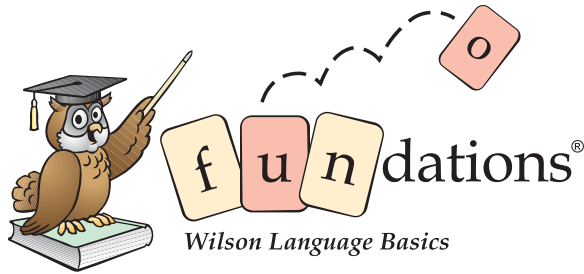




*Wilson works®.*



### **Wilson Foundations® makes learning to read fun while laying the groundwork for life-long literacy.**

**F**oundations is a Prevention (Tier 1) and Early Intervention (Tier 2) program that provides general education and at-risk students with a foundation for reading and spelling. It provides teachers with the skills and tools necessary to confidently present a carefully structured phonics and spelling curriculum using engaging, multisensory techniques.



As a recognized leader in multisensory language programs, Wilson brings more than two decades of systematic and explicit instruction to the K-3 classroom. Foundations provides research-based strategies and materials essential to a Response to Intervention model.

#### **Program Highlights**

- Emphasis is on systematic phonics and study of word structure
- Skills are taught explicitly and systematically
- Instruction is cumulative and scaffolds all presented skills
- Teachers model tasks and students actively participate in their learning
- Extensive practice and multiple opportunities are provided for skills application
- Supplemental activities are provided for students who need additional support
- Assessments are used to monitor students throughout the program
- The manual and CD offer extensive guidance to teachers
- Home Support Packet encourages parental involvement
- Foundations is based on the research-validated Wilson Reading System®

Each level of Foundations presents skills in a carefully structured scope and sequence. These build on previously taught skills and are brought forward cumulatively from unit to unit, year to year.

### Skill Development in Foundations

- Phonological and Phonemic Awareness
- Sound Mastery
- Phonics and Word Analysis
- Spelling
- Vocabulary
- High-Frequency (Trick) Word Instruction
- Fluency
- Comprehension Strategies
- Manuscript and Cursive Handwriting

### Foundations Level K Program Highlights

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

- Form letters associated with sounds
- Write manuscript letters in lower- and upper-case
- Know the concepts of print: track print left to right/top to bottom; match spoken words to printed words
- Identify separate words in an oral sentence, segment words into syllables; segment syllables into sounds (phonemes) - up to 3 sounds
- Learn phoneme substitution, deletion, addition, and manipulation activities done with letter cards and tiles to assist with cognitive manipulation
- Isolate phonemes using tapping procedure for blending and segmenting (segment phonemes in words; blend phonemes into words)
- Apply alphabetic order and know a-z letter/sound relationships (map letter to sound and sound to letter)
- Read and spell approximately 200 CVC words
- Read targeted high-frequency words: the, a, and, is, was
- Identify correct punctuation (period or question mark)
- Identify capitalization for beginning of sentences and names of people
- Retell short narrative stories
- Echo-read a passage with correct phrasing and expression

### Foundations Level 1 Program Highlights

*By the end of Foundations Level 1, students will be able to:*

- Know letter formation, print knowledge, alphabetic awareness, phonological and phonemic awareness training
- Segment words into syllables and syllables into sounds (phonemes) - up to five sounds
- Name corresponding sound when given letter(s)
- Name corresponding letter(s) when given sound
- Identify word structure, such as blends, digraphs, base words, suffixes, syllable types (closed and v-e syllables)
- Read and spell closed and v-e syllable type words, compound words, and words with two syllables
- Read and spell words with suffixes, unexpected vowel sounds, and targeted high-frequency words
- Construct sentences using vocabulary words
- Read controlled stories (95-100% decodable) with fluency, expression, and understanding
- Read approximately 60 words per minute with fluency and understanding
- Apply beginning dictionary skills
- Apply correct punctuation and capitalization
- Retell short narrative stories and facts from expository text

### Foundations Level 2 Program Highlights

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

- Segment syllables into phonemes - up to six sounds
- Identify word structures, such as vowels, consonants, blends, digraphs, digraph blends
- Identify parts of words (syllables, base words, suffixes)
- Identify all six syllable types: closed, v-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Read and spell words with short vowels, long vowels in v-e and open syllables, r-controlled vowels and vowel teams
- Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive)
- Read and spell words with suffixes
- Read and spell phonetically regular one-, two- and three-syllable words and divide multisyllabic words
- Read and spell targeted high-frequency words
- Write clear, legible manuscript at an appropriate rate
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Apply correct punctuation and capitalization

- Read controlled stories with fluency, expression and understanding
- Read approximately 90 words per minute with fluency and understanding
- Construct sentences using vocabulary words
- Use synonyms, know some multiple meaning words, and apply dictionary skills
- Locate and retell facts in narrative and expository text
- Skim for information, and make judgments and predictions from given facts

