

LANGUAGE 
FOUNDATIONS

PHONICS BY
WILEY BLEVINS

SHORT READS
DECODABLES[™]

READ TO KNOW[™]
TEXT SETS

K–3 Foundational Language Resources
Grounded in Science—Guided by Experts

Digital Sampler

 **SCHOLASTIC**

A Structure You Can **Count On**

Language Foundations, Short Reads Decodables, and Read to Know Text Sets are essential language resources that combine print and digital learning components with practical assessment tools, aligned to foundation language curriculum, supporting phonics proficiency.

Instruction is designed to ensure students receive explicit, systematic instruction in phonemic and phonological awareness, phonics and word study, and high-frequency words as well as reading fluency, writing, and spelling.

Language Foundations, Short Reads Decodables, and Read to Know Text Sets also incorporates other critical literacy skills including knowledge-building, vocabulary, and reading comprehension.

Getting **Started**

Click on the **VIEW** buttons throughout to preview samples of these interconnected print and online resources.



Overview Brochure

[View](#)

Wiley Blevins brings his engaging and easy-to-follow systematic, explicit approach to phonics instruction. Educators can systematically and sequentially teach foundational skills across dozens of flexible lessons.

Alphabet Card

STEP 1

Develop Phonemic Awareness

Use students to identify the sound that begins with the /c/ sound. They will be able to identify the sound in words like cat, car, city, car, circus, cup, and cents.

Explicitly Teach the Letter Name and Sound

Use the Letter-Sound Sort activity to teach the letter name and sound. Have students write the letter name and sound on a card and place it in the correct category.

Write the Letter to Transfer Sound to Spelling

Use the Transfer Practice activity to teach students to transfer the sound of the letter to spelling. Have students write the letter name and sound on a card and place it in the correct category.

STEP 2

Sort by Letter-Sound

Use the Letter-Sound Sort activity to have children sort words by the sound they begin with. Use the Letter-Sound Sort activity to have children sort words by the sound they begin with.

Introduce High-Frequency Words

Use the High-Frequency Words activity to introduce the following high-frequency words: cat, car, city, car, circus, cup, and cents.

STEP 3

Connect to Reading

Use the Letter-Sound Sort activity to have children sort words by the sound they begin with. Use the Letter-Sound Sort activity to have children sort words by the sound they begin with.

Write the Letters and the Spell Word

Use the Letter-Sound Sort activity to have children sort words by the sound they begin with. Use the Letter-Sound Sort activity to have children sort words by the sound they begin with.

Lesson Cards

This Alphabet Cc Lesson Card provides step-by-step code-focused instruction for whole-group or small-group learning.

[View](#)

Student Activity Pages

Students apply phonics skills with connected activity pages.

[View](#)

The activity pages include:

- I Can!:** A page where students color pictures and write words starting with Cc.
- Soft C:** A page with a word family chart for 'Soft C' (c, ce, ce, ce) and a list of words to fill in.
- Picture-Based Sort:** A page with a grid of pictures for students to sort by the sound they begin with.
- Spell It Camp:** A page with a grid of letters for students to spell words.
- Word Sort Hard and Soft C:** A page with a word list for students to sort by the sound they begin with.
- That Cat Can:** A page with a story about a cat and a grid of words for students to sort.

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Phonics Card

The image displays a comprehensive set of phonics resources for teaching r-controlled vowels. It includes five Lesson Cards (Steps 1-5) that provide detailed, step-by-step instructions for developing phonemic awareness, sound-spelling, and high-frequency word recognition. The Student Activity Pages offer various hands-on learning experiences, such as a Letter Cube, a Roll 'Em game, a Gameboard for -ear, -air, and -are, a Spell Words activity with illustrations, a Band Words activity, and an Interactive Story about three bears. Additionally, there is a Sound-Spelling Word Sort with a word list and a grid for sorting words.

Lesson Cards

This Complex Vowels with r-Controlled Vowels are, air, ear Lesson Card provides step-by-step co-focused instruction for whole-group or small-group learning.

View

Student Activity Pages

Students apply phonics skills with connected activity pages.

