Branchburg Township Public Schools
Office of Curriculum and Instruction
Grade 1 Fundations Curriculum

Date of Board Adoption: September 2018

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in ELA and the 2014 Technology and 21st Century Life and Careers Standards
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<td><strong>NJSLS:</strong></td>
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<td>CRP4. Communicate clearly and effectively and with reason.</td>
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<td>CRP12. Work productively in teams while using cultural global competence.</td>
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<td>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
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<td>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
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<td>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</td>
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<td>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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<td>B. Decode regularly spelled one-syllable words.</td>
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<td>C. Know final -e and common vowel team conventions for representing long vowel sounds.</td>
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<td>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
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E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.
B. Use common, proper, and possessive nouns.
C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
F. Use frequently occurring adjectives.
G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
H. Use determiners (e.g., articles, demonstratives).
I. Use frequently occurring prepositions (e.g., during, beyond, toward).
J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize dates and names of people.
B. Use end punctuation for sentences.
C. Use commas in dates and to separate single words in a series.
D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and
adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Technology Standards:

Select and use applications effectively and productively.
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- How do I segment sounds in words?
- What are short vowel sounds?

Enduring Objectives/Understandings:
- Words can be broken down into single sounds (phonemes).
- A vowel makes its short sound when it is closed in by consonants.

STUDENT LEARNING OBJECTIVES

<table>
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<tr>
<th>Key Knowledge</th>
<th>Process/Skills/Procedures/Application of Key Knowledge</th>
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<tbody>
<tr>
<td><strong>Students will know:</strong></td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td>● concept of “echoing” teacher</td>
<td>● echo the teacher</td>
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<tr>
<td>● the difference between a letter and a sound</td>
<td>● differentiate between letter vs sound</td>
</tr>
<tr>
<td>● letter-keyword-sounds and formations for all consonants and short vowel sounds</td>
<td>● identify the letter, keyword, and sound for each letter in the alphabet</td>
</tr>
<tr>
<td>● letter formation</td>
<td>● clip the consonant sounds</td>
</tr>
<tr>
<td>○ sky line, plane line, grass line, worm line</td>
<td>● extend the vowel sounds</td>
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<tr>
<td>● identify difference between vowel and a consonant</td>
<td>● identify the 5 major vowels</td>
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<td>● use proper letter formation to trace and write letters</td>
</tr>
</tbody>
</table>
○ vowels are open mouth sounds and can make a long or short sound
○ consonants are closed mouth sounds
○ clip the consonant sounds so that there is not a short u sound at the end
● place the letters in the alphabet in alphabetical order
● identify a letter after echoing it’s sound for all consonants and short vowel sounds
  ○ Say /m/ find the letter that says /m/
  ○ say /ə/ find the vowel that says /ə/
● identify the short vowel sounds and stretch out the key word to hear the vowel sounds
  ○ vowel extensions

• understand concept alphabetical order

Cross-curricular connections:

• Shared Reading Connections
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  ○ Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
  ○ Have students locate certain letters in a text.
  ○ Have students identify the first letter/last letter in a word.
  ○ Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  ○ Have students check the first letter and picture when attempting an unknown word.
  ○ Have students monitor their reading by checking the first letter of the word they said with the text.

• Interactive Writing Connections
  Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  ○ Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
  ○ Have students demonstrate knowledge of words by using proper spacing between words.
• Have students hear and record initial consonant sounds in words.
• Have students hear and record final consonant sounds in words.
• Have students hear and record easy to hear consonant sounds in words.
• Have students use proper letter formation when writing.

• **Reading Workshop Connections**
  You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.*
  ○ Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.

• **Writing Workshop Connections**
  You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.
  ○ Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.

### EVIDENCE OF LEARNING

| Summative Assessment (Assessment at the end of the learning period) | ● Unit Test (p.100 in Teacher’s Manual)
  ○ This assessment can be given whole group.
  ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 2. If not, please review and reteach tricky concepts and then reassess. |
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<td>Formative Assessments (ONGOING assessments during the learning period)</td>
<td>● The fluency pack in your Fundations kit can be used as formative assessment data for certain students or groups of students.</td>
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</table>
| Performance Tasks (Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) | ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist
  ● you will also see evidence of the application of skills in reading and writing workshop tasks |

### RESOURCES

**Teacher Resources**

● Fundations Teacher’s Manual Level 1
  ○ page 100 Unit 1 Resources
Supplemental Curriculum Resources

- *Words Their Way* teacher’s manual
- *Words Their Way* letter/ name sort book
  - Sorts 1-5
- *Words Their Way* within word sort book
  - Sorts 1-5

- *Fountas and Pinnell Phonics Lessons* Grade 1
  - “Recognizing Letters: magnetic letters” (page 159)
  - “Noticing Letters in Words: magnetic letters” (page 171)
  - “Matching Letters: Letter lotto” (page 175)
  - “Identifying letters: letter lotto” (page 179)
  - “Identifying uppercase & lowercase letters: concentration” (page 183)
  - “Identifying Consonants and Vowels: letter sort” (page 187)
  - “Learning about Beginning Consonant Letters and Sounds: lotto” (page 209)
  - “Noticing Vowels in Words: word graph” (page 217)
  - Consolidating Knowledge about vowels: vowels lotto (page 257)

Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words
## Modifications for Learners

### Struggling learners:
- Pair students
- Pull students in small groups to reinforce skills when necessary
- Have boards pre-marked with the alphabet so students just have to match tiles
- Have students point to each letter as they verbalize when reciting the alphabet
- Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
- Provide prompts or questioning as necessary
- Provide modeling of tapping
- Provide model of drill sounds when a struggling student is the Drill Leader
- Gross motor letter formation
- Have students trace models for difficult letters
- Make individualized flashcards for trick word drills and practice
- Limit the amount of trick words that a student is individually practicing
- Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
- Avoid word retrieval questions for students who struggle ("Can you tell me what this is?"). Instead, say something like "There is a digraph in this word. Can you find it for me?"

### Enrichment:
- Challenge students to read some words without tapping
- Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
- Provide advanced questioning such as "Tell me what you know about that sound?"
- Provide questioning about word structure and ask students to provide other examples
- Have students focus on excellent letter formation
- Choose more sophisticated sounds when an advanced student is the Drill Leader
- Ask students to use the word in a sentence to help build vocabulary
- Have students think about multiple meanings of words to help build vocabulary
- Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
- Have students verbalize the letter formation as they write the letter

### ELL:
- Support for Spanish Speaking ELs:
  - All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.

- The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
- In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
- In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

Learning Path - Unit 1

**Week 1:**
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT sky write/write letters using the letter formation guide instructions.
- SWBAT use vowel extension poster to stretch out vowel sounds.
- SWBAT write 5-6 dictated sounds.

**Week 2:**
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT sky write/write letters using the letter formation guide instructions.
- SWBAT use vowel extension poster to stretch out vowel sounds.
- SWBAT place Magnetic Letter Tiles on letter boards in sequential order and recite alphabet.
- SWBAT write 5-6 dictated sounds.

**Week 3:**
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT sky write/write letters using the letter formation guide instructions.
- SWBAT use vowel extension poster to stretch out vowel sounds.
- SWBAT place Magnetic Letter Tiles on letter boards in sequential order and recite alphabet.
- SWBAT write 5-6 dictated sounds.
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<th>Unit/Topic</th>
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<tr>
<td>Title</td>
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<td>2-4 weeks</td>
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</table>

**STANDARDS**

**NJSLS:**

- **RF.1.1.** Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
  - A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- **RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- **RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
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**21st Century Skills and Career Ready Practices:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.
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F. Use frequently occurring adjectives.
G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
H. Use determiners (e.g., articles, demonstratives).
I. Use frequently occurring prepositions (e.g., during, beyond, toward).
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Technology Standards:

Select and use applications effectively and productively.
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
- How do I blend sounds to make words?
- How can I change sounds in a word to make new words?

Enduring Objectives/Understandings:
- Words are made up of sounds.
- I can change the first (initial), middle (medial), or last (final) sound in a word to make new words.

STUDENT LEARNING OBJECTIVES

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<td>● identify trick words: the, a, and, is, his, of</td>
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<tr>
<td>○ trick words are not tapped out</td>
<td>○ segment cvc words by tapping each sound</td>
</tr>
<tr>
<td>○ they are high frequency words that need to be memorized for reading and spelling</td>
<td>○ each finger gets one sound map—/m/ /ā/ /p/</td>
</tr>
<tr>
<td>● CVC words can be tapped out</td>
<td>○ tap the sounds in cvc words to read real words</td>
</tr>
<tr>
<td>● letter sound correspondence- hear a sound and match it to the correct letter</td>
<td>○ understand that qu- /kw/ one finger tap</td>
</tr>
<tr>
<td>○ say /ks/ students find x</td>
<td>■ q and u are buddies and stick together</td>
</tr>
<tr>
<td></td>
<td>● identify words in sentence</td>
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**Cross-curricular connections:**

- **Shared Reading Connections**
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  - Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
  - Have students locate certain letters in a text.
  - Have students identify the first letter/last letter in a word.
  - Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  - Have students check the first letter and picture when attempting an unknown word.
  - Have students monitor their reading by checking the first letter of the word they said with the text.
  - **Have students “tap out” CVC words in the text.**
  - Have students identify consonants and vowels in a word.
  - Have students practice reading with fluency by scooping phrases.
  - Have students locate and read trick words in text (the, a, and, is, his, of).
  - Have students listen to a word and determine if it has a long or short sound.

