

UFLI Foundations

Important Links, Videos & FAQ

Important Links:

UFLI Toolbox & Lesson Resources:

Everything that you can think of that will help you get started with your UFLI Foundations Manual.

[Lesson Resources Link](#)

Home Support:

[Home Support Link](#)

Decodables:

[UFLI Google Sheet Link to Decodables](#)

Implementation Guide:

[Implementation Guide at a Glance](#)

YouTube Videos & Webinars

- ▶ Intro to UFLI Foundations with Holly Lane
- ▶ UFLI Foundations Implementation Overview
- ▶ UFLI Foundations Slide Deck Tutorial
- ▶ UFLI Foundations: How to Implement Day 1 Lessons
- ▶ UFLI Foundations: How to Implement Day 2 Lessons
- ▶ UFLI Foundations: Progress Monitoring and Differentiation

FAQ:

1. *Day 2 is difficult to get done within the 30 minutes of allotted time.*

The lesson can be difficult to complete, especially at first. You and your students need to become fluent in the activities associated with each step. The most important thing on both days is to try to keep each step to the allotted time. The most important step is last (Step 5 on Day 1 and Step 8 on Day 2), and you don't want to cheat kids out of the necessary time for those steps. To accomplish this, here are a few adjustments you can make...

The parts that tend to run over most often are the steps that involve writing (Step 3 and the spelling portions of Steps 5 and 8). You can have kids who are struggling with fluent letter formation use magnetic letters for these activities (and practice their letter formation at another time of the day), or you can shorten those portions of each step. Note that the items are arranged in an intentional order. For the auditory drill, the items listed last have had the most review in previous lessons, so if you don't get to them all, that's probably OK. For the spelling sections, the easier items are first and the harder items come later. You can pick and choose which items to use to provide the most appropriate practice for your particular group of students. You can also save one (or two) of the spelling sentences to use in your small-group supplemental support time.

The other main thing to work on is lesson routines. For example, if you can get your kids really quick and efficient in managing materials, your lesson will move much more quickly. Give everyone, including yourself, a set short amount of time (1 or 2 minutes max) to prep for the lesson. While you're getting the slide deck pulled up, kids are getting out their dry erase board and marker and magnetic letters. Countdowns can help a lot with efficiency during the lesson (e.g., "Great job spelling that word. Now erase it in 3, 2, 1, done!"). Having kids learn how to respond with gestures (e.g., thumbs up) keeps things moving quickly, as well.

Most of all, give yourself and your kids some grace as you figure out how to navigate through these lessons. As long as you keep plugging along, within a few weeks, it will seem like second nature to you!

2. *I'm curious about the sequence of phonemes various PA and phonics programs use in blending activities. Most programs I've seen don't seem to really take into account the differences in difficulty of various sound types.*

I teach our preservice teachers to begin blending instruction using words that have all continuous sounds (e.g., fun, van, ref) because those are the easiest sounds to blend. When introducing stop sounds, we begin with stops at the end of words (e.g., sad, mat) because they're easier to blend there and because it helps kids learn to clip the stops more effectively. When we start working with stop consonants at the beginning of words,

we begin with unvoiced stops (cab, top), again because kids find those easier to blend in the initial position. The last thing to be introduced is blending with voiced stops at the beginning of words (e.g., big, dot).

- 3. *I know UFLI is still in a pilot for intervention but would you suggest plugging holes and therefore skipping around the program based on student needs (determined via a phonics diagnostic) or starting at one of the grade level starting points? The goal being to remediate as efficiently as possible but also to fill all the holes. Especially in 3, 4, 5 where there is only so much time.***

If you are using UFLI for intervention with students above 2nd grade, you could do this. Based on the information from the phonics diagnostic, you can certainly make decisions to only complete the review lessons for a unit if your students are already encoding and decoding words with those skills. For example, if you are working with 3rd graders who are able to decode with digraphs in their diagnostic, you could choose to complete just lessons 49 (digraph review 1) and lesson 53 (digraph review 2) instead of every lesson in this unit (lessons 42-53). I would only recommend doing this if you are working with older students and I would be sure to re-administer the phonics diagnostic at benchmark points to ensure that there are no additional gaps to address. (Moderator)

Just one clarification. I would caution against "skipping around" the program. You probably don't mean this, but just in case anyone interprets it this way, "skipping around" makes me think of a random sequence of lessons (e.g., 47, then 18, then 64...). Certainly skipping lessons on skills the students have already mastered is fine, but I'd still go in order from easier to more difficult concepts. (Holly Lane)

- 4. *Does Foundations cover all the syllable division rules, spelling rules, and ratios?***

We only include the most useful elements for teaching kids to read and spell multisyllabic words. This means that, when kids start reading multi-syllabic words, we address the distinction between open and closed syllables, and we briefly introduce final stable syllables. The other syllable types are addressed only as spelling patterns, not as syllable types. That is, kids learn to read VCe words and words with vowel teams and r-controlled vowels, but we don't teach them as syllable types. We also don't address syllable division patterns. The lessons include some spelling rules, such as dropping e or changing y to i. In other words, we stick with the highest utility patterns, and we follow the research on avoiding unnecessary cognitive load.

