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Wilson Language Training appreciates The Reading League's comprehensive, independent review of Foundations® and its recognition of the program's **strong alignment with the scientific research** on effective reading and writing instruction.

Foundations® provides Structured Literacy grounded in the science of reading. As a **foundational skills program**, it supports student success within the broader, knowledge-building ELA block, ensuring that all students develop the essential decoding and encoding skills needed for lifelong literacy.

The curriculum combines explicit, mastery-based instruction with engaging, multimodal materials that **make learning to read both fun and effective**. When paired with Acadience® Reading K-6, Foundations helps educators ensure that students consistently meet benchmarks in the critical areas of early literacy development.

No Red Flags in Foundational Domains								
8/8	Overall Design & Delivery	       						
26/26	Word Recognition Non-Negotiable   	Phonological & Phoneme Awareness	     					
		Phonics & Phonic Decoding	     					
		Fluency	    					
7/7	Handwriting & Spelling	      						
9/9	Assessment	         						
 = No Evidence of Red Flag;  = Not Applicable								

| Overall Design and Delivery — All 8 indicators met

Foundations met all criteria in Overall Design and Delivery, embedding all evidence-based practice types—**deliberate, retrieval, spaced, cumulative, and interleaved**—within a cohesive, teacher-friendly framework that engages students and streamlines classroom use.

Reviewers noted that, “*Foundations’ curriculum is **highly structured and explicit**, and its well-established routines—reinforced by the routine cards—are a key strength that supports student learning.*”

Reviewers also noted that “*Each lesson includes both **new learning** and **built-in review**. For instance, during the dictation portion of the routine, educators are directed to choose three current words and one review word from the list. The dictated sentence also combines new and previously taught words to reinforce learning.*”

| Word Recognition — All 26 indicators met

Foundations achieved a perfect review across all 26 Word Recognition indicators, demonstrating full alignment with The Reading League’s evidence-based criteria. Reviewers identified no red flag practices in any subdomain. Consistent with the science of reading, reviewers confirmed that “*instruction is grounded in **explicit, systematic teaching of word recognition skills**” with instruction that “*follows a **gradual release model**, with ample opportunities for **guided and independent practice embedded throughout the lessons.***”*

| Writing: Handwriting & Spelling — All 7 indicators met

Foundations fully met The Reading League’s criteria for handwriting and spelling, with no red flags identified. Instruction is **systematic** with “***explicit instruction in handwriting that is integrated into its daily lessons.***” Direct handwriting instruction builds accuracy and fluency, alongside explicit spelling instruction “***supported by a well-defined scope and sequence that is aligned with the phonics and decoding progression.***” Spelling patterns are introduced sequentially, practiced in context, and reinforced through phoneme-grapheme mapping rather than memorization.

| Assessment — All 9 applicable indicators met

Foundations met all criteria for assessment, with the exception of one indicator marked as not applicable, reflecting the program’s focus on foundational reading skills rather than higher-order comprehension.

Foundations provides a **robust suite of formative and summative assessments**, including unit assessments, progress checks, and digital dashboards within **FUN HUB®** that track mastery of phonemic awareness, phonics, spelling, and fluency. These tools allow teachers to monitor student progress, identify instructional needs, and adjust teaching in real time. The program also aligns with **Acadience Reading K–6**, which measures phonemic awareness, phonics, oral reading fluency, ensuring a coherent assessment system for foundational literacy.

Language Comprehension

Although language comprehension is not the primary focus of Foundations, the program intentionally lays the groundwork for these skills through systematic attention to phonics, vocabulary exposure, and oral language development.

- Students engage with a range of **decodable texts** that expose them to different text purposes and structures, preparing them for deeper literary study in the core ELA program.
- **Vocabulary** is introduced and reinforced **within connected text and oral language routines**, allowing students to develop word meaning through context and use.
- Foundations supports **background knowledge** development by prompting teachers to activate students' prior knowledge before reading, encouraging questions like "What do you know about this topic?" to build **meaningful connections to text**.

Of the 19 indicators in the Language Comprehension domain, eight were marked as not applicable. Reviewers found no meaningful evidence of practices inconsistent with the science of reading.

In categories where Foundations did not fully meet all criteria, this reflected the intentional scope of the curriculum. For example, Foundations uses questioning during read-alouds to build oral comprehension and reinforce the language structures students are learning to decode. These routines strengthen listening comprehension as a bridge to reading comprehension, supporting students' transition from foundational decoding to higher order understanding as fluency develops.

In addition, text structures and signal words, by design, are presented at the introductory level since concentrated instruction in these appropriately occurs within the Tier 1 literacy block.

Reading Comprehension and Writing Composition

Reviewers found **no evidence of practices inconsistent with the science of reading** in these domains. Most indicators were marked not applicable, reflecting Foundations' intentional design as a foundational reading program.

Critical Component of Comprehensive Literacy Systems

Foundations is intentionally designed to align with MTSS and RTI frameworks. Built-in progress monitoring helps teachers quickly identify students who need additional support without disrupting instructional coherence. By design, Foundations ensures Tier 2 intervention mirrors Tier 1 instruction—students receive the same evidence-based routines, language, and instructional design used in the core classroom, promoting consistency and accelerating progress.

Foundations also supports multilingual learners through embedded differentiation and teacher guidance that activates background knowledge before reading, ensuring equitable access to instruction. This approach is further supported by **Acadience Reading K–6**, which includes Spanish and French measures to monitor progress of students with these home languages.

Foundations Powers Comprehensive Literacy

Foundations emphasizes the word recognition components of the *Simple View of Reading* and *Scarborough's Reading Rope* while also integrating many of the other reading, language, and writing components. Its strength is in powering student success elsewhere in the Tier 1 literacy block, where comprehensive literacy instruction in language structures, verbal reasoning, literacy knowledge, reading comprehension, and writing composition is taught while also building vocabulary and background knowledge.

Foundations Readers, which are 95% or more decodable aligned to the Foundations scope and sequence, provide structured opportunities to strengthen decoding and fluency. When paired with grade-level and knowledge-building texts, they expand students' exposure to complex vocabulary, syntax, and ideas, bridging foundational skill mastery to deeper comprehension and content learning.

Continuous Improvement and Innovation

Wilson is committed to continuously enhancing Foundations based on educator and reviewer feedback. Beginning in 2026, the **Teacher's Manual** will include additional scaffolding for teachers throughout each Activity, as well as explicit guidance for integrating **FUN HUB® Practice** and **Foundations Readers**. In addition, an integration with **Acadience Reading K-6** will offer instructional recommendations aligned to assessment data. A new **Lesson Delivery Tool** will also launch, streamlining teacher planning and supporting explicit, engaging Structured Literacy instruction.

Wilson deeply values The Reading League's independent review, which affirms Foundations' strong alignment with the science of reading and helps guide our ongoing work to ensure every student has access to high-quality literacy instruction.



Our mission is to provide quality professional learning and ongoing support so that educators have the skills and tools they need to help their students become fluent, independent readers.

To learn more about Wilson Language Training and Foundations, please visit: <https://www.wilsonlanguage.com/>