- sentences are comprised of words
- scoop sentences to read with fluency
  - scooping words is a visual way to show where we take a breath to build fluency and prosody
- mark short vowels with a breve (ă)
  - marking words helps student understand what type of vowel sound is occurring and helps students analysis the words
  - mark qu- with a circle around it - /kw/ sound
    - q and u are buddies they stick together, “q always likes to have u with him”
- understand that sentences start with a capital letter and end with punctuation marks
  - use sentence frames as a visual tool
- mark qu- with a circle around it
Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.

Reading Workshop Connections

You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.

Writing Workshop Connections

You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.

- Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.

EVIDENCE OF LEARNING

| Summative Assessment (Assessment at the end of the learning period) | Unit Test (p.126 in Teacher’s Manual)  
| | ○ This assessment can be given whole group. 
| | ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 3. If not, please review and reteach tricky concepts and then reassess. |
| Formative Assessments (Ongoing assessments during the learning period) | The fluency pack in your Fundations kit can be used as formative assessment data for certain students or groups of students. |
### Performance Tasks (Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency)

- data can be collected on any activity in the program by: video, anecdotal notes, skills checklist
- you will also see evidence of the application of skills in reading and writing workshop tasks

### RESOURCES

**Teacher Resources**
- Fundations Teacher’s Manual Level 1
  - page 126 Unit 2 Resources

**Supplemental Curriculum Resources**
- *Words Their Way* teacher’s manual
- *Words Their Way* letter/name sort book
  - Sorts 6-12, 38-40
- *Fountas and Pinnell Phonics Lessons* Grade 1
  - Hearing Sounds in Sequence (page 97)
  - Hearing Ending Sounds (page 101)
  - Hearing Beginning and Ending Sounds in Words (page 105)
  - Identifying Onsets and Rimes (page 109)
  - Hearing and Blending Onsets and Rimes (page 113)
  - Identifying and Blending Onsets and Rimes (page 117)
  - Hearing Middle Sounds (page 121)
  - Hearing and Changing Ending Sounds (page 125)
  - Hearing and Changing First and Last Sounds (page 129)
  - Learning Common Short Vowel Word Patterns (page 283, 287)
  - Changing the First Letter of a Word (page 419)
  - Changing and Adding Beginning Sounds (page 423)
  - Changing the Last Letters of Words (page 439)
  - Noticing Word Parts (page 443)
  - Changing Ending Parts of Words (page 447)
  - Changing the Middle of Words (page 451)
  - Adding and Removing Letters to Make Words (page 455)
Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

Modifications for Learners

Struggling learners:

- Pair students
- Pull students in small groups to reinforce skills when necessary
- Have boards pre-marked with the alphabet so students just have to match tiles
- Have students point to each letter as they verbalize when reciting the alphabet
- Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
- Provide prompts or questioning as necessary
- Provide modeling of tapping
- Provide model of drill sounds when a struggling student is the Drill Leader
- Gross motor letter formation
- Have students trace models for difficult letters
- Make individualized flashcards for trick word drills and practice
- Limit the amount of trick words that a student is individually practicing
- Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
- Avoid word retrieval questions for students who struggle (“Can you tell me what this is?”). Instead, say something like “There is a digraph in this word. Can you find it for me?”

Enrichment:

- Challenge students to read some words without tapping
- Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
- Provide advanced questioning such as “Tell me what you know about that sound?”
- Provide questioning about word structure and ask students to provide other examples
- Have students focus on excellent letter formation
- Choose more sophisticated sounds when an advanced student is the Drill Leader
- Ask students to use the word in a sentence to help build vocabulary
- Have students think about multiple meanings of words to help build vocabulary
- Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
- Have students verbalize the letter formation as they write the letter

**ELL:**
- Support for Spanish Speaking ELs:
  - All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
  - In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.
  - The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
  - In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
  - In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

<table>
<thead>
<tr>
<th>Learning Path-Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
</tr>
<tr>
<td>- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.</td>
</tr>
<tr>
<td>- SWBAT tap/isolate each sound and blend words with 3 sounds.</td>
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<tr>
<td>- SWBAT tap words with 3 sounds and spell the words.</td>
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<tr>
<td>- SWBAT place Magnetic Letter Tiles on letter boards in sequential order and recite alphabet.</td>
</tr>
<tr>
<td>- SWBAT write dictated sounds.</td>
</tr>
<tr>
<td>- SWBAT answer questions about a generated sentence on Sentence Frames.</td>
</tr>
<tr>
<td>- SWBAT read generated sentence on Sentence Frame using scooping method.</td>
</tr>
</tbody>
</table>

| **Week 2:** |
| - SWBAT review letter names, keywords, and sounds for the letters of the alphabet. |
| - SWBAT tap/isolate each sound and blend words with 3 sounds. |
- SWBAT tap words with 3 sounds and spell the words.
- SWBAT place Magnetic Letter Tiles on letter boards in sequential order and recite alphabet.
- SWBAT write dictated sounds.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method.
- SWBAT identify, read and write the trick words: the, a, and, is, his and of.
- SWBAT read and write a dictated sentence and circle trick words on sentences frames.
- SWBAT spell dictated sounds, words and sentences.
- SWBAT extend vowel sounds using Vowel Extension Poster.
<table>
<thead>
<tr>
<th>Unit/Topic Title</th>
<th>Level 1 Unit 3</th>
<th>Approximately Pacing</th>
<th>2 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARDS</strong></td>
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<tr>
<td><strong>NJSLS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</td>
<td>21st Century Skills and Career Ready Practices:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</td>
<td>CRP2. Apply appropriate academic and technical skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</td>
<td>CRP4. Communicate clearly and effectively and with reason.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Distinguish long from short vowel sounds in spoken single-syllable words.</td>
<td>CRP9. Model integrity, ethical leadership and effective management.</td>
<td></td>
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</tr>
<tr>
<td>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
<td>CRP12. Work productively in teams while using cultural global competence.</td>
<td></td>
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</tr>
<tr>
<td>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
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<tr>
<td>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</td>
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<td></td>
</tr>
</tbody>
</table>
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.
B. Use common, proper, and possessive nouns.
C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
F. Use frequently occurring adjectives.
G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
H. Use determiners (e.g., articles, demonstratives).
I. Use frequently occurring prepositions (e.g., during, beyond, toward).
J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   A. Capitalize dates and names of people.
   B. Use end punctuation for sentences.
   C. Use commas in dates and to separate single words in a series.
   D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

   A. Use sentence-level context as a clue to the meaning of a word or phrase.
   B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
   C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

   A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
   C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
   D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and
adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

<table>
<thead>
<tr>
<th>Technology Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and use applications effectively and productively.</td>
</tr>
<tr>
<td>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</td>
</tr>
</tbody>
</table>

### UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

**Essential Questions:**
- Why do I need to learn trick words?
- What are consonant digraphs?
- How do I know when to change my reading rate?

**Enduring Objectives/ Understandings:**
- Trick words are words that are found frequently in texts and may or may not follow phonetic rules. They should be memorized in order to be read with automaticity.
- Consonant digraphs are consonants that when paired together make one new sounds.
- Reading fluency impacts comprehension.

### STUDENT LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Process/Skills/Procedures/Application of Key Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know:</strong></td>
<td></td>
</tr>
<tr>
<td>trick words: as, has, to, into, we, he, she, be, me, for, or</td>
<td></td>
</tr>
<tr>
<td>digraph sounds</td>
<td></td>
</tr>
<tr>
<td>o two consonant letters that make one sound</td>
<td></td>
</tr>
<tr>
<td>o sh, ch, wh, th, ck</td>
<td></td>
</tr>
<tr>
<td><strong>Students will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>identify trick words: as, has, to, into, we, she, he, me, for, or</td>
<td></td>
</tr>
<tr>
<td>identify, produce and understand digraph sounds</td>
<td></td>
</tr>
<tr>
<td>identify letters/letter combinations that produce the same sound</td>
<td></td>
</tr>
</tbody>
</table>
ck-- comes at the end of a one syllable word after a short vowel
- digraphs get one tap
- mark a digraph with one line under to represent the two consonants make one sound
- c,k, and ck make the same sound /k/
  - c comes before a,o,and u
  - k comes before e, y, and i

Cross-curricular connections:

- **Shared Reading Connections**
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  - Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
  - Have students locate certain letters in a text.
  - Have students identify the first letter/last letter in a word.
  - Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  - Have students check the first letter and picture when attempting an unknown word.
  - Have students monitor their reading by checking the first letter of the word they said with the text.
  - Have students “tap out” CVC words in the text.
  - Have students identify consonants and vowels in a word.
  - Have students practice reading with fluency by scooping phrases.
  - Have students locate and read trick words in text (the, a, and, is, his, of).
  - Have students listen to a word and determine if it has a long or short sound.
  - **Have students identify words with digraphs wh, ch, sh, th, and ck.**
  - Have students “tap out” CVC words with digraphs in the text.
  - Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for)
**Interactive Writing Connections**
Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words.
- Have students spell CVC words with digraphs.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for)

**Reading Workshop Connections**
You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.*
- Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.