View

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Vocabulary Development Card

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Vocabulary: Words Can Vary Slightly in Meaning

STEP 1
Introduce Shades of Meaning
 Introduce the concept that words can vary slightly in their meaning and are used in specific contexts. Show children a paint chip from a paint store display. Ask children: What do you see on this paint chip? (e.g., Lots of green colours, different greens, light greens and dark greens.) What is the same about all the colours on this paint chip? (They are all greens.) What do you notice about the colours as you look from the bottom of the paint chip to the top? (They get lighter.)
 Introduce the concepts of "shade" and "intensity" by telling children: Each one of the sections on the paint chip is a different shade of green. The colour shades become more intense or stronger as you move down the paint chip from top to bottom. The most intense or strongest colour is at the bottom.
 Tell children that just like the shades of colour on a paint chip, words can also have shades of meaning. Display three words—cold, freezing, and cool—and a large strip of paper coloured in three shades of the same colour, similar to a paint chip. Write the words

most intense or strongest at the bottom of the paper. Then ask children: What is similar about these three words? (They are about temperature or about the cold.) How might we order these words to show shades of meaning, just like the shades on the paint strip? Which word is the most intense or strongest? (freezing) Where should I put cool? (At the top) Why should I put it there? Where should cold go on the paint strip? (In the middle)

Explicitly Teach Shades of Meaning
 Display the following sentences and have children decide which word would be best to describe the weather: (cool, cold, or freezing)
 I wear a parka when the weather is _____. (freezing)
 I wear a jacket when the weather is _____. (cold)
 I wear a hoodie when the weather is _____. (cool)
 Ask children: Why do you think we have more than one word to describe cold?

STEP 2
Practice: Identify and Use Shades of Meaning
 Provide each group with four cards with one of the following words on each card: nice, kind, friendly, pretty. Read the words aloud and ask: Which word does not belong? (pretty) Why doesn't it belong? ("Pretty" is about how something looks.) What is similar about the other three words? (They are about how someone acts.)

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STEP 3
Apply: Identify and Use Shades of Meaning
 Provide children with the "Shades of Meaning Words" activity and a strip of paper. As a class, read aloud each row of words. Ask: What is the same about each of the words in this row? or Why do you think these words belong together? (e.g., They are all words about smiling, drinking.)
 Children work in groups or partners and cut out the words in each row. You may wish to give each group one or multiple rows of words to categorize and order. They decide how to order the words and then glue the words on the paper strip. They can colour each word with a different shade of the same colour to show intensity. Alternatively, you may wish to provide them with paint chips, and they can glue each word to a different paint chip.

READ ALOUD
 Children can identify shades of meaning words they hear in the following stories:
 — Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst, Atheneum Books for Young Readers, 1972
 — Cammie: A Little More Red by Melissa Sweet, Clarion Books, 2008
 — Sagotheaurus by Bridget Heos, Henry Holt and Company, 2018

DIFFERENTIATION
Extra Challenge: Provide children with the words from the "Shades of Meaning Words" activity, cut up and placed in an envelope so they are not pre-sorted by category. Children first have to decide which words belong together and then sort by intensity. Alternatively, have children add a fourth word to the word group. (e.g., heavy, tiny, little, small)

Vocabulary: Words Can Vary Slightly in Meaning **Shades of Meaning Words**

Cut out the three words in each row. Put the words in order. Put the strongest word at the bottom. Glue the words on a paper strip. Colour each word with a different shade of the same colour.

teeny	small	little
gigantic	huge	big
race	run	jog
cry	whimper	sob
smile	grin	beam
drink	gulp	sip
glance	look	stare

Lesson Cards

This **Vocabulary: Words Can Vary Slightly in Meaning Lesson Card** provides step-by-step code-focused instruction for whole-group or small-group learning.

[View](#)

Student Activity Pages

Students apply phonics skills with connected activity pages.

[View](#)

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Language Conventions Card

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Language Conventions: Nouns

STEP 1

Introduce the Interactive Story

- Provide the class with the Interactive Story called "Wall Art" as a mentor text for the class to chorally read or share read. After the first reading of the text, ask, "What is this story about? Who is the main character? What is the character telling us?"
- Begin an anchor chart listing the people in the story in an open discussion, have children also identify a few of the places and things. Add these categories to the anchor chart and list children's suggestions.

