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Foundations

As a recognized leader in **multisensory, structured language programs**, Wilson brings more than a decade of systematic and explicit instruction to the K-3 classroom. Based on the Wilson Reading System® principles, Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program.

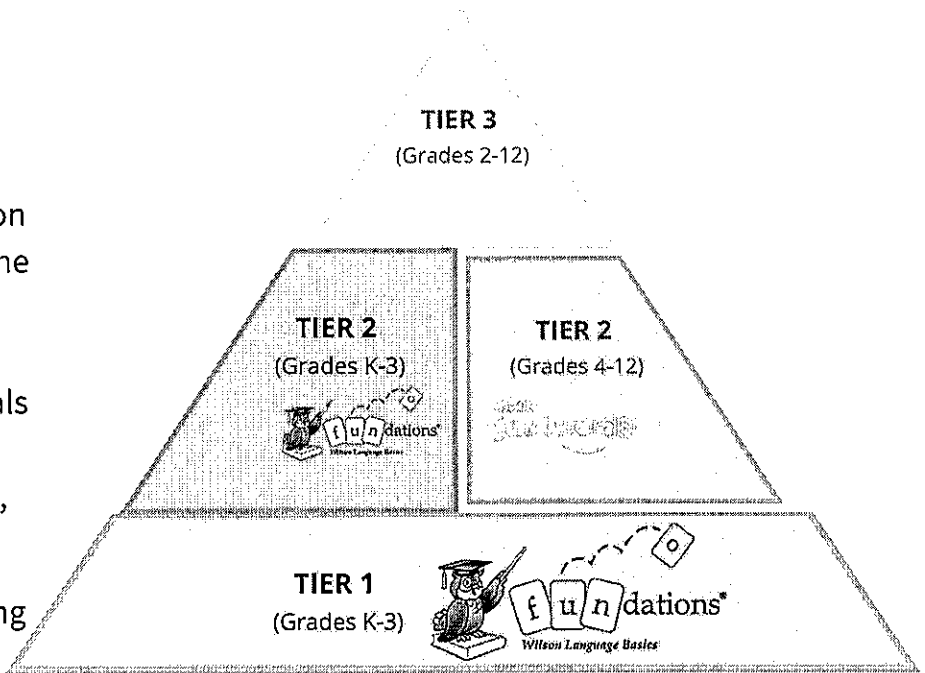
Wilson Foundations makes learning to read fun while laying the groundwork for **life-long literacy**. Students in **grades K-3** receive a **systematic program** in critical **foundational skills**, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

The instruction aligns with states' rigorous college- and career-ready standards, including the Common Core State Standards.

Although Foundations includes comprehension strategies, it must be combined with a core/literature-based language arts program for an integrated and comprehensive approach to reading and spelling.

For students who will be entering Foundations Level K in kindergarten, the [Pre-K Activity Set](#) introduces Foundations activities for learning letter-keyword-sound, alphabetic order, and letter-formation skills.



Foundations serves as a **prevention program** to help reduce reading and spelling failure. It is integral to a **Multi-tiered System of Supports (MTSS)** or **Response to Intervention (RTI)** framework, providing research-based instruction in **Tier 1** as well as **early intervention (Tier 2)** for students at risk for reading difficulties. To support the implementation of an MTSS or RTI framework, progress monitoring is built into Foundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle.

Prevention Early Intervention

STUDENT FOCUS

Prevention: All K-3 students

Early Intervention: All K-3 struggling or at-risk readers in the lowest 30th percentile

LESSON LENGTH

Prevention: 30 minutes daily

Early Intervention: 30 minutes, 3-5 times/week plus the daily 30-minute standard lesson

GROUP SIZE

Prevention: Whole class

Early Intervention: Small group, one-to-one

SETTING

Prevention: General education classroom

Early Intervention: May be conducted within or outside the classroom

INSTRUCTOR

Prevention: General education teacher

Early Intervention: General education teacher, reading specialist, paraprofessional, or intervention personnel

PROFESSIONAL LEARNING & SUPPORT

- Wilson Academy®/Prevention Learning Community (online)
- Program workshops
- Coaching days
- Facilitator and Presenter Certification
- Sustainability plans

MATERIALS

- Hardcover teacher manual per Foundations® Level with explicit day-by-day learning plans
- Extensive collection of durable and consumable materials to demonstrate and practice concepts

SUPPLEMENTAL MATERIALS

Prevention: Wilson Fluency®/Basic,
Pre-K Activity Set

Early Intervention: Wilson Fluency/Basic,
Foundations® Progress Monitoring

Level K Scope and Sequence

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

- *Segment words in an oral sentence
- *Segment words into syllables
- *Segment syllable into sounds (phonemes) up to three sounds
- *Name all the letters of the alphabet
- *Write all the manuscript letters in lower and upper case
- *Sequence letters of the alphabet
- *Name sounds of consonants (primary) and short vowel sounds when given the letter
- *Name corresponding letter(s) when given the sounds of consonants and vowels
- *Read and spell approximately 200 CVC words
- *Identify the correct punctuation (period or question mark)
- *Identify upper case letter use for the beginning of sentences and names of people
- *Retell short narrative stories
- *Echo-read a passage with correct phrasing and expression