**Writing Workshop Connections**
You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.
- Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.

---

**EVIDENCE OF LEARNING**

<table>
<thead>
<tr>
<th>Summative Assessment (Assessment at the end of the learning period)</th>
<th>● Unit Test (p.152 in <em>Teacher's Manual</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○ This assessment can be given whole group.</td>
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| Performance Tasks     | ● data can be collected on any activity in the program by: video, anecdotal notes, skills checklist  
|                       | ● you will also see evidence of the application of skills in reading and writing workshop tasks |

### RESOURCES

#### Teacher Resources
- Fundations Teacher’s Manual Level 1
  - page 152 Unit 3 Resources

#### Supplemental Curriculum Resources
- *Words Their Way* teacher’s manual
- *Words Their Way* letter/ name sort book
  - Sorts 13-17, 41, 45
- *Fountas and Pinnell Phonics Lessons* Grade 1
  - Hearing and Blending Onsets and Rimes: oral word game (page 113)
  - Identifying and Blending Onsets and Rimes: follow the path (page 117)
  - Recognize common consonant digraphs: say and sort (page 261)
  - Summarizing Digraph Knowledge: digraph lotto (page 265)

#### Technology Resources
- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
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Modifications for Learners

**Struggling learners:**
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**Enrichment:**
- Challenge students to read some words without tapping
- Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
- Provide advanced questioning such as “Tell me what you know about that sound?”
- Provide questioning about word structure and ask students to provide other examples
- Have students focus on excellent letter formation
- Choose more sophisticated sounds when an advanced student is the Drill Leader
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**ELL:**
- Support for Spanish Speaking ELs:
○ All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
○ In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.
○ The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
○ In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
○ In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

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<td><strong>Week 1:</strong></td>
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<td>• SWBAT tap words with 3 sounds and spell the words.</td>
</tr>
<tr>
<td>• SWBAT identify and tap the digraphs: wh, ch, sh, th and -ck</td>
</tr>
<tr>
<td>• SWBAT tap and use Magnetic Letter Tiles and Letter Boards to spell words with digraphs.</td>
</tr>
<tr>
<td>• SWBAT write dictated sounds.</td>
</tr>
<tr>
<td>• SWBAT identify, read and write the trick words: as, has, to and into.</td>
</tr>
<tr>
<td>• SWBAT answer questions about a generated sentence on Sentence Frames.</td>
</tr>
<tr>
<td>• SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.</td>
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</tbody>
</table>

<p>| <strong>Week 2:</strong>          |
| • SWBAT review letter names, keywords, and sounds for the letters of the alphabet. |
| • SWBAT tap/isolate each sound and blend words with 3 sounds. |
| • SWBAT tap words with 3 sounds and spell the words (real words and nonsense words) |
| • SWBAT place Magnetic Letter Tiles on letter boards in sequential order and recite alphabet. |
| • SWBAT write dictated sounds. |
| • SWBAT answer questions about a generated sentence on Sentence Frames. |
| • SWBAT read generated sentence on Sentence Frame using scooping method. |
| • SWBAT identify, read and write the trick words: we, he, she, be, me, or and for. |
| • SWBAT spell short vowel words using -ck. |
| • SWBAT read and write a dictated sentence and circle trick words on sentences frames. |
| • SWBAT spell dictated sounds, words and sentences. |
| • SWBAT extend vowel sounds using Vowel Extension Poster. |</p>
<table>
<thead>
<tr>
<th>Unit/Topic Title</th>
<th>Level 1 Unit 4</th>
<th>Approximate Pacing</th>
<th>2 weeks</th>
</tr>
</thead>
</table>

**STANDARDS**

**NJSLS:**

- RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
  - a. Recognize the distinguishing features of a sentence (e.g. *first word, capitalization, ending punctuation*).

- RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A) Distinguish long from short vowel sounds in spoken single-syllable words.
  - B) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - A) Know the spelling-sound correspondences for common digraphs (two letters that represent one sound).
  - B) Decode regularly spelled one-syllable words.
  - C) Know final -e and common vowel team conventions for representing long vowel sounds.
  - D) Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E) Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

**21st Century Skills and Career Ready Practices:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.


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</tr>
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<td></td>
<td>and expression.</td>
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</table>

| L.1.1  | Demonstrate command of the conventions of standard English       |
|        | grammar and usage when writing or speaking.                     |
| A)     | Print all upper- and lowercase letters.                         |
| B)     | Use common proper, and possessive nouns.                        |
| C)     | Use singular and plural nouns with matching verbs in basic       |
|        | sentences (e.g. He hops; We hop).                               |
| D)     | Use personal, possessive, and indefinite pronouns (e.g. I, me,  |
|        | my; they, them, their, anyone, everything)                       |
| E)     | Use verbs to convey a sense of past, present, and future (e.g.  |
|        | Yesterday I walked home; Today I walk home; Tomorrow I will     |
|        | walk home).                                                      |
| F)     | Use frequently occurring adjectives.                             |
| G)     | Use frequently occurring conjunctions (e.g. and, but, or, so,   |
|        | because).                                                       |
| H)     | Use determiners (e.g. articles, demonstratives).                 |
| I)     | Use frequently occurring prepositions (e.g. during, beyond,     |
|        | toward).                                                        |
| J)     | Produce and expand complete simple and compound declarative,     |
|        | interrogative, imperative, and exclamatory sentences in response |
|        | to prompts.                                                     |

| L.1.2  | Demonstrate command of the conventions of standard English      |
|        | capitalization, punctuation, and spelling when writing.         |
| A)     | Capitalize dates and names of people.                           |
| B)     | Use end punctuation for sentences.                              |
| C)     | Use commas in dates and to separate single words in a series.   |
| D)     | Use conventional spelling for words with common spelling        |
|        | patterns and for frequently occurring irregular words.          |
E) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
   A) Use sentence-level context as a clue to the meaning of a word or phrase.
   B) Use frequently occurring affixes and inflection (e.g. -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
   C) Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).

L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   A) Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.
   B) Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes).
   C) Identify real-life connections between words and their use (e.g. note places at home that are cozy).
   D) Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6 Use words or phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).
### Technology Standards:
Select and use applications effectively and productively.
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

### UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

**Essential Questions:**
- How can learning a spelling pattern help me with writing?

**Enduring Objectives/Understandings:**
- The English language is based on phonetic spelling patterns.

### STUDENT LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Process/Skills/Procedures/Application of Key Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know</strong></td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td>• trick words: you, your, I, they, was, one, said</td>
<td>• identify trick words: you, your, I, they, was, one, said</td>
</tr>
<tr>
<td>• understand bonus letter</td>
<td>• demonstrate and apply understanding of bonus letter rule</td>
</tr>
<tr>
<td>○ f, s, z, l are doubled at the end of a one syllable word after a short vowel-</td>
<td>○ mark bonus letters with a star</td>
</tr>
<tr>
<td>○ they make one sound</td>
<td>○ identify the bonus letter l as changing the sound of the short ā</td>
</tr>
<tr>
<td>■ miss, fizz, puff, hill</td>
<td>• demonstrate and apply understanding of glued sounds</td>
</tr>
<tr>
<td>○ z is not as common</td>
<td>○ mark glued sounds with a box</td>
</tr>
<tr>
<td>○ mark the bonus letter with a star</td>
<td></td>
</tr>
<tr>
<td>○ bonus letters get one tap</td>
<td></td>
</tr>
<tr>
<td>• bonus letter l changes the sound of short ā</td>
<td></td>
</tr>
<tr>
<td>○ all-ball</td>
<td></td>
</tr>
<tr>
<td>○ glued or welded sound- they are more than one sound, but glued very closely together</td>
<td></td>
</tr>
<tr>
<td>■ glued sounds are marked by boxing the sound</td>
<td></td>
</tr>
</tbody>
</table>
Cross-curricular connections:

- **Shared Reading Connections**
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  - Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
  - Have students locate certain letters in a text.
  - Have students identify the first letter/last letter in a word.
  - Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  - Have students check the first letter and picture when attempting an unknown word.
  - Have students monitor their reading by checking the first letter of the word they said with the text.
  - Have students “tap out” CVC words in the text.
  - Have students identify consonants and vowels in a word.
  - Have students practice reading with fluency by scooping phrases.
  - Have students locate and read trick words in text (the, a, and, is, his, of).
  - Have students listen to a word and determine if it has a long or short sound.
  - Have students identify words with digraphs wh, sh, ch, th, and ck.
  - Have students “tap out” CVC words with digraphs in the text.
  - Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for)
  - **Have students locate and read words that have a Bonus Letter**
  - **Have students “tap out” CVC words with Bonus Letters**
  - **Have students locate and read words with the glued sound “all”**
  - **Have students “tap out” words with the glued sound “all”**
  - **Have students locate and read trick words in text (you, your, I, they, was, one, said)**

- **Interactive Writing Connections**
  Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  - Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
  - Have students demonstrate knowledge of words by using proper spacing between words.
  - Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”
- Have students spell trick words in text (you, your, I, they, was, one, said)

**Reading Workshop Connections**
You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.*
- Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.