Person	Place	Thing
people	town	wall
		picture

Then say: We have a name for people, places, and things. They are called nouns.

Say the word nouns. Write nouns on the board. Say the sound for each letter. Blend nouns aloud as you run your finger under each letter. Ask children to say the sound each letter represents. Have children share what the word nouns means and give an example.

STEP 2

Introduce the Language Conventions

- Have the class participate in a game of Noun Scavenger Hunt. In partners, invite children to walk around the classroom and down the hall. Tell them to notice what they see on their walk, e.g., desks, a door, the library, the stairs. You may wish to distribute a blank piece of paper and a pencil to each pair so they can quickly draw or write down what they see. Back in the classroom, ask children to each share one word to describe that they saw on their Noun Scavenger Hunt. Revisit the Person, Place, or Thing chart and ask children where it should go in the chart. Ask: Is it a person, a place, or a thing? Write the information under the appropriate heading.

As you add to the chart, discuss singular nouns and plural nouns. Say: We said that desks could be a noun to add under thing. Look at how I write it. What letter is on the end? (The letter s.) We add s to some words to make them mean more than one. We call these words plural nouns. (Give the Word Study card Plurals for more information on forming the plurals of nouns.)

- Provide children with the "Person, Place, or Thing" printable so they can keep track of nouns in their reading.

STEP 3

Guided Practice

- Provide small groups with a variety of magazines and flyers. Have them cut out pictures of people, places, and things and make a chart to organize their pictures. Suggest children model their charts on the class anchor chart developed earlier in the lesson. Provide groups with glue and a blank sheet of paper for their charts.

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STEP 4

Independent Practice

- Have reading partners choose three nouns from their picture sort—one from each category—and write one or two sentences using the nouns. (e.g., Mom packs my lunch. She walks me to school. I see my friends.)

STEP 5

Apply to Reading and Writing

- Have a whole-class discussion on using nouns in a sentence. Say: What are some nouns that we could use to write a sentence? Provide prompts on chart paper if needed. Say: Now let's think of a way that we could use these nouns in a sentence, or two sentences. Provide one example, e.g., The apple is red. Ask: Is red a noun? Is apple a noun? Next, have children provide one or two other examples. Write the examples on chart paper for all to see and use for re-reading. Discuss whether the noun is a singular noun or a plural noun and where they fit into the categories of person, place, or thing.
- Refer children back to the Interactive Story "Wall Art." Read the following direction line with the class: if you were to help paint the wall, what picture would you add? On the lines provided, have partners write two sentences, each containing a noun or two. Remind children to start each sentence with a capital and end with a period.
- Have partners share some examples with the whole class. Write some on chart paper for display.

READ ALOUD

- Any book selected for a read aloud will have examples of nouns. Step to re-read a sentence and ask students to identify a noun.
- There are many ideas of books that could be used for reading aloud, including:
 - Whoose TEETH are These? by Wayne Lynch, Whitecap Books, 2011
 - Munch! Munch! Munch! by Candace Fleming, Atheneum Books for Young Readers, 2002
 - My Little Art by Philip and Hannah Hoose, Tropic Press, 1998

ASSESSMENT

Assess children's knowledge of the following:

- Nouns
 - in reading
 - in writing
- Singular Nouns
 - in reading
 - in writing
- Plural Nouns
 - in reading
 - in writing

Distribute pieces of paper to the children and have them draw what they would add to the wall. Have children label their picture or write their sentence about the picture. Next, tell them to draw a box around each noun. Place all the pictures on a mural or along a wall for independent reading practice.

Language Conventions: Nouns **Interactive Story**

Wall Art

Hi, My name is Karl. I am painting a big wall in town. Lots of people are helping.

First, some people drew a picture on the wall. It shows animals and plants under water.

Now, we will paint the picture.

I hope I get to paint a sea horse.

I gasp when I get to the wall. There are so many cans of paint I spot every colour I can think of. There are even paints that sparkle or glow.

I find a sea horse on the wall and get started.

We stop for lunch. I have pizza. Yum!

After we have finished, I stand back and look. I think we did a great job!

We all stand in front of the wall for a photo.

I print a copy off and hang it up.

I feel happy when I look at it.

