



Publisher's Response to the Reading League Review

The UFLI team thanks The Reading League for their in-depth review of *UFLI Foundations*. In this response, we will summarize and provide additional context for the review's findings.

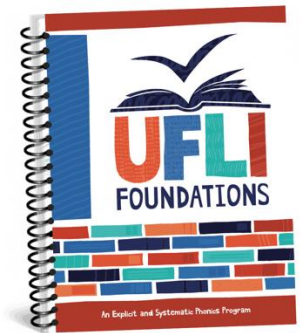
UFLI Foundations is an explicit and systematic phonics program developed by the University of Florida Literacy Institute, better known as UFLI. It is designed for core instruction in foundational skills for students in grades K-2. It can also be used as intervention for students in any grade who need support developing the skills addressed in the program's scope and sequence.

All criteria in the following areas were **met** or **mostly met**:

- | | |
|------------------------|---------------------------------------|
| ✓ word recognition | ✓ phonological and phonemic awareness |
| ✓ phonics and decoding | ✓ fluency |
| ✓ handwriting | ✓ spelling |

Reported Program Strengths

- High alignment to evidence regarding foundational reading skills
- A structured, systematic approach to ensure learners develop the necessary word recognition skills—phonological and phonemic awareness, decoding, sight recognition, and fluency—to successfully learn to read
- Well-structured scope and sequence
- Easy-to-use lesson plans with consistent routines
- Free resources available on the [UFLI Foundations Toolbox](#)
- An educative design that makes the program highly accessible to all users



Program Considerations

UFLI Foundations is a foundational reading skills program, not a comprehensive reading program. As noted in the review, *UFLI Foundations* provides some incidental opportunities for instruction in vocabulary, reading comprehension, and language structures, but these areas are not the focus of the program. That is, these opportunities are designed to support, not replace, dedicated instruction in those areas.

Likewise, the decodable passages included in the program are designed to practice new concepts in highly-controlled text. This is valuable practice but should not be students' only opportunity to interact with text. For the best outcomes, *UFLI Foundations* should be paired with other high-quality programs and resources that fully address language comprehension, knowledge building, and written expression skill development.

Assessment Clarifications

UFLI Foundations includes methods for assessing student progress for the sole purpose of informing future instruction. Every opportunity for students to respond throughout a UFLI lesson is an opportunity for progress monitoring. When students make mistakes during the lesson, educators are directed to provide immediate corrective feedback. Step-specific correction procedures are outlined in the manual.

Each week, concept uptake is monitored through a spelling assessment. These assessments are not designed to measure mastery and should not be used for grades or benchmark evaluation. Instead, data from these assessments should be used to plan supplemental small group instruction by determining which students need support with which concepts. Guidance for small group support is intentionally flexible to give educators the discretion to determine the type and quantity of support that would best meet the needs of their learners.

As explained in the report, educators will need to use additional assessments for screening and evaluating mastery of grade-level expectations. We agree that teacher-administered curriculum-based measures (e.g., DIBELS, Acadience) are excellent resources for this purpose.

Key Takeaway

UFLI Foundations is a research-based and [evidence-based](#) program for foundational reading skills instruction that is accessible to all teachers. The user-friendly manual makes it easy to learn how the program works. The predictable lesson routine, minimal preparation, and variety of free online resources make it easy to implement the program well.

Visit ufliteracy.org/foundations to learn more about *UFLI Foundations*.