**Writing Workshop Connections**
You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.
- Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.

<table>
<thead>
<tr>
<th>EVIDENCE OF LEARNING</th>
</tr>
</thead>
</table>
| **Summative Assessment**<br>(Assessment at the end of the learning period) | • Unit Test (p. 178 in *Teacher’s Manual*)
  o This assessment can be given whole group.
  o You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 5. If not, please review and reteach tricky concepts and then reassess. |
| **Formative Assessments**<br>(Ongoing assessments during the learning period) | • The fluency pack in your Fundations kit can be used as formative assessment data for certain students or groups of students. |
**Performance Tasks** (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)

- data can be collected on any activity in the program by: video, anecdotal notes, skills checklist
- you will also see evidence of the application of skills in reading and writing workshop tasks

### RESOURCES

**Teacher Resources**
- Fundations Teacher’s Manual Level 1
  - page 178 Unit 4 Resources

**Supplemental Curriculum Resources**
- *Words Their Way* teacher’s manual
- *Words Their Way* letter/ name sort book
  - Sort 31
- *Fountas and Pinnell Phonics Lessons* Grade 1
  - Hearing and Blending Onsets and Rimes: oral word game (page 113)
  - Identifying and Blending Onsets and Rimes: follow the path (page 117)
  - Recognize common consonant digraphs: say and sort (page 261)
  - Summarizing Digraph Knowledge: digraph lotto (page 265)

**Technology Resources**
- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words
## Modifications for Learners

### Struggling learners:
- Pair students
- Pull students in small groups to reinforce skills when necessary
- Have boards pre-marked with the alphabet so students just have to match tiles
- Have students point to each letter as they verbalize when reciting the alphabet
- Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
- Provide prompts or questioning as necessary
- Provide modeling of tapping
- Provide model of drill sounds when a struggling student is the Drill Leader
- Gross motor letter formation
- Have students trace models for difficult letters
- Make individualized flashcards for trick word drills and practice
- Limit the amount of trick words that a student is individually practicing
- Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
- Avoid word retrieval questions for students who struggle (“Can you tell me what this is?). Instead, say something like “There is a digraph in this word. Can you find it for me?”

### Enrichment:
- Challenge students to read some words without tapping
- Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
- Provide advanced questioning such as “Tell me what you know about that sound?”
- Provide questioning about word structure and ask students to provide other examples
- Have students focus on excellent letter formation
- Choose more sophisticated sounds when an advanced student is the Drill Leader
- Ask students to use the word in a sentence to help build vocabulary
- Have students think about multiple meanings of words to help build vocabulary
- Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
- Have students verbalize the letter formation as they write the letter

### ELL:
- Support for Spanish Speaking ELs:
  - All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
- In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.
- The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
- In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
- In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

### Learning Path - Unit 4

#### Week 1:
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT tap/isolate each sound and blend words with 3 sounds.
- SWBAT tap words with 3 sounds and spell the words.
- SWBAT identify the bonus letters: ff, ll, ss and be able to tap it.
- SWBAT write dictated sounds.
- SWBAT identify, read and write the trick words: you, your, I, they.
- SWBAT identify the glued sound all and use two fingers to tap the sound.
- SWBAT mark the glued sounds with a box and a star bonus letter.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
- SWBAT extend vowel sounds using Vowel Extension Poster.

#### Week 2:
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT tap/isolate each sound and blend words with 3 sounds.
- SWBAT tap words with 3 sounds and spell the words.
- SWBAT identify the bonus letters: ff, ll, ss and be able to tap it.
- SWBAT write dictated sounds.
- SWBAT identify, read and write the trick words: was, one, said.
- SWBAT identify the glued sound all and use two fingers to tap the sound.
- SWBAT write words with the all glued sound and mark the glued sounds with a box and a star bonus letter.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
- SWBAT extend vowel sounds using Vowel Extension Poster.
<table>
<thead>
<tr>
<th>Unit/Topic Title</th>
<th>Level 1 Unit 5</th>
<th>Approximate Pacing</th>
<th>1 week</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td><strong>STANDARDS</strong></td>
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<tr>
<td><strong>NJSLS:</strong></td>
<td></td>
<td><strong>21st Century Skills and Career Ready Practices:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  
  A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP12. Work productively in teams while using cultural global competence. |       |
| RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
  A. Distinguish long from short vowel sounds in spoken single-syllable words.  
  B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
  C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
  D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |       |
| RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.  
  A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  
  B. Decode regularly spelled one-syllable words.  
  C. Know final -e and common vowel team conventions for representing long vowel sounds.  
  D. Distinguish long and short vowels when reading regularly spelled one-syllable words. |       |
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Print all upper- and lowercase letters.
   B. Use common, proper, and possessive nouns.
   C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
   E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
   F. Use frequently occurring adjectives.
   G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   H. Use determiners (e.g., articles, demonstratives).
   I. Use frequently occurring prepositions (e.g., during, beyond, toward).
   J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize dates and names of people.
B. Use end punctuation for sentences.
C. Use commas in dates and to separate single words in a series.
D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and
adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

<table>
<thead>
<tr>
<th>Technology Standards:</th>
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<tbody>
<tr>
<td>Select and use applications effectively and productively.</td>
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<td>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</td>
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<tr>
<th>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Questions:</td>
</tr>
<tr>
<td>● Why is reading fluently important?</td>
</tr>
<tr>
<td>● Why is reading accurately important?</td>
</tr>
<tr>
<td>Enduring Objectives/ Understandings:</td>
</tr>
<tr>
<td>● Reading fluency impacts comprehension</td>
</tr>
<tr>
<td>● Reading accuracy impacts comprehension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Knowledge</td>
</tr>
<tr>
<td><strong>Students will know:</strong></td>
</tr>
<tr>
<td>● trick words: from, have, do does</td>
</tr>
<tr>
<td>● understand the glued sounds am, an</td>
</tr>
<tr>
<td>○ glued sounds are on the green cards</td>
</tr>
<tr>
<td>○ am, an are nasal sounds and the sound comes out your nose and distorts the vowel sound slightly</td>
</tr>
<tr>
<td>○ they are marked by a box around them</td>
</tr>
<tr>
<td>○ tap these sounds with two fingers together to the thumb</td>
</tr>
</tbody>
</table>
Cross-curricular connections:

- **Shared Reading Connections**
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  - Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
  - Have students locate certain letters in a text.
  - Have students identify the first letter/last letter in a word.
  - Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  - Have students check the first letter and picture when attempting an unknown word.
  - Have students monitor their reading by checking the first letter of the word they said with the text.
  - Have students “tap out” CVC words in the text.
  - Have students identify consonants and vowels in a word.
  - Have students practice reading with fluency by scooping phrases.
  - Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
  - Have students listen to a word and determine if it has a long or short sound.
  - Have students identify words with digraphs wh, ch, sh, th, and ck.
  - Have students “tap out” CVC words with digraphs in the text.
  - Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for).
  - Have students locate and read words that have a Bonus Letter
  - Have students “tap out” CVC words with Bonus Letters
  - Have students locate and read words with the glued sound “all”, “an”, and “am”
  - Have students “tap out” words with the glued sound “all”, “an”, and “am”
  - Have students locate and read trick words in text (from, have, do, does)

- **Interactive Writing Connections**
  Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.

- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”
- Have students spell trick words in text (from, have, do, does)

Reading Workshop Connections
You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.
- Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.

Writing Workshop Connections
You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.
- Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.