Language Conventions: Nouns **Interactive Story**

Name: _____

Read the story. Then answer the questions.

Wall Art

Hi, My name is Karl. I am painting a big wall in town. Lots of people are helping.

First, some people drew a picture on the wall. It shows animals and plants under water.

Now, we will paint the picture.

I spot every colour I can think of. There are even paints that sparkle or glow.

I find a sea horse on the wall and get started.

We stop for lunch. I have pizza. Yum!

After we have finished, I stand back and look. I think we did a great job!

We all stand in front of the wall for a photo.

I print a copy off and hang it up.

I feel happy when I look at it.

- Draw a box around the nouns. (Hint: the people, places, and things)
- Underline the nouns that are things.
- If you were to help paint the wall, what picture would you add? Write about it.

Language Conventions: Nouns **Person, Place, or Thing**

Name: _____

Put the nouns that you find in the chart.

Person	Place	Thing
people	town	picture

Lesson Cards

This Language Conventions: Nouns Card provides step-by-step code-focused instruction for whole-group or small-group learning.

View

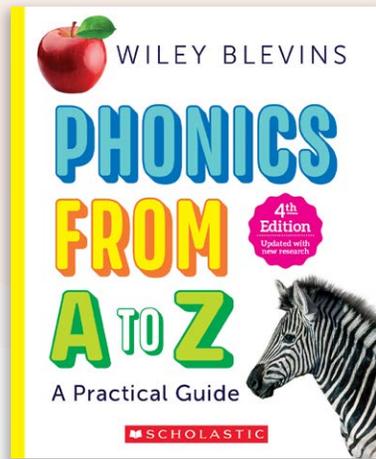
Student Activity Pages

Students apply phonics skills with connected activity pages.

View

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Additional Resources



Phonics From A to Z

Leading phonics expert Wiley Blevins' bestselling *Phonics From A to Z* includes the latest in phonics instruction and the science of reading, as well as current research on handwriting and phonemic awareness.

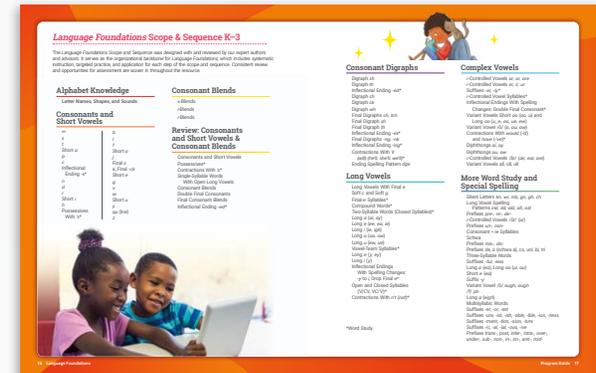
[View](#)



Articulation Cards, Alphabet Cards, and Letter-Sounds Flash Cards

These Cards support fluency, foundational language instruction, and skill-building.

[View](#)

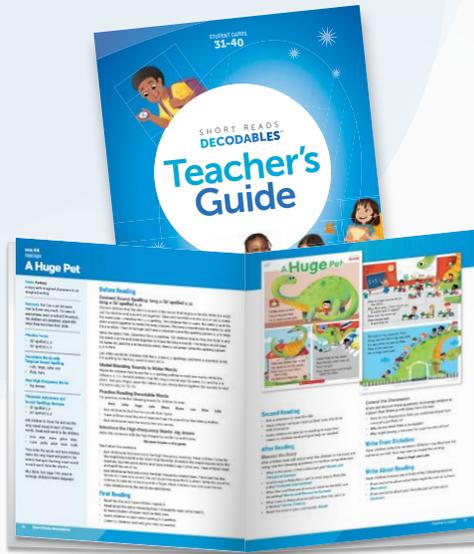


Scope & Sequence

The Scope & Sequence was designed with and reviewed by expert authors and advisers. It serves as the organizational backbone for **Language Foundations** and includes systematic instruction, targeted practice, and application for each step of the scope and sequence.

[View](#)

Students PRACTISE the discrete phonics skills they are learning with 90 two-sided decodable text cards that incrementally target individual sound-spellings, and provide an accessible and manageable format to confidently practise newly taught phonics skills.



