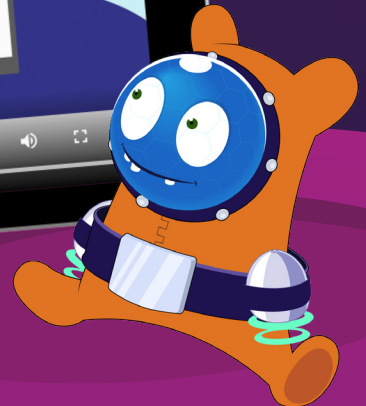


Foundations A-Z

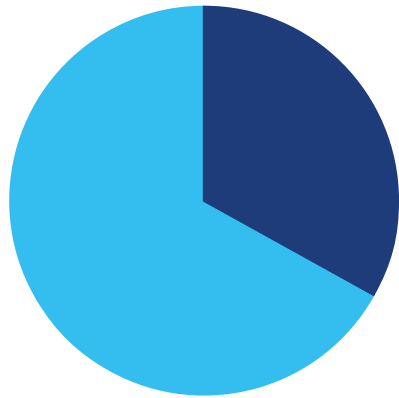
Build Confident Teachers & Engaged Readers

Your Literacy Journey Starts Here



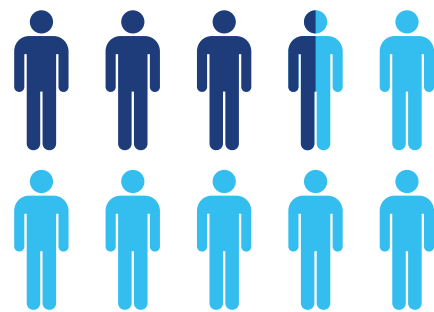
A Strong Foundation Is Essential

All students benefit from systematic, explicit instruction. Foundational literacy research indicates that this kind of instruction in kindergarten through fifth grade leads to greater learning gains for students, including those who struggle with reading.



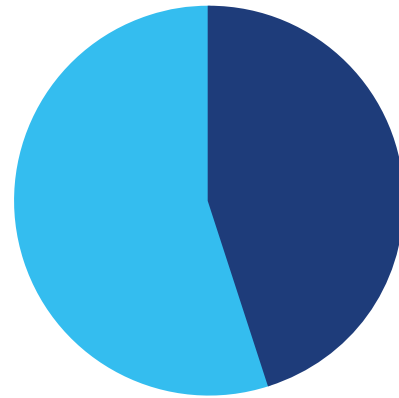
Only 1/3 of U.S. Grade 4 students read at or above grade level.

2019 NAEP Data



Fewer than 4 out of 10 teacher preparation programs base their reading methods on science.

2019 EAB Report



Less than half of all students are given explicit, systematic, sequential reading instruction.

2012, Young, The Ladder of Reading

“Both students and teachers need a strong foundation!”



Confident Reading Instruction

Built on instructional best practices and foundational literacy research, Foundations A-Z empowers teachers to develop the confidence needed to effectively teach all foundational skills and instill the joy of learning.

Intentional Instructional Design

Delivered in a consistent instructional scope and sequence from kindergarten through fifth grade, Foundations A-Z supports all foundational skills critical to literacy success.

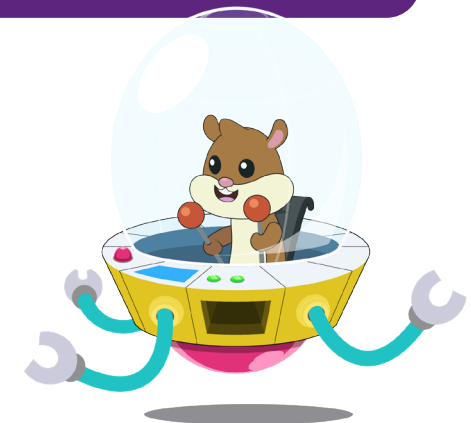
Aligned to research on key components for developing skilled readers, like Scarborough's Reading Rope and the Simple View of Reading.

Each unit is composed of weekly modules and daily lessons. Skills increase in complexity from week to week.