EVIDENCE OF LEARNING

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>Unit Test (p. 194 in Teacher’s Manual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Assessment at the end of the learning period)</td>
<td>- This assessment can be given whole group.</td>
</tr>
<tr>
<td></td>
<td>- You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 6. If not, please review and reteach tricky concepts and then reassess.</td>
</tr>
</tbody>
</table>
| Formative Assessments  
(Ongoing assessments during the learning period) | ● The fluency pack in your Fundations kit can be used as formative assessment data for certain students or groups of students. |
| --- | --- |
| Performance Tasks (Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) | ● data can be collected on any activity in the program by: video, anecdotal notes, skills checklist  
● you will also see evidence of the application of skills in reading and writing workshop tasks |

**RESOURCES**

**Teacher Resources**
- Fundations Teacher’s Manual Level 1  
  ○ page 194 Unit 5 Resources  

**Supplemental Curriculum Resources**
- *Words Their Way* teacher’s manual  
- *Words Their Way* letter/name sort book  
  ○ Sort 7, 28

**Technology Resources**
- Downloadable free apps  
  ○ ABCmouse.com  
  ○ articulation station  
  ○ Bob Book #1 Reading Magic  
  ○ Learn with Homer  
  ○ Simplex Spelling with Reverse Phonics: Lite  
  ○ Sky Fish Phonics  
  ○ The Electric Companies Wordball!  
  ○ Wonster Words

**Modifications for Learners**

**Struggling learners:**
- Pair students  
- Pull students in small groups to reinforce skills when necessary
● Have boards pre-marked with the alphabet so students just have to match tiles
● Have students point to each letter as they verbalize when reciting the alphabet
● Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
● Provide prompts or questioning as necessary
● Provide modeling of tapping
● Provide model of drill sounds when a struggling student is the Drill Leader
● Gross motor letter formation
● Have students trace models for difficult letters
● Make individualized flashcards for trick word drills and practice
● Limit the amount of trick words that a student is individually practicing
● Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
● Avoid word retrieval questions for students who struggle (“Can you tell me what this is?”). Instead, say something like “There is a digraph in this word. Can you find it for me?”

Enrichment:
● Challenge students to read some words without tapping
● Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
● Provide advanced questioning such as “Tell me what you know about that sound?”
● Provide questioning about word structure and ask students to provide other examples
● Have students focus on excellent letter formation
● Choose more sophisticated sounds when an advanced student is the Drill Leader
● Ask students to use the word in a sentence to help build vocabulary
● Have students think about multiple meanings of words to help build vocabulary
● Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
● Have students verbalize the letter formation as they write the letter

ELL:
● Support for Spanish Speaking ELs:
  ○ All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
  ○ In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.
  ○ The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
  ○ In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
- In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

# Learning Path-Unit 5

## Week 1:
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT tap/isolate each sound and blend words with 3 sounds.
- SWBAT tap words with 3 sounds and spell the words.
- SWBAT write dictated sounds.
- SWBAT identify, read and write the trick words: do, does, from and have.
- SWBAT identify the glued sounds **am, an** and use two fingers to tap the sound.
- SWBAT write words with the **am, an** glued sounds and mark the glued sounds with a box and a star bonus letter.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
- SWBAT extend vowel sounds using Vowel Extension Poster.
<table>
<thead>
<tr>
<th>Unit/Topic Title</th>
<th>Level 1 Unit 6</th>
<th>Approximate Pacing</th>
<th>3 weeks</th>
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<tbody>
<tr>
<td><strong>STANDARDS</strong></td>
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<tr>
<td><strong>NJSLS:</strong></td>
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</tbody>
</table>
| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  
A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
A. Distinguish long from short vowel sounds in spoken single-syllable words.  
B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.  
A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  
B. Decode regularly spelled one-syllable words.  
C. Know final -e and common vowel team conventions for representing long vowel sounds.  
D. Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| **21st Century Skills and Career Ready Practices:** |               |                   |         |
| CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP12. Work productively in teams while using cultural global competence. |               |                   |         |
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.
B. Use common, proper, and possessive nouns.
C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
F. Use frequently occurring adjectives.
G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
H. Use determiners (e.g., articles, demonstratives).
I. Use frequently occurring prepositions (e.g., during, beyond, toward).
J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize dates and names of people.
B. Use end punctuation for sentences.
C. Use commas in dates and to separate single words in a series.
D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and
adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

### Technology Standards:

Select and use applications effectively and productively.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

### UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

**Essential Questions:**
- How does adding a suffix affect a word?

**Enduring Objectives/ Understandings:**
- Suffixes slightly change the meaning of a base word.

### STUDENT LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Process/Skills/Procedures/Application of Key Knowledge</th>
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<tbody>
<tr>
<td><strong>Students will know:</strong></td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td>● trick words: were, are, who, what, when, where, there, here</td>
<td>● identify trick words: were, are, who, what, when where, there, here</td>
</tr>
<tr>
<td>● base word and suffix</td>
<td>● understand concept of base word</td>
</tr>
<tr>
<td>○ base word is a word that can stand alone and carries meaning</td>
<td>○ mark base word by underlining it</td>
</tr>
<tr>
<td>○ a suffix is added to the end of a base word and changes the word slightly</td>
<td>● understand concept of suffix</td>
</tr>
<tr>
<td>● understand suffix -s makes two sounds /s/ and /z/ and maked the word plural</td>
<td>○ mark suffix by circling it</td>
</tr>
<tr>
<td>● mark the suffix by circling -s and then above it write the sound that the suffix -s is making</td>
<td>○ use yellow sentence frame</td>
</tr>
</tbody>
</table>
Cross-curricular connections:

- **Shared Reading Connections**
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  - Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
  - Have students locate certain letters in a text.
  - Have students identify the first letter/last letter in a word.
  - Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  - Have students check the first letter and picture when attempting an unknown word.
  - Have students monitor their reading by checking the first letter of the word they said with the text.
  - Have students “tap out” CVC words in the text.
  - Have students identify consonants and vowels in a word.
  - Have students practice reading with fluency by scooping phrases.
  - Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
  - Have students listen to a word and determine if it has a long or short sound.
  - Have students identify words with digraphs wh, ch, sh, th, and ck.
  - Have students “tap out” CVC words with digraphs in the text.
  - Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does)
  - Have students locate and read words that have a Bonus Letter
  - Have students “tap out” CVC words with Bonus Letters
  - Have students locate and read words with the glued sound “all”, “an”, and “am”
  - Have students “tap out” words with the glued sound “all”, “an”, and “am”
  - **Have students locate and read words that have a base word and suffix “s”**
  - Have students locate nouns and plural nouns in the text.
  - Have students locate action words or verbs in the text.
  - Have students locate and read trick words in text (are, were, who, what, when, where, there, here)
Interactive Writing Connections
Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”
- **Have students add the suffix “s” to base words to make new words (plurals and actions)**
- **Have students spell trick words in text (are, were, who, what, when, where, there, here)**

Reading Workshop Connections
You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.*
- Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.

Writing Workshop Connections
You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.
- Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.
### EVIDENCE OF LEARNING

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>Unit Test (p. 230 in Teacher’s Manual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Assessment at the end of the learning period)</td>
<td>○ This assessment can be given whole group.</td>
</tr>
<tr>
<td></td>
<td>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 7. If not, please review and reteach tricky concepts and then reassess.</td>
</tr>
<tr>
<td>Formative Assessments</td>
<td>The fluency pack in your Fundations kit can be used as formative assessment data for certain students or groups of students.</td>
</tr>
<tr>
<td>(Ongoing assessments during the learning period)</td>
<td></td>
</tr>
<tr>
<td>Performance Tasks</td>
<td>Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</td>
</tr>
<tr>
<td>(Any learning activity or assessment that asks students to <em>perform</em> to demonstrate their knowledge, understanding and proficiency)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You will also see evidence of the application of skills in reading and writing workshop tasks</td>
</tr>
</tbody>
</table>

### RESOURCES

**Teacher Resources**

- Fundations Teacher’s Manual Level 1
  - page 230 Unit 6 Resources

**Supplemental Curriculum Resources**

- *Words Their Way* teacher’s manual
- *Words Their Way* within word sort book
  - Sort 45
- *Fountas and Pinnell Phonics Lessons* Grade 1
  - Making Plurals: adding s; word match (page 377)

**Technology Resources**

- Downloadable free apps
  - ABCmouse.com
Modifications for Learners

- **Struggling learners:**
  - Pair students
  - Pull students in small groups to reinforce skills when necessary
  - Have boards pre-marked with the alphabet so students just have to match tiles
  - Have students point to each letter as they verbalize when reciting the alphabet
  - Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
  - Provide prompts or questioning as necessary
  - Provide modeling of tapping
  - Provide model of drill sounds when a struggling student is the Drill Leader
  - Gross motor letter formation
  - Have students trace models for difficult letters
  - Make individualized flashcards for trick word drills and practice
  - Limit the amount of trick words that a student is individually practicing
  - Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
  - Avoid word retrieval questions for students who struggle (“Can you tell me what this is?). Instead, say something like “There is a digraph in this word. Can you find it for me?”

