



Wilson® Foundations® Publisher’s Response to the Texas Instructional Materials Review and Approval (IMRA)

Wilson Language Training is pleased that the Texas Education Agency and reviewers recognized the comprehensive nature of Foundations® as a high-quality phonics program meeting 100% of the Texas Essential Knowledge and Skills (TEKS) across three levels: K-2.

Foundations is an explicit and systematic curriculum utilizing a science-based Structured Literacy approach to make learning to read fun while laying the groundwork for lifelong literacy. The program’s research base and extensive materials allow teachers to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multimodal techniques. Its design is informed by over 30 years of working with students, including those with dyslexia, and is widely adopted to thoroughly and cumulatively solidify students’ foundational skills. Foundations is aligned with the science of reading and guides teachers to provide effective instructional practices.

Foundations is unique in teaching decoding, spelling, and handwriting in a carefully integrated and scaffolded sequence and to mastery level.

It stands out for teaching both reading (decoding) and spelling (encoding) reciprocally with a structured language and literacy approach that explicitly teaches total word structure (not just systematic phonics). Systematic instruction includes: phonemic awareness • phonics and word study • high frequency words • advanced spelling • accuracy, automaticity, fluency • handwriting.

The principles of instruction are key to students’ success in the program. These principles have been identified by research as effective teaching principles and are found to increase student achievement:

- Differentiating Instruction Diagnostically
- Offering Explicit Instruction: Explaining Content Clearly
- Providing Ample Practice with Feedback
- Engaging Multiple Learning Modalities with Multimodal Instruction
- Engaging Students in Rigorous Work
- Delivering Systematic Instruction: Sequential and Cumulative
- Supporting Universal Design for Learning (UDL) Principles
- Supporting Emergent Bilinguals (EBs) and Students with a Language Disability

Formative assessment/progress monitoring is built into the Foundations program with every single lesson.

Teachers monitor students’ responses to instruction allowing them to design and differentiate lessons to address students’ strengths and weaknesses, and accommodate students with language-based learning disabilities, emergent bilingual students, and those needing more rigor. The teacher is able to assess students’ skills because instruction is visible and explicit, and all students are actively participating in the learning. Summative assessments include the Foundations Unit Tests which guide teachers’ decisions about whether to advance to the next Unit, whether particular students need support, or whether to reteach the Unit to the whole class.

*Recognizing that effective foundational skills instruction is more than simply checking off a list of grade-level phonics skills, Foundations provides teachers with both the evidence-based content of **what** to teach and methods for **how** to provide that instruction following reading research.*



For K–2 students receiving Tier 2 intervention, the Foundations Level K, 1, and 2 Progress Monitoring Tools specifically measure skills introduced in those respective Foundations Levels.

FUN HUB® is our subscription-based, online extension of Foundations. It provides valuable Unit-by-Unit resources such as the Unit Test Tracker and Foundations InterActivities, along with professional learning opportunities for teachers. The Unit Test Tracker allows teachers to record and track students’ Unit Test results, and view and manage classes with ease. Student performance data is shown in convenient color coding. Individual student records help teachers customize student learning to target trouble areas. Foundations InterActivities is an interactive teaching tool that allows teachers to digitally manipulate Foundations materials like Sound Cards or Letter Tiles, demonstrate scooping and letter formation, and review Trick Word flashcards.

Geodes® books provide an authentic reading experience that builds content knowledge about science, history, and the arts, fostering intellectual curiosity. Geodes’ texts are organized in grade-level appropriate sets. Each library is organized into topical modules that interest young minds. Geodes texts align with the Foundations scope and sequence for students to practice decoding, fluency, comprehension, and vocabulary.

Foundations provides guidance on teaching emergent bilinguals. In addition to providing differentiated instruction for each of the Foundations activities in the Learning Activity Overview section of the Foundations Teacher Manual, several resources for emergent bilinguals are available on the Foundations Learning Community online. The Foundations Learning Community online provides lesson plans designed specifically for emergent bilingual students so teachers can optimize their Foundations lessons tailored to these students. Expert Tips such as *Cross-Linguistic Connections and Foundations* and *Linguistic Accommodations for Multilingual Learners and Emergent Bilingual Students* are available on the Foundations Learning Community online. Also available is a Foundations alignment to the Texas ELPS standards. These resources instruct teachers on how to meet the needs of emergent bilingual learners in each Foundations lesson.

For more comprehensive information about Foundations, please visit:

<https://www.wilsonlanguage.com/programs/foundations/>. We also invite educators to access the Foundations Program Overview document provided here: <https://www.wilsonlanguage.com/wp-content/uploads/2024/06/Foundations-Program-Overview-Levels-K-3.pdf> Additionally, educators will find an alignment to Foundations activities to the Science of Reading here: <https://www.wilsonlanguage.com/knowledge-library/wp-content/uploads/sites/6/2024/06/FUN-Activities-Alignment-to-the-SOR-2.pdf>