Foundations A-Z		Scope and Sequence					
		Grade 1 • Unit 2					
	Phonological Awareness	Phonics	Handwriting	High-Frequency Words / Phonograms	Print Concepts	Fluency	Language Connection
Module 1	<ul style="list-style-type: none"> Identify initial, medial, and final sounds. 	<ul style="list-style-type: none"> Final s-blends: -st, -sp, -sk Read words with initial and final s-blends. Closed syllables 	<ul style="list-style-type: none"> Form words, phrases, and sentences based on phonics patterns learned. 	<ul style="list-style-type: none"> High-Frequency Words: ask, fast, last, list, most, best Phonograms: -est, -ask 	<ul style="list-style-type: none"> Identify a period, exclamation mark, and question mark, and read for that purpose. Identify first and last word on a page. 	<ul style="list-style-type: none"> Accuracy and automaticity in word recognition appropriate to grade-level phonics Use high-frequency words connected in phrases, sentences, and text. 	<ul style="list-style-type: none"> Print all upper- and lowercase letters. Use conventional spelling. Spell untaught words phonetically. Produce and expand sentences.
Module 2	<ul style="list-style-type: none"> Phoneme blending Phoneme segmentation 	<ul style="list-style-type: none"> Initial r-blends: cr, dr, pr, fr, br, gr, tr Read words with initial and final s-blends and initial r-blends. Closed syllables 	<ul style="list-style-type: none"> Form words, phrases, and sentences based on phonics patterns learned. 	<ul style="list-style-type: none"> High-Frequency Words: just, must, rest Phonograms: -ick, -ake 	<ul style="list-style-type: none"> Identify a period, exclamation mark, and question mark, and read for that purpose. 	<ul style="list-style-type: none"> Accuracy and automaticity in word recognition appropriate to grade-level phonics Use high-frequency words connected in phrases, sentences, and text. 	<ul style="list-style-type: none"> Print all upper- and lowercase letters. Use conventional spelling. Spell untaught words phonetically. Produce and expand sentences.
Module 3	<ul style="list-style-type: none"> Phoneme chaining 	<ul style="list-style-type: none"> Initial and final l-blends: sl, pl, bl, cl, fl, dl, hl, bl, sl, -lk, -lp Closed syllables 	<ul style="list-style-type: none"> Form words, phrases, and sentences based on phonics patterns learned. 	<ul style="list-style-type: none"> High-Frequency Words: come, done, from, some, want Phonograms: -uck, -ack 	<ul style="list-style-type: none"> Understand sentences are a string of words with a capital letter. 	<ul style="list-style-type: none"> Accuracy and automaticity in word recognition appropriate to grade-level phonics Use high-frequency words connected in phrases, sentences, and text. 	<ul style="list-style-type: none"> Print all upper- and lowercase letters. Use conventional spelling. Spell untaught words phonetically. Produce and expand sentences.
Module 4		Review modules 1-3					

Research shows that acceleration layered with spiral reviews results in a cohesive, effective learning experience. Within each lesson, module, and unit, reviews are tailored to achieve long-term student learning.

“The opportunity to apply learning in multiple ways is critical to student development. Engaging digital resources, videos, and games give students chances for fun, multisensory practice.”



Designed To Complement Your Core Literacy Curriculum

We built Foundations A-Z to empower educators with lessons and resources that meet their learning objectives and their classroom's needs. From reinforcing skills to filling gaps, discover the path that works best for you.

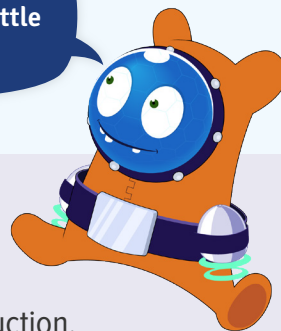
Complete Foundational Skills Curriculum:

This pathway gives educators sequential access to units, modules, and lessons.