**Enrichment:**

- Challenge students to read some words without tapping
- Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
- Provide advanced questioning such as “Tell me what you know about that sound?”
- Provide questioning about word structure and ask students to provide other examples
- Have students focus on excellent letter formation
- Choose more sophisticated sounds when an advanced student is the Drill Leader
- Ask students to use the word in a sentence to help build vocabulary
● Have students think about multiple meanings of words to help build vocabulary
● Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
● Have students verbalize the letter formation as they write the letter

ELL:
● Support for Spanish Speaking ELs:
  ○ All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
  ○ In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.
  ○ The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
  ○ In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
  ○ In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

<table>
<thead>
<tr>
<th>Learning Path-Unit 6</th>
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<tbody>
<tr>
<td>Week 1:</td>
</tr>
<tr>
<td>● SWBAT review letter names, keywords, and sounds for the letters of the alphabet.</td>
</tr>
<tr>
<td>● SWBAT tap/isolate each sound and blend words with 3 sounds.</td>
</tr>
<tr>
<td>● SWBAT tap words with 3 sounds and spell the words.</td>
</tr>
<tr>
<td>● SWBAT write dictated sounds.</td>
</tr>
<tr>
<td>● SWBAT identify, read and write the trick words: are, were.</td>
</tr>
<tr>
<td>● SWBAT identify, read, write and mark the baseword by underlining the word and circling the -s suffix.</td>
</tr>
<tr>
<td>● SWBAT tap the baseword and NOT the -s suffix.</td>
</tr>
<tr>
<td>● SWBAT to tap and spell basewords and the -s suffix with Magnetic Letter Tiles.</td>
</tr>
<tr>
<td>● SWBAT identify the -s suffix as the /s/ or /z/ sound.</td>
</tr>
<tr>
<td>● SWBAT answer questions about a generated sentence on Sentence Frames.</td>
</tr>
<tr>
<td>● SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.</td>
</tr>
<tr>
<td>● SWBAT extend vowel sounds using Vowel Extension Poster.</td>
</tr>
</tbody>
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| Week 2:             |
| ● SWBAT review letter names, keywords, and sounds for the letters of the alphabet. |
| ● SWBAT tap/isolate each sound and blend words with 3 sounds. |
| ● SWBAT tap words with 3 sounds and spell the words. |
| ● SWBAT write dictated sounds. |
● SWBAT use syllable frames to write and read baseword and -s suffix words.
● SWBAT mark -s suffix words by underlining the baseword and circling the -s suffix.
● SWBAT identify, read and write the trick words: who, what, when.
● SWBAT to tap and spell baseword and -s suffix words with Magnetic Letter Tiles.
● SWBAT answer questions about a generated sentence on Sentence Frames.
● SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.

Week 3:

● SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
● SWBAT tap/isolate each sound and blend words with 3 sounds.
● SWBAT tap words with 3 sounds and spell the words.
● SWBAT write dictated sounds.
● SWBAT identify, read and write the trick words: where, there, here.
● SWBAT read basewords with glued sounds and the suffix -s that are either plurals or action words.
● SWBAT answer questions about a generated sentence on Sentence Frames.
● SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
<table>
<thead>
<tr>
<th>Unit/Topic Title</th>
<th>Level 1 Unit 7</th>
<th>Approximate Pacing</th>
<th>3 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARDS</strong></td>
<td></td>
<td></td>
<td></td>
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<td><strong>NJSLS:</strong></td>
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A. Distinguish long from short vowel sounds in spoken single-syllable words.  
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C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
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A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  
B. Decode regularly spelled one-syllable words.  
C. Know final -e and common vowel team conventions for representing long vowel sounds.  
D. Distinguish long and short vowels when reading regularly spelled one-syllable words. | |
| RF.1.4. Read with sufficient accuracy and fluency to support comprehension. | | | |
A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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   A. Capitalize dates and names of people.
   B. Use end punctuation for sentences.
   C. Use commas in dates and to separate single words in a series.
   D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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Select and use applications effectively and productively.
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
● Why is reading fluently important?
● Why is reading accurately important?

Enduring Objectives/ Understandings:
● Reading fluency impacts comprehension.
● Reading accuracy impacts comprehension.

STUDENT LEARNING OBJECTIVES

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<td>• identify trick words: why, by, my, try, put, two, too, very, also, some, come</td>
</tr>
<tr>
<td>• glued sounds ang, ong, ing, ung</td>
<td>• identify glued sounds: ang, ong, ing, ung</td>
</tr>
<tr>
<td>o tap these glued sounds with three fingers together to the thumb - there are three sounds that are glued together so each finger represents each sound</td>
<td>o use one tap to represent these sounds</td>
</tr>
<tr>
<td>o say each letter when saying the letter-keyword- sound</td>
<td>o mark sounds with a box</td>
</tr>
<tr>
<td>o mark these sounds with a box</td>
<td>• identify glued sounds: ank, ink, onk, unk</td>
</tr>
<tr>
<td>o glued sounds are on the green cards</td>
<td>o use one tap to represent these sounds</td>
</tr>
<tr>
<td>• understand glued sounds ank, ink, onk, unk</td>
<td>o mark sounds with a box</td>
</tr>
<tr>
<td>o mark sounds with box</td>
<td>• understand ang, ong, ung, ing, ank, onk, unk</td>
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</tbody>
</table>
| • understand ang, ong, ung, ing, ank, onk, unk in base words and with suffixes | • winks, sing
Cross-curricular connections:

- **Shared Reading Connections**
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  - Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
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  - Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  - Have students check the first letter and picture when attempting an unknown word.
  - Have students monitor their reading by checking the first letter of the word they said with the text.
  - Have students “tap out” CVC words in the text.
  - Have students identify consonants and vowels in a word.
  - Have students practice reading with fluency by scooping phrases.
  - Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
  - Have students listen to a word and determine if it has a long or short sound.
  - Have students identify words with digraphs wh, ch, sh, th, and ck.
  - Have students “tap out” CVC words with digraphs in the text.
  - Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here)
  - Have students locate and read words that have a Bonus Letter
  - Have students “tap out” CVC words with Bonus Letters
  - Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
  - Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
  - Have students locate and read words that have a base word and suffix “s”
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  - Have students locate action words or verbs in the text.
  - Have students locate and read trick words in text (why, by, my, try, put, two, too, very, also, some, come)
Interactive Writing Connections
Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
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- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
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- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
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You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.*
- Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.

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You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.
- Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.
### EVIDENCE OF LEARNING

| **Summative Assessment**  
| (Assessment at the end of the learning period) | ● Unit Test (p. 266 in *Teacher’s Manual*)  
| | ○ This assessment can be given whole group.  
| | ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 8. If not, please review and reteach tricky concepts and then reassess. |

| **Formative Assessments**  
| (Ongoing assessments during the learning period) | ● The fluency pack in your Fundations kit can be used as formative assessment data for certain students or groups of students. |

| **Performance Tasks**  
| (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency) | ● data can be collected on any activity in the program by: video, anecdotal notes, skills checklist  
| | ● you will also see evidence of the application of skills in reading and writing workshop tasks |

### RESOURCES

| **Teacher Resources** | ● Fundations Teacher’s Manual Level 1  
| | ○ page 266 Unit 7 Resources  

| **Supplemental Curriculum Resources** | ● *Words Their Way* teacher’s manual  
| | ● *Words Their Way* letter-name sort book  
| | ○ Sort 46-47 |

| **Technology Resources** | ● Downloadable free apps  
| | ○ ABCmouse.com  
| | ○ articulation station  
| | ○ Bob Book #1 Reading Magic  
| | ○ Learn with Homer  
| | ○ Simplex Spelling with Reverse Phonics: Lite  
| | ○ Sky Fish Phonics  
| | ○ The Electric Companies Wordball! |
Struggling learners:
- Pair students
- Pull students in small groups to reinforce skills when necessary
- Have boards pre-marked with the alphabet so students just have to match tiles
- Have students point to each letter as they verbalize when reciting the alphabet
- Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
- Provide prompts or questioning as necessary
- Provide modeling of tapping
- Provide model of drill sounds when a struggling student is the Drill Leader
- Gross motor letter formation
- Have students trace models for difficult letters
- Make individualized flashcards for trick word drills and practice
- Limit the amount of trick words that a student is individually practicing
- Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
- Avoid word retrieval questions for students who struggle (“Can you tell me what this is?). Instead, say something like “There is a digraph in this word. Can you find it for me?”

Enrichment:
- Challenge students to read some words without tapping
- Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
- Provide advanced questioning such as “Tell me what you know about that sound?”
- Provide questioning about word structure and ask students to provide other examples
- Have students focus on excellent letter formation
- Choose more sophisticated sounds when an advanced student is the Drill Leader
- Ask students to use the word in a sentence to help build vocabulary
- Have students think about multiple meanings of words to help build vocabulary
- Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
- Have students verbalize the letter formation as they write the letter

ELL:
- Support for Spanish Speaking ELs:
All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.

In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.

The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.