Unit 1

Letter formation (**a-z**)

Letter name, keywords and sounds; short vowels, consonants

Word awareness

Story retelling

Prosody with echo reading

Unit 2

Letter formation (A-Z), review (a-z)

Alphabetical order

Sound mastery (consonants and short vowels)

Syllable awareness

Unit 3

Rhyming

Phonemic Awareness skills: sound manipulation (initial, final sounds)

Blending three sounds to read CVC words beginning with continuous sounds

Story Prediction

Sample words: **sip, log, mat, rug**

Unit 4

Segmenting and spelling three-sound short vowel words
Blending and reading three-sound short vowel words
Phonemic awareness skills- sound manipulation (medial sounds)
Narrative story structure
Beginning composition skills
Story retelling
Prosody with echo reading
Sample words: **top, dig, fox**

Unit 5

Blending and reading three-sound short vowel words
Segmenting and spelling three- sound short vowel words
Phonemic awareness skills: sound manipulation (initial, final, and medial sounds)
Sentence dictation procedures: capitalization, period, word spacing
Sentence proofreading procedures
Narrative vs. expository text
Beginning composition skills
Story retelling
Prosody with echo reading

Foundations Level 1 Scope and Sequence

By the End of Level 1, Students will be able to:

- *Segment words into syllables
- *Segment syllables into sounds (phonemes)-up to five sounds
- *Name sounds of consonants (primary) and short and long vowel sounds when given the name
- *Name corresponding letter(s) when given the sounds of consonants and vowels
- *Identify the word structures such as blends, digraphs, base words, suffixes, syllable types (closed and vowel-consonant-e syllables)
- *Read and spell CVC,CCVC,CVCC, CCVCC,CVCe words
- *Read and spell compound words and other words with two syllables
- *Read and Spell words with s, es, ed, ing suffixes
- *Construct sentences using vocabulary words
- *Read controlled stories with fluency, expression and understanding
- *Apply beginning dictionary skills
- *Apply correct punctuation (period, question mark, exclamation point)
- *Apply capitalization rules for beginning of sentences and names of people
- *Retell short narrative stories
- *Retell facts from expository text

Unit 1

Letter formation (**a-z**)

Alphabetical order

Letter names, keywords and sounds: short vowels, consonants

Unit 2

Blending and reading three-sound short vowel words

Segmenting and spelling three-sound short vowel words

Phonemic awareness skills: sound manipulation (initial, final, medial)

Sentence dictation procedures: Capitalization, period, word spacing

Sentence proofreading procedures

Sample words: **cat, sip, log, fox**

Unit 3

Concept of consonant digraph, keyword and sounds: **sh, ch, th, wh, ck**

Spelling of ck at the end of words

Sentence dictation procedures: question mark

Narrative vs. expository text

Prosody with echo reading

Sample words: **hill, puff, chop, sock**

Unit 4

“Bonus” letter spelling rule-ff, ll, ss and sometimes zz

Glued sounds: **all**

Story retelling

Prosody with echo reading

Sample words: **hill, puff, bill, miss, call**

Unit 5

Glued sounds: **am, an**

Story retelling

Prosody with echo reading

Sample words: **ham, can, fan**

Unit 6

Baseword and suffix with the suffix -s

Plural nouns

Story retelling

Prosody with echo reading

Narrative story structure

Beginning composition skills

Unit 7

Glued sounds: **ang ,ing, ong, ung, ank, ink, onk, unk**

Blending and reading words with **ng** and **nk**

Segmenting and spelling words with **ng** and **nk**

Story retelling

Prosody with echo reading

Narrative story structure

Beginning composition skills

Sample words: **bang, bank, pink**

Unit 8

Blending and reading words with four sounds (+**suffix-s**)

Segmenting and spelling words with four sounds (+**suffix-s**)

Story retelling

Prosody with echo reading

Narrative story structure

Paragraph structure

Sample words: **bump, stash, bled, past, steps**

Unit 9

Teach the concept of closed syllable

Story retelling

Prosody with echo reading

Sample words: **kit, slip, stash**

Unit 10

Blending and reading words with five sounds (+ **suffix –s**)
Segmenting and spelling words with five sounds (+ **suffix-s**)
Words with suffix –s used as action words vs. plurals
Story retelling
Prosody with echo reading
Narrative story structure
Beginning composition skills
Sample words: **Stump, clasp, strap**