### **Fundations Level 3 Program Highlights**

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

- Identify parts of words (syllables, base words, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, and trigraphs
- Identify all six syllable types (closed, v-e, open, r-controlled, vowel digraph/diphthong, consonant-le) identify their “exceptions,” and read and spell words with these exceptions
- Segment syllables into sounds (phonemes) and divide multi-syllabic words
- Read and spell words with short vowels, long vowels, r-controlled vowels, and vowel teams
- Identify, read, and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the soft sounds of c and g, words with ph, nge, nce, tion, sion, ture, tu, ti, ci, and words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes added to unchanging base words, and to changing base words
- Read and spell contractions, and identify the words from which a contraction was made
- Read and spell targeted high-frequency words
- Read, spell and know the meanings of Sound Alike Words (homophones)
- Know the meanings of targeted vocabulary words and inflected forms of words
- Construct sentences using vocabulary words
- Know different inflected forms of words
- Know some multiple-meaning words
- Apply dictionary skills
- Apply correct punctuation and capitalization
- Write clear, legible cursive at an appropriate rate

### **All learning involves active participation**

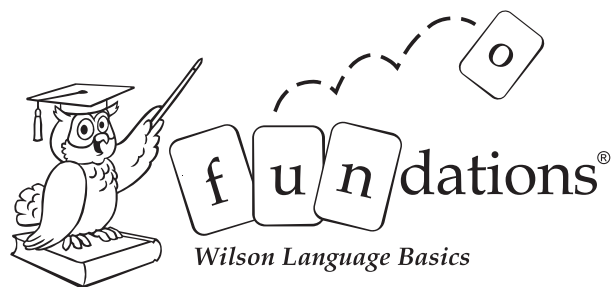
Fundations instruction is visible and explicit, offering students much more than phonics worksheets. Fundations instruction is interactive. The multisensory lesson activities provide learning through various modalities and help to maintain the students’ focus. Students find learning fun.

#### **Lesson Activities include:**

- Letter formation using sky writing, Dry Erase Writing Tablets, notebooks, and finger tracing
- Alphabet sequencing with sound cards or magnetic Letter Board with phoneme tiles
- Blending and segmenting sounds with the Wilson finger tapping technique
- Sound drill with Echo the Owl and Large or Standard Sound Cards
- Echo/Find Letters and Words using the magnetic Letter Board and phoneme tiles
- Dictation for sounds, words, and sentences using the Dry Erase Writing Tablet and composition books
- High-frequency words (Trick Words) using sky writing, gel boards, composition books, flashcards, and notebooks
- Word of the Day activities that review word structure and develop vocabulary using sound cards, index cards, and vocabulary section of the notebook
- Word Talk, Word Play and Make it Fun lesson activities using the manipulatives to reinforce unit concepts or review previously taught concepts
- Storytime, which involves reading and writing activities, including using stories with controlled text

### **Help prevent future reading difficulties. Make Fundations part of your classroom.**

To learn more, call **800.899.8454**, or visit our website at **[www.fundations.com](http://www.fundations.com)**



## Make Foundations an integral part of your reading block

Foundations is a supplemental phonics/spelling program delivered to general education classrooms in 30-minute daily lessons. This is appropriate when the core language arts program does not present a systematic phonics approach. Foundations is designed to be used with the existing literature-based reading instruction to provide a comprehensive language arts program.

In schools where Foundations is not used in the general education classroom, it is appropriate to select Foundations as an early intervention program for students in the lowest 30th percentile. Students receive Foundations for 60 minutes each day, completing the 30-minute daily lesson, plus a 30-minute double dose lesson. Students' progress is monitored with a weekly check of skills for mastery, unit tests, and fluency charting.

## Teach the critical skills necessary for reading and spelling

Foundations is based on phonological coding research and Orton-Gillingham principles. It addresses each of the five essential components for reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The Florida Center for Reading Research confirmed Foundations' alignment with reading research and noted no weaknesses in the program. The full report is available on its website at [www.fcrr.org](http://www.fcrr.org).



### Phonemic Awareness

Students identify and isolate sounds of spoken words, segment phonemes in words, and blend phonemes into words. Phoneme substitution, addition and manipulation activities are done with letter cards and tiles to assist with cognitive manipulation. The Wilson tapping procedure for blending and segmenting of phonemes is used.



### Phonics

Sound-to-symbol and symbol-to-sound correspondence are incorporated into each lesson during the lesson activities. Readers are explicitly and systematically taught word structure following the six syllable types. Students apply skills to decode and spell unfamiliar words. Students learn high-frequency sight words during the Trick Word lesson activity.



### Vocabulary Development

Targeted vocabulary is introduced and practiced during Word of the Day and Word Play activities for phonetically regular words. Students develop a personal resource dictionary in their Student Notebooks. Students practice these words with repeated and multiple exposures.



### Reading Fluency

Fluency Kits include repeated reading practice using controlled text (95-100% decodable). There are controlled sound drills, wordlists, phrases and stories for each unit of study. Teachers model fluency, and students learn prosody with a specific phrasing technique. Timed drills assess fluency achievement (60 words/minute by Level 1, and 90 words/minute by Level 2).



### Comprehension Strategies

Decodable text is used during Storytime. Guidance is provided on prosody, visualization, incorporating pictures for retelling stories, applying speaking and listening skills, and explaining narrative story structure. Foundations is designed to be combined with more formalized literature instruction.