In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.

In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

---

Learning Path-Unit 7

**Week 1:**
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT tap/isolate each sound and blend words with 3 sounds.
- SWBAT tap words with 3 sounds and spell the words.
- SWBAT write dictated sounds.
- SWBAT identify, read and write the trick words: why, by, my, and try.
- SWBAT identify, read and tap words with glued sounds: ang, ing, ong, ung.
- SWBAT tap glued sounds, using three fingers tapping **together** at the same time.
- SWBAT spell glued sound words with Magnetic Letter Tiles.
- SWBAT mark glued sound words with a box around the glued sound.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
- SWBAT extend vowel sounds using Vowel Extension Poster.

**Week 2:**
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT tap/isolate each sound and blend words with 3 sounds.
- SWBAT tap words with 3 sounds and spell the words.
- SWBAT write dictated sounds.
- SWBAT identify, read and write the trick words: put, two.
- SWBAT identify the glued sounds: ank, ink, onk, unk.
- SWBAT to tap and spell glued sound words with Magnetic Letter Tiles.
- SWBAT mark glued sound words with a box.
• SWBAT answer questions about a generated sentence on Sentence Frames.
• SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
### Standards

<table>
<thead>
<tr>
<th>Unit/Topic Title</th>
<th>Level 1 Unit 8</th>
<th>Approximate Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARDS</strong></td>
<td></td>
<td>3 weeks</td>
</tr>
<tr>
<td><strong>NJSLS:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  
   A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | **21st Century Skills and Career Ready Practices:** | CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP12. Work productively in teams while using cultural global competence. |
| RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
   A. Distinguish long from short vowel sounds in spoken single-syllable words.  
   B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
   C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
   D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | | |
| RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.  
   A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  
   B. Decode regularly spelled one-syllable words.  
   C. Know final -e and common vowel team conventions for representing long vowel sounds.  
   D. Distinguish long and short vowels when reading regularly spelled one-syllable words. | | |
### E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

**RF.1.4. Read with sufficient accuracy and fluency to support comprehension.**

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., during, beyond, toward).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and
adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Technology Standards:
Select and use applications effectively and productively.
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
● How does the letter “r” impact vowel sounds?

Enduring Objectives/ Understandings:
● When the “r” follows a vowel, it changes the sound of the vowel.

STUDENT LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Students will know:</th>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick words: would, could, should, her, over, number</td>
<td>identify trick words: would, could, should, her, over, number</td>
</tr>
<tr>
<td>concept of blends vs. digraphs</td>
<td>understand concept of a blend</td>
</tr>
<tr>
<td>○ blend is two or more consonants together that make their own sound- the sounds can be pulled apart-- sl, tr</td>
<td>○ tap as two individual sounds</td>
</tr>
<tr>
<td>○ they can be in the beginning or ends of words</td>
<td>○ understand concept of a digraph</td>
</tr>
<tr>
<td>○ digraph is 2 consonants that make one sound</td>
<td>○ tap as one sounds</td>
</tr>
<tr>
<td>○ mark the blends with a line under each consonant representing each sound</td>
<td>understand concept of a digraph blend</td>
</tr>
<tr>
<td>○ digraph blends</td>
<td>identify words with r controlled vowels</td>
</tr>
<tr>
<td>○ blends next to a digraph-- lunch, shred</td>
<td></td>
</tr>
</tbody>
</table>
- **r-controlled vowels ar, or, er, ir, ur**
  - the vowel is followed by the letter r-- it controls the vowel and makes a new sound
  - er, ir, ur all make the same sound

### Cross-curricular connections:

**Shared Reading Connections**

Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
- Have students listen to a word and determine if it has a long or short sound.
- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come)
- Have students locate and read words that have a Bonus Letter
- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students locate and read words that have a base word and suffix “s”
- Have students locate nouns and plural nouns in the text.
○ Have students locate action words or verbs in the text.
○ **Have students locate and read words with consonant blends.**
○ Have students “tap out” CVC words with blends.
○ Have students locate and read words with r controlled vowels.
○ Have students locate and read trick words in text (would, could, should, her, over, number)

**Interactive Writing Connections**
Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
○ Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
○ Have students demonstrate knowledge of words by using proper spacing between words.
○ Have students hear and record initial consonant sounds in words.
○ Have students hear and record final consonant sounds in words.
○ Have students hear and record easy to hear consonant sounds in words.
○ Have students use proper letter formation when writing.
○ Have students spell out CVC words.
○ Have students spell the trick words: a, the, a, and, is, his, of
○ Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
○ Have students use end punctuation properly in interactive writing experiences.
○ Have students hear and record the digraphs wh, ch, sh, th, and ck in words
○ Have students spell CVC words with digraphs
○ Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come)
○ Have students spell words that have a Bonus Letter
○ Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students add the suffix “s” to base words to make new words (plurals and actions)
○ **Have students spell CVC words with blends**
○ **Have students spell trick words in text (would, could, should, her, over, number)**

**Reading Workshop Connections**
You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.*
○ Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.
- **Writing Workshop Connections**
  You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.
  - Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.

### EVIDENCE OF LEARNING

<table>
<thead>
<tr>
<th>Summative Assessment (Assessment at the end of the learning period)</th>
<th>Unit Test (p. 294 in Teacher’s Manual)</th>
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<tbody>
<tr>
<td></td>
<td>○ This assessment can be given whole group.</td>
</tr>
<tr>
<td></td>
<td>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 9. If not, please review and reteach tricky concepts and then reassess.</td>
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</tbody>
</table>

| Formative Assessments (Ongoing assessments during the learning period) | The fluency pack in your Fundations kit can be used as formative assessment data for certain students or groups of students. |

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### RESOURCES

**Teacher Resources**
- Fundations Teacher’s Manual Level 1
  - page 294 Unit 8 Resources

**Supplemental Curriculum Resources**
- *Words Their Way* teacher’s manual
- *Words Their Way* letter-name sort book
  - Sort 48-49
- *Words Their Way* within word sort book
  - Sort 25-30, 45
- *Fountas and Pinnell Phonics Lessons* Grade 1
  - Learning about Word Structure: r with a Vowel (page 273)
**Technology Resources**

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

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**Modifications for Learners**

**Struggling learners:**

- Pair students
- Pull students in small groups to reinforce skills when necessary
- Have boards pre-marked with the alphabet so students just have to match tiles
- Have students point to each letter as they verbalize when reciting the alphabet
- Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
- Provide prompts or questioning as necessary
- Provide modeling of tapping
- Provide model of drill sounds when a struggling student is the Drill Leader
- Gross motor letter formation
- Have students trace models for difficult letters
- Make individualized flashcards for trick word drills and practice
- Limit the amount of trick words that a student is individually practicing
- Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
- Avoid word retrieval questions for students who struggle (“Can you tell me what this is?). Instead, say something like “There is a digraph in this word. Can you find it for me?”

**Enrichment:**

- Challenge students to read some words without tapping
- Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
- Provide advanced questioning such as “Tell me what you know about that sound?”
- Provide questioning about word structure and ask students to provide other examples
● Have students focus on excellent letter formation
● Choose more sophisticated sounds when an advanced student is the Drill Leader
● Ask students to use the word in a sentence to help build vocabulary
● Have students think about multiple meanings of words to help build vocabulary
● Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
● Have students verbalize the letter formation as they write the letter

**ELL:**

● Support for Spanish Speaking ELs:
  ○ All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
  ○ In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.
  ○ The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
  ○ In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
  ○ In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

### Learning Path-Unit 8

**Week 1:**

● SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
● SWBAT tap/isolate each sound and blend words with 3 sounds.
● SWBAT tap words with 3 sounds and spell the words.
● SWBAT write dictated sounds.
● SWBAT identify, read and write the trick words: would, could, should.
● SWBAT identify, read and tap 4 sound words with a blend.
● SWBAT tap and spell basewords with blends with Magnetic Letter Tiles.
● SWBAT identify the R-controlled vowels: ar, or.
● SWBAT answer questions about a generated sentence on Sentence Frames.
● SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.