Unit 11

Concept of syllable
Compound words
Syllable division rules for closed syllables: compound words between two vowels
Story retelling
Prosody with echo reading
Expository text
Beginning composition skills
Sample words: **catnip, publish**

Unit 12

Adding **–s, –es**, suffix to unchanging basewords with closed syllables
Story retelling
Prosody with echo reading
Sample words: **bumps, steps, wishes, lunches**

Unit 13

Adding **–ed, –ing** suffixes to unchanging basewords with closed syllables
Story retelling
Prosody with echo reading
Sample words: **wishing, rented, slashing, blended**

Unit 14

Long vowel sounds for vowel-consonant-e
Expository text
Prosody with echo reading
Sample words: **stove, hope, caves**

FUNdations Scope and Sequence Level 2

Unit 1

- Letter-keyword-sound for consonants and vowels
- Concept of consonant digraphs
- Letter-keyword-sound for digraphs
- Concept of consonant blends
- Concept of digraph blends
- 3 spellings for /k/ sound (c, k, ck)
- Closed syllable type
- Sample words: quilt, elf, shred, kick, crush

Unit 2

- Bonus letter spelling rule: ff, ll, ss, and sometimes zz
- Glued (welded) sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk
- Blending and reading words with glued sounds
- Segmenting and spelling words with bonus letters and glued sounds
- Prosody
- Story retelling
- Vowel teams: ai, ay, ee, ea, ey
- Sample words: spill, string, stand, toss

Unit 3

- Concept of closed syllable exceptions
- Glued sounds: ild, ind, old, olt, ost
- Story retelling
- Fluent passage reading
- Vowel teams: oi, oy
- Sample words: wild, find, cold, colt, post

Unit 4

- Review suffixes: s, es, ed, ing
- Comparison suffixes: er, est
- Additional sounds of -ed /d/ and /t/
- Spelling procedure for words with suffixes
- Forming plurals
- Forming present and past tense
- Categorizing vowel and consonant suffixes
- Fluent passage reading
- Making judgements and predictions from given facts
- Vowel teams: oa, oe, ow, ou, oo, ue, ew
- Sample words: stronger, tallest, spilled, passed

Unit 5

- Reading and spelling two-syllable words
- Review syllable concept in multisyllabic words
- Compound words
- Syllable division rules for dividing between closed syllables
- Spelling of ic at the end of multisyllabic words
- New suffixes: ful, ment, ness, less, able, en, ish, au and aw
- Sample words: catnip, habit, tonic, mascot, hundred, freshen, boldness

Unit 6

- Review vowel-consonant-e syllables
- s - /s/and /z/
- Spelling option procedure
- Two syllable words with closed and vowel-consonant-e syllables
- Compound words
- Vowel-consonant-e exception (-ive)
- Suffix – ive
- Sample words: hope, confuse, reptile, olive, inventive

Unit 7

- Open syllable type
- Y as a vowel
- Combining open syllables with closed and vowel-consonant-e syllables
- Additional syllable division rules
- y, ly, ty suffixes
- Sample words: no, music, relate, cry, baby, chilly

Unit 8

- R-controlled syllable
- Sounds of ar and or
- Combining r-controlled syllables with other syllable types
- Sample words: fort, part, orbit, party

Unit 9

- Sound of er, ir, and ur
- Spelling option procedure for /ər/ sound
- Combining r-controlled syllables with er, ir, and ur with other syllable types
- Dictionary skills
- Sample words: burst, termite, dirty

Unit 10

- Double vowel syllable type
- Sounds of ai, and ay
- Use of spelling option procedure for /ā/ sound
- Combining all types of syllables
- Homophones
- Sample words: paint, display

Unit 11

- Sounds of ee, ea, ey
- Use of spelling option procedure for /ē/ sound
- Sample words: cheap, keep, chimney

Unit 12

- Sounds of oi and oy
- Spelling generalizations of /oi/ sound
- Sample words: moist, toys, paperboy

Unit 13

- The long o sound of oa, oe, and ow
- Use of spelling option procedure for /ō/ sound
- Review of suffix endings
- Sample words: road, doe, grown

Unit 14

- The /ou/ sound of ou and ow
- Flexibility in sound choices for reading
- Spelling generalizations of /ou/ sound
- Sample words: sample, drown, plow

Unit 15

- The /ü/ sound of oo, ou, ue, and ew
- The /ū/ sound of ue
- Use of spelling option procedure for /ü/ and /ū/ sounds
- Sample words: spoon, soup, overdue, blew, argue

Unit 16

- Sounds of au and aw
- Spelling generalizations for the /o/ sound
- Sample words: claw, aunt

Unit 17

- Consonant-le syllable type
- Spelling consonant-le words
- Review of all 6 syllable types
- Favorite, sugar, trouble, couple, young
- Sample words: gobble, tumble, noble