. **Fundations Level K Progress Monitoring** measures what students know compared to skills taught in the Level K curriculum. This can be used with all Fundations students, but is particularly helpful for those in Tier 2 Intervention. It includes measures in letter naming, letter-sound automaticity, sound identification, word identification, nonsense word fluency, phoneme segmentation, fluency and sight word fluency.
The Fundations® Teacher’s Kit K includes comprehensive materials to facilitate teachers’ use of the program. Level K materials support an integrated, multisensory approach to instruction, utilizing visual, auditory, tactile, and kinesthetic modalities.

**Teacher’s Manual K:** 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.

**Echo & Baby Echo Puppets:** Serve as effective helpers for promoting student responses.

**Activity Cue Cards K:** Offer a quick reference for Learning Activities.

**Home Support Pack K:** Informs parents/caregivers about Fundations and how they can support progress, and includes student activities.

**Alphabet Wall Strip,** **Keyword Puzzles,** **Large Sound Cards,** **Standard Sound Cards with Magnetic Strips,** **Trick Word Flashcards,** **Classroom Posters Set,** and **Vowel Extension Poster:** These materials support students’ letter recognition, phonological awareness, and phonics skills via visual prompts, oral language, and systematic modeling and practice.

**Large Letter Formation Grid,** **Sentence and Syllable Frames,** and **Manuscript Letter Formation Guides:** These materials are 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:

**Letter Board** and **Magnetic Letter Tiles:** These allow students to kinesthetically manipulate/practice sounds, and build words.

**Dry Erase Writing Tablet:** A kinesthetic component for letter formation practice.

**Student Notebook K:** A reference for letter formation, keyword pictures, and sounds; lends itself to kinesthetic tracing strategies.

**My Fundations Journal:** A supplemental material for writing letters and words, as well as coloring.

**Desk Strip:** A useful reference material for independent decoding and spelling activities.

**Fundations Writing & Drawing Pad:** A sample pad is available for students to journal or practice their emergent writing; includes the Wilson grid lines; with paper template also available on the PLC.

*Note: the visual design of Fundations 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 is the Prevention/Early Intervention Learning Community?
This companion website provides resources to help teachers with instruction. It includes documents to download, video demonstrations to watch, animations that assist with the understanding of word structure, expert tips from master teachers, and a discussion board connecting teachers to a community with others. For Intervention teachers, specific resources are also included. Membership is included with the Teacher’s Manual.

What professional learning opportunities are available?
Wilson offers a range of professional learning opportunities to help educators enhance their instruction and support Fundations® implementation with fidelity.

Fundations Workshop for Level K: Provides underlying principles and practical strategies. Reviews Level K skills, materials, multisensory practices, and activities.

Intervention Workshop: Focuses on the skills, materials, activities, and lesson planning of the Intervention lesson, how to use the Progress Monitoring Tool, and the background knowledge, practice, and guidance needed to incorporate fluency instruction.

Fundations Coaching Days: Provide support through demonstrations, coaching, and feedback. For Intervention teachers, coaching also focuses on specific Intervention setting features.

Sustainability Plan: The Fundations Facilitator Certification is a yearlong program designed to build staff capacity by supporting the implementation of Fundations and contributing to teacher and student success. Facilitator Certification is offered in Levels K and Intervention (as well as the other Fundations Levels). Graduate credit is available. Upon completion of the Certification, Fundations Facilitators are well-positioned to:

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

Presenter Development builds capacity by providing districts with a cost-effective way to deliver program workshops. Upon completion of the Presenter program requirements, Credentialed Presenters can deliver the Fundations Level K Workshop within the district. Comprehensive workshop materials, access to Wilson's online community, and ongoing support from Wilson Fidelity Team members are provided.

Prevention/Early Intervention Learning Community Connection

Lesson, Sound, and Activity Demos
Discussion Board
Printable Resources
Expert Tips