Fundations (Grades K-2)

Wilson Fundations (Grades K - 2) is a structured, multimodal approach to reading, spelling, and handwriting. This is a phonics-based program designed to help develop foundational literacy skills. Fundations is based on the Orton-Gillingham approach and aligns with the principles of Structured Literacy, emphasizing explicit, systematic, and cumulative instruction.

For Teachers: The curriculum utilizes the digital FUN HUB® platform for **teacher**-led demonstrations and interactive tools, including manipulating letters and words on the screen to mimic the in-person experience with Fundations. Teachers may project, through a whole class slide deck/presentation.

FUNDATIONS K-2 MULTISENSORY MODEL	
Student Device Time: 0%	**Physical Tactile Time: 100%**
No screen navigation	Magnetic Letter Tiles
No digital keyboarding	Finger-tapping for decoding
No self-paced app modules	

Arts & Letters (Grades K-5)

Great Minds

Great Minds specifically structures the curriculum to align with Science of Reading research, which strongly emphasizes tactile, print-rich environments for early learners. Within a standard 60-minute daily Arts & Letters lesson, screen time is tightly controlled, while physical books and handwritten materials serve as the primary drivers of student learning. There is zero required "passive" screen time, meaning students are never placed in front of a device simply to pass the time with passive, independent learning software.

For Teachers:
The Great Minds Arts & Letters K–5 curriculum integrates technology as a teacher-guided, purposeful tool that complements a primarily print-based, print-heavy, and tactile learning experience for active engagement.

- Teachers may project, through a whole class slide deck/presentation, audio files, high-resolution fine art pieces, or video assets to provide contextual background information that a traditional textbook cannot reproduce.

For Students: The Great Minds Arts & Letters K–5 curriculum integrates technology, in a progressive manner across grade levels, to meet state educational standards for writing and research.

See below grade by grade information about when students have planned opportunities to access technology through Arts and Letters to meet statewide learning standards.

Curricular Opportunities to Address Pennsylvania Technology Standards

Grade	Module|Task	Product	PA Core Standard w/Technology
K	Module 3 Lesson 25 Module 4 Lessons 19, 20, 38	Photograph Digital Display	**CC.1.4.K.U –** With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.
1	Module 4 Lessons 12, 13, 37, 39	Page for a Digital Book	**CC.1.4.1.U –** With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
2	Module 4 Lessons 27, 36, 37	Page for a Digital Book	**CC.1.4.2.U –** With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
3	Module 2 Lesson 38 Module 3 EOM Lesson 39 Module 4 EOM Lessons 15, 32	Essay Story Research Paper, Presentation	**CC.1.4.3.U –** With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
4	Module 2 Lesson 38 Module 4 EOM Lesson 33	Narrative Record a Narrative Visual Display, Presentation	**CC.1.4.4.U –** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
5	Module 2 Lesson 38 Module 3 Lesson 39 Module 4 Lesson 35	Essay Narrative Visual Display, Presentation	**CC.1.4.5.U –** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Reveal Math (Grades K-5)

Tier I Teacher: McGraw Hill's Reveal Math K–5 curriculum offers print-based teacher materials as well as digital infrastructure for teacher presentations, resources, and data analytics. For example, teachers can instruct using print materials with a document camera, or they can project materials for whole group instruction using the digital version.

Tier I Student (WSSD Average Use): Based upon Reveal's design for each unit, student device use may vary depending on the teacher's chosen instructional path (e.g. Guided Exploration vs. Activity-Based Exploration).

The majority of the Tier I learning (90%+) is hands-on through Guided Exploration (e.g. notebooks, whiteboards, consumable workbooks, and manipulatives for tactile learning). For example, if a teacher uses digital exit slips to collect formative data to make real time instructional decisions (approx 5-10 min of the 60 min block), student individual device usage can be up to 10% of the lesson.

Tier II or III Student (WSSD Average Use): Teachers use student learning data to determine what additional learning opportunities students might need during Curriculum Enrichment (CE) time.The general expectation for those intervention, acceleration, or enrichment opportunities is hands-on, paper-based and/or collaborative learning activities. However, when a teacher deems it to be most appropriate and necessary, a student may engage with a curriculum-based or third party district approved and supported digital tool to support Tier I curriculum and student individual needs. The percentage of time will vary depending on student need and teacher mode of intervention, acceleration, or enrichment .