The screenshot shows a curriculum pathway on the left with five lesson cards. The main view displays 'Lesson 1: Introduce R-Blends' with the following details:

- Base Lesson**
- Duration:** ~45 mins
- Teacher Objectives:**
 - blend up to four phonemes, including consonant blends, to create single-syllable words
 - decode CCV, CCVC, and CCVCC words with initial R-blends
 - recognize that every syllable has one vowel sound
 - recognize that a closed syllable ends with a consonant
 - read and write the high-frequency words *just, must*
 - with prompting and support, listen to and read a grade-level text with purpose and understanding
 - read words with consonant blends with accuracy and automaticity
 - form upper- and lowercase letters in words, phrases, and sentences
 - produce complete simple or compound declarative, interrogative, imperative, and exclamatory sentences in response to a prompt
- Student Objectives:**
 - I can...
 - blend sounds together to make words
 - read words with R-blends
 - count syllables by counting vowel sounds
 - recognize that a closed syllable ends with a consonant
 - read and write the words *just, must*
 - with prompting and support, listen to, read, and understand first-grade texts
 - recognize and read words with initial R-blends
 - write complete sentences
 - form upper- and lowercase letters
- Materials:**
 - Teacher
 - Display texts previously read in class to discuss events
 - High-frequency word flash cards
 - Observation checklist
 - Pocket chart
 - Shared reader: *Troll Bridge*
 - Student
 - Four-sound box workmat
 - Grapheme cards
 - High-frequency word flash cards
 - Image Cards
 - Initial R-blends word sort
 - Reflection paper
 - Word cards
 - Whiteboards

“Educators have the flexibility to assign as much or as little at a time as needed!”



Supplemental Curriculum:

This pathway enables educators to browse for resources by skill, standard, or collection and then assign lesson plans and materials as needed to supplement instruction.

The screenshot shows a search interface with a sidebar on the left containing: Home, Lesson Plans, Professional Development, Find by Skills, Find by Standards, Find by Collections, My Collections, My Assignments, and Student Management. The main area is titled 'Standards' and shows filters for Grade (1) and Standard (Select). A dropdown menu for 'Michigan State Standards' is open, listing categories like PRINT CONCEPTS, PHONOLOGICAL AWARENESS, PHONICS AND WORD RECOGNITION, and FLUENCY.

Complete, Convenient Lessons

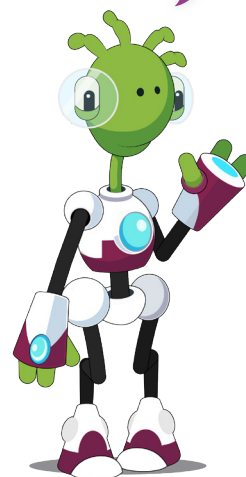
Foundations A-Z makes it easy for educators to deliver explicit instruction systematically, setting students up for success by allowing them to learn, practice, and apply reading skills in a logical sequence.

Get Support With Guided Lessons

Fully articulated lessons provide educators with ample guidance for effectively teaching lesson objectives.

Lesson materials are conveniently printable, presentable, and can be assigned digitally.

“Let’s take a closer look at the instructional cycle!”



The screenshot shows a lesson plan for 'Lesson 1: Introduce R-Blends' with the following details:

- Base Lesson**
- Duration:** ~45 mins
- Teacher Objectives:**
 - blend up to four phonemes, including consonant blends, to create single-syllable words
 - decode CCV, CCVC, and CCVCC words with initial R-blends
 - recognize that every syllable has one vowel sound
 - recognize that a closed syllable ends with a consonant
 - read and write the high-frequency words *just, must*
 - with prompting and support, listen to and read a grade-level text with purpose and understanding
 - read words with consonant blends with accuracy and automaticity
 - form upper- and lowercase letters in words, phrases, and sentences
 - produce complete simple or compound declarative, interrogative, imperative, and exclamatory sentences in response to a prompt
- Student Objectives:**
 - I can...
 - blend sounds together to make words
 - read words with R-blends
 - count syllables by counting vowel sounds
 - recognize that a closed syllable ends with a consonant
 - read and write the words *just, must*
 - with prompting and support, listen to, read, and understand first-grade texts
 - recognize and read words with R-blends
 - write complete sentences
 - form upper- and lowercase letters
- Materials:**
 - Teacher
 - Display texts previously read in class to discuss events
 - High-frequency word flash cards
 - Observation checklist for Unit 2, Module 2, Lesson 1
 - Pocket chart
 - Shared reader: *Troll Bridge*
 - Student
 - Four-sound box workmat
 - Grapheme cards
 - High-frequency word flash cards
 - Image Cards
 - Initial R-blends word sort
 - Reflection paper
 - Word cards
 - Whiteboards