**Week 2:**
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT write dictated sounds.
- SWBAT identify, read and write the trick words: her, over and number.
- SWBAT identify, read and tap 4 sound words with a digraph blend.
- SWBAT tap and spell basewords with digraph blends with Magnetic Letter Tiles.
- SWBAT identify the R-controlled vowels: er, ir, ur.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
<table>
<thead>
<tr>
<th>Unit/Topic Title</th>
<th>Level 1 Unit 9</th>
<th>Approximate Pacing</th>
<th>2 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NJSLS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  
  A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | 21st Century Skills and Career Ready Practices: | CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP12. Work productively in teams while using cultural global competence. |
| RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
A. Distinguish long from short vowel sounds in spoken single-syllable words.  
B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | | |
| RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.  
A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  
B. Decode regularly spelled one-syllable words.  
C. Know final -e and common vowel team conventions for representing long vowel sounds.  
D. Distinguish long and short vowels when reading regularly spelled one-syllable words. | | |
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Print all upper- and lowercase letters.
   B. Use common, proper, and possessive nouns.
   C. Use singular and plural nouns with matching verbs in basic sentences (e.g., he hops; we hop).
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   E. Use verbs to convey a sense of past, present, and future (e.g., yesterday I walked home; today I walk home; tomorrow I will walk home).
   F. Use frequently occurring adjectives.
   G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   H. Use determiners (e.g., articles, demonstratives).
   I. Use frequently occurring prepositions (e.g., during, beyond, toward).
   J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
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   A. Capitalize dates and names of people.
   B. Use end punctuation for sentences.
   C. Use commas in dates and to separate single words in a series.
   D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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   C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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Technology Standards:

Select and use applications effectively and productively.
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
● Why is it important to know syllable types?
● When is a vowel sound short?

Enduring Objectives/Understandings:
● Knowing the types of syllables allows readers to understand the sound the vowels make so they can decode words.
● Vowels are short in closed syllables.

STUDENT LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Process/Skills/Procedures/Application of Key Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know:</strong></td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td>● trick words: say, says, see, between, each</td>
<td>● identify trick words: say, says, see, between, each</td>
</tr>
<tr>
<td>● concept of a syllable</td>
<td>● break words apart into syllables</td>
</tr>
<tr>
<td>○ a syllable is part of a word that can be pushed out in one breath: it has one vowel sound</td>
<td>● understand concept of a closed syllable</td>
</tr>
<tr>
<td>○ cat: one syllable</td>
<td>○ mark closed syllables with a c</td>
</tr>
<tr>
<td>○ catnip: 2 syllables</td>
<td>● identify vowel teams: ai, ay, ee, ea, ey, oi, oy</td>
</tr>
<tr>
<td>● closed syllable: has one vowel that is followed by at least one consonant (closed in) and the vowel is short: the vowel is marked with a breve</td>
<td>● add suffixes to the end of words</td>
</tr>
<tr>
<td>○ such, it</td>
<td></td>
</tr>
</tbody>
</table>

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● a closed syllable is marked by underlining the syllable putting a c under it (for closed syllable) and marking the vowel
● concept of vowel teams- two letters working together to make one sound
  ○ ai, ay  they both make the long vowel sound /ā/
  ○ ai-bait  ay-play
  ○ ee,ea,ey  they make the long vowel sound /ē/
  ○ ee-jeep  ea-eat  ey-key
  ○ oi, oy  do not make a long vowel sound
  ○ oi- coin  oy-boy
● understand that you can add suffixes to the end of words with vowel teams

Cross-curricular connections:

● **Shared Reading Connections**
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  ○ Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
  ○ Have students locate certain letters in a text.
  ○ Have students identify the first letter/last letter in a word.
  ○ Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  ○ Have students check the first letter and picture when attempting an unknown word.
  ○ Have students monitor their reading by checking the first letter of the word they said with the text.
  ○ Have students "tap out" CVC words in the text.
  ○ Have students identify consonants and vowels in a word.
  ○ Have students practice reading with fluency by scooping phrases.
  ○ Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
  ○ Have students listen to a word and determine if it has a long or short sound.
  ○ Have students identify words with digraphs wh, ch, sh, th, and ck.
  ○ Have students "tap out" CVC words with digraphs in the text.
○ Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number)
○ Have students locate and read words that have a Bonus Letter
○ Have students “tap out” CVC words with Bonus Letters
○ Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students locate and read words that have a base word and suffix “s”
○ Have students locate nouns and plural nouns in the text.
○ Have students locate action words or verbs in the text.
○ Have students locate and read words with consonant blends.
○ Have students “tap out” CVC words with blends.
○ Have students locate and read words with r controlled vowels.
○ Have students locate closed syllables in a text (eg such, bat)
○ Have students locate words that have common vowel teams.
○ Have students locate open syllables in a text (eg. she, go)
○ Have students locate and read trick words in text (say, says, see, between, each)

**Interactive Writing Connections**

Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.

○ Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
○ Have students demonstrate knowledge of words by using proper spacing between words.
○ Have students hear and record initial consonant sounds in words.
○ Have students hear and record final consonant sounds in words.
○ Have students hear and record easy to hear consonant sounds in words.
○ Have students use proper letter formation when writing.
○ Have students spell out CVC words.
○ Have students spell the trick words: a, the, a, and, is, his, of
○ Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
○ Have students use end punctuation properly in interactive writing experiences.
○ Have students hear and record the digraphs wh, ch, sh, th, and ck in words
○ Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students add the suffix “s” to base words to make new words (plurals and actions)
- Have students spell CVC words with blends
- Have students BEGIN to hear and record common vowel teams in words.
- Have students spell trick words in text (say, says, see, between, each)

- **Reading Workshop Connections**
  You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.
  - Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.

- **Writing Workshop Connections**
  You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.
  - Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.

<table>
<thead>
<tr>
<th>EVIDENCE OF LEARNING</th>
<th>Summative Assessment (Assessment at the end of the learning period)</th>
<th>Formative Assessments (Ongoing assessments during the learning period)</th>
<th>Performance Tasks (Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency)</th>
</tr>
</thead>
</table>
|                      | ● Unit Test (p. 322 in Teacher’s Manual)                           | ● The fluency pack in your Fundations kit can be used as formative assessment data for certain students or groups of students. | ● data can be collected on any activity in the program by: video, anecdotal notes, skills checklist  
● you will also see evidence of the application of skills in reading and writing workshop tasks |
|                      | ○ This assessment can be given whole group.                      |                                                                   |                                                                                                                                          |
|                      | ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 10. If not, please review and reteach tricky concepts and then reassess. |                                                                   |                                                                                                                                          |
# RESOURCES

## Teacher Resources
- Fundations Teacher’s Manual Level 1
  - page 322 Unit 9 Resources

## Supplemental Curriculum Resources
- *Words Their Way* teacher’s manual
- *Words Their Way* within word sort book
  - Sorts 13-18, 26, 31, 46-49

## Technology Resources
- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

## Modifications for Learners
**Struggling learners:**
- Pair students
- Pull students in small groups to reinforce skills when necessary
- Have boards pre-marked with the alphabet so students just have to match tiles
- Have students point to each letter as they verbalize when reciting the alphabet
- Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
- Provide prompts or questioning as necessary
- Provide modeling of tapping
- Provide model of drill sounds when a struggling student is the Drill Leader
- Gross motor letter formation
- Have students trace models for difficult letters
● Make individualized flashcards for trick word drills and practice
● Limit the amount of trick words that a student is individually practicing
● Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
● Avoid word retrieval questions for students who struggle (“Can you tell me what this is?”). Instead, say something like “There is a digraph in this word. Can you find it for me?”

Enrichment:
● Challenge students to read some words without tapping
● Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
● Provide advanced questioning such as “Tell me what you know about that sound?”
● Provide questioning about word structure and ask students to provide other examples
● Have students focus on excellent letter formation
● Choose more sophisticated sounds when an advanced student is the Drill Leader
● Ask students to use the word in a sentence to help build vocabulary
● Have students think about multiple meanings of words to help build vocabulary
● Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
● Have students verbalize the letter formation as they write the letter

ELL:
● Support for Spanish Speaking ELs:
  ○ All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
  ○ In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.
  ○ The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
  ○ In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
  ○ In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

Learning Path-Unit 9

Week 1:
● SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
● SWBAT tap/isolate each sound and words with 4 sounds.
● SWBAT tap words with 4 sounds and spell the words.
- SWBAT write dictated sounds.
- SWBAT identify, read and write the trick words: say, says.
- SWBAT identify a closed syllable (one vowel, short vowel sound and is closed in by at least one consonant).
- SWBAT mark a closed syllable with breve, underlined baseword and a “c” under the line, that stands for Closed.
- SWBAT tap and spell basewords with blank Magnetic Letter Tiles and point to the tiles and say the corresponding letter.
- SWBAT identify the vowel teams ai, ay, ee, ea and ey.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.

Week 2:
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT use a suffix frame and the -s suffix to read basewords with the -s suffix.
- SWBAT identify, read and write the trick words: see, between and each.
- SWBAT identify closed vs. open syllables
- SWBAT identify the vowel teams oi, oy.
- SWBAT blend sounds to make nonsense words.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
<table>
<thead>
<tr>
<th>Unit/Topic Title</th>
<th>Level 1 Unit 10</th>
<th>Approximate Pacing</th>
<th>3 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NJSLS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  
   A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
   A. Distinguish long from short vowel sounds in spoken single-syllable words.  
   B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
   C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
   D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | 21st Century Skills and Career Ready Practices:  
   CRP2. Apply appropriate academic and technical skills.  
   CRP4. Communicate clearly and effectively and with reason.  
   CRP9. Model integrity, ethical leadership and effective management.  
   CRP12. Work productively in