Teacher's Guide

The Teacher's Guide includes lesson plans for each Short Reads Decodable text card that targets foundational skills.

[View](#)



Student Cards

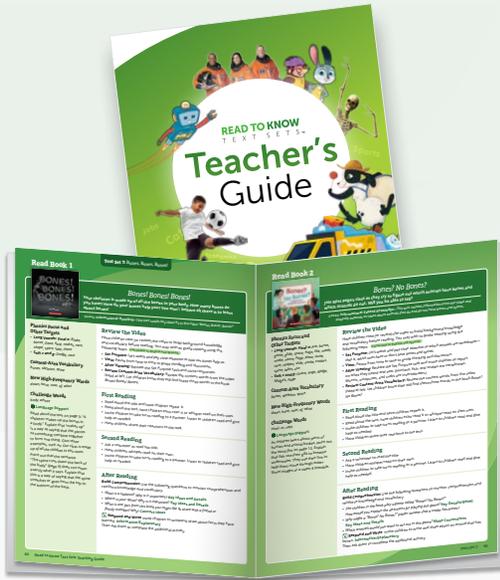
Students read in small groups and receive targeted practise in a particular phonics skill.

A Huge Pet

[View](#)

APPLY

Students APPLY phonics skills to more complex texts by continually and cumulatively spiraling prior phonics skills with topic-based text sets, providing a bridge from decodable to authentic texts.



Teacher's Guide

A robust Teacher's Guide provides educators with lesson plans, activities, and discussion prompts to build foundational vocabulary, comprehension, and writing skills.

[View](#)



Decodable Readers

Students engage with thematically connected texts, videos, and writing prompts in small groups, independently, or in pairs.

Bones! Bones! Bones!
[View](#)

Yikes!
[View](#)

Bones? No Bones?
[View](#)



Online Resources

Watch & Learn videos connected to each text set provide pre-reading context, background knowledge, and vocabulary building.

Bone! Bones! Bones! Video
[View](#)

Assessment

ASSESS

Practical assessment opportunities are incorporated across all three resources with check-ins, information gathering, built-in reviews, and formative assessments.

Assessments Phonemic-Awareness Assessment: Part 1

Name _____

For each numbered item, show the child any the first picture name, then circle the picture in the row whose name rhymes with it.

Rhyme

1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Phonemic Awareness

Rhyme, syllables, initial sounds, final sounds, medial sounds segmentation, blending, and manipulation.

[View](#)

Assessments Comprehensive Spelling Survey: Directions

Preparation

1. Make a class supply of the *Comprehensive Spelling Survey: Individual Scoring Sheet*.
2. Administer the assessment to each child in the class three times a year—at the beginning, middle, and end. This assessment can be administered individually, in small groups, or with the whole class.
3. Gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

Comprehensive Spelling Survey

This assessment consists of 40 words to confirm children's spelling skills. Some children do well reading words with taught phonics skills, yet struggle spelling words with those same skills. Spelling generally lags behind reading development and requires more time and intensity in terms of instruction and practice. In addition, children might be at different places in their development and mastery of phonics skills in decoding versus encoding.

1. Read each word aloud. Ask children to write the word on the *Comprehensive Spelling Survey: Individual Scoring Sheet*. Record the child's errors to use for error analysis. The specific errors in each category are more important than the overall score.
2. You might want to administer only a few sections each day due to time constraints.

Next Steps: If children misspell two or more of the target spellings in each section of the assessment, then instruction should begin in that skill set (e.g., short vowels).

Comprehensive Spelling Survey

Short vowels, consonant blends and digraphs, final/silent e, long vowels, complex vowels, word study (prefixes and suffixes), and multisyllabic words.

[View](#)

Assessments Complex-Vowel Assessment

Name _____

Word Reading

1. stir	11. spark
2. mood	12. stalk
3. frown	13. flaw
4. broil	14. wear
5. vault	15. should
6. glare	16. clerk
7. clue	17. hood
8. thorn	18. burn
9. knew	19. ground
10. stairs	20. joy

Complex-Vowel

Short Vowels, Consonant Blends and Digraphs, Long Vowels, and Complex Vowels.

[View](#)



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P H O N I C S B Y
W I L E Y B L E V I N S

SHORT READS
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