The instructional cycle is shown as follows:

> Set the Stage	5 mins
> I DO: Teach	15 mins
> WE DO: Guided Practice	15 mins
> YOU DO: Independent Practice	15 mins
> Closure	5 mins
> Reteach & Enrich	10 mins

Short lessons clearly outline learning objectives and alignment to state and national standards.

All teacher and student materials are provided saving educators valuable time.

Based on the gradual release model, Foundations A-Z lessons support teacher-directed instruction, whole/small group instruction, and dedicated independent practice using a variety of digital resources.

Strengthening Teacher Confidence

Foundations A-Z supports every educator, at any level of experience or comfort with systematic instruction. Resources are delivered at point of use to facilitate differentiated instruction suited to each students' needs.

Sample dialogue gives educators a starting point for modeling their teacher-directed instruction on any skill. Make it your own!

Check for Understanding provides formative assessment opportunities throughout.

Embedded tips give educators extra guidance for delivering effective foundational skills instruction or personalizing learning for ELLs, social-emotional learning, and more.

"Also available in every lesson, RETEACH & ENRICH enables daily differentiation support."

A Deeper Dive Into Guided Lessons

Providing support for educators helps them deliver impactful instruction and leads to academic progress.



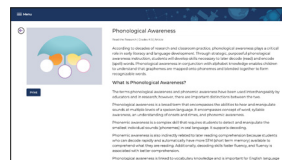
Embedded Professional Development:

The Professional Development Library provides access to relevant professional development at point of use or whenever needed.



Expert Videos

Led by industry thought leaders and subject matter experts.



Research Articles

Informative white papers on topics related to pedagogy, educational research, and best practices.



Coaching Videos

Brief educator-led videos highlighting topics, skills, and strategies.



Podcasts

15-minute episodes on various educational topics.

Tracking Learning Gains:

Inform daily planning decisions at a glance. Teachers can instantly access usage activity, progress on assignments, and skill reports to help inform targeted instruction.

Date Assigned	Title	# Students	Progress	Overall Score
August 2, 2020	Assignment Title	All	0%	
August 2, 2020	Title of Assignment	2	100%	
August 1, 2020	Named by Teacher	All	47%	
July 29, 2020	Title is here	All	22%	
July 27, 2020	Assignment Title	All	88%	
July 24, 2020	Named by Teacher	All	100%	
July 24, 2020	Title of Assignment	22	100%	

Easily assign auto-recommended resources based on assignment report data.

Exciting, Purposeful Student Resources

Students learn best when they're engaged and having fun! Research-based and systematically delivered, Foundations A-Z videos, books, poems, songs, games, and more provide a wealth of opportunities for students to apply what they've learned.

Cut Back on Waste

Forming of Arches

Millions of years ago, Arches National Park was a dry flat surface. Sandstone was buried deep below the surface.

Sound Box Chaining Worksheet

Includes Kids A-Z Student Portal

Interactive Practice

While students are engaged in these interactive game-based activities, they're also performing critical independent practice. These games activate learning in multisensory ways and are grade-level appropriate across grades K-5.

Grade Level Texts

Available as nonfiction and fiction texts, grade-level-appropriate decodable books for Grades K-2 and Word Study Passages for Grades 3-5 feature compelling illustrations or photography to engage any student.

Instructional Review Videos

Instructional Review Videos reinforce key lesson content.

Unit Assessments

Foundations A-Z formative lessons, module observation checklists, and summative unit assessments help teachers make data-informed instructional decisions.

"My friends and I will accompany students on their learning journey as they complete missions and earn rewards!"



Foundations A-Z

Discover more about Foundations A-Z!

learninga-z.com/explore-foundations