There are some lessons in UFLI specific to multisyllabic words, as I mentioned above, but we don't have detailed instruction on all the syllable types, syllable division patterns, coding syllables, etc. Although they are very popular and used in many programs, there's actually almost no research to support those practices. There are other things that DO have research and DO support multisyllabic word reading.

The first step to getting kids to be able to read multisyllabic words is developing their ability to read single-syllable words with automaticity. Most children who are proficient with all of the GPCs and spelling patterns in our scope and sequence can transfer their knowledge of these patterns to multisyllabic words seamlessly, without explicit instruction in syllable types or syllable division patterns. That is, a child who has learned to read lots of single-syllable words with the grapheme 'ai' doesn't need to learn about the vowel team syllable type or syllable division patterns to be able read the word 'maintain.'

Extensive practice decoding words leads to orthographic mapping of those words. Orthographic mapping is the mental process of bonding the spellings of words in memory. Part of that is becoming proficient with recognizing patterns in single-syllable English words, and knowing which letter sequences work (e.g., st, ab) and which ones don't (e.g., ns, bbi). This knowledge is what most readers use to figure out where the divisions in multi syllabic words are without a complicated and unreliable set of rules.

The other critical element for getting kids to be proficient with multisyllabic words is developing their set for variability. This is the mental flexibility to be able to shift from one attempt at the pronunciation of a word to the correct pronunciation. For example, you need to be able to make the leap from the mispronunciation 'tree-sure' to the correct pronunciation of 'treasure.' Another key element related to set for variability is learning about the schwa and syllable stress. This becomes even more important with words that have more than two syllables.

Although it is helpful for teachers to understand syllable types and syllable division patterns, it's not particularly helpful to teach these things to young children when they are just beginning to encounter multisyllabic words. Having to keep all that information in their heads creates an unwieldy cognitive load. The vast majority of proficient adult readers have never even heard of syllable types, so knowing about them clearly is not an essential part of reading development.

That said, the information CAN be helpful with older struggling readers who never became proficient with recognizing patterns. For some, understanding the rules can help them compensate for not having a large mental lexicon of words they have orthographically mapped. Older students and adults are better equipped to think about these complexities. However, this is an example of something that MAY be effective in intervention with older students with dyslexia that does not translate as well to teaching typically developing beginning readers and can actually make things harder for struggling beginning readers. (Holly Lane)

5. *Is there an assessment to determine which lesson to start on?*

The manual includes a suggested Scope & Sequence for grades K-2, but if you are planning to use it for intervention with older students you may want to use a screener such as the CORE Phonics Survey.

There are progress monitoring assessments for every lesson. They can be found in the manual beginning on page 355. (Moderator)

6. *All right, I'm in the UFLI! I'm rolling through! I've got the M-Th routine down. Assessment on Friday. What happens when they don't get it? Do I repeat those one or two lessons? Move on and pray the spiraling does its thing?*

The idea is to use those data to plan your small-group supplemental support for the following week. Most students will not fully master the concepts from the introductory lesson. The interleaved practice will take care of those who just need a little more practice. Students who need a lot more practice will benefit from targeted review. The progress monitoring assessment will give you a pretty good idea of what skills to focus on and how much practice they'll need. The Progress Monitoring & Differentiation video addresses how to plan for this review.

<https://youtu.be/MKFJ921Vkj4>

7. *My school is interested in using UFLI as an intervention for middle school. How can we best assess the student to know where we should start from (age appropriate)?*

The CORE Phonics Survey is a great diagnostic tool that aligns nicely with the UFLI scope and sequence of K-2 phonics skills. It is part of the book *Assessing Reading: Multiple Measures*. Students who score in the strategic or intensive ranges likely need intervention in those skill areas. If a student scores in the benchmark range for the entire assessment, UFLI Foundations is likely not a good fit. In middle school, this doesn't mean they would not need reading intervention, it just means the intervention they need is likely not in K-2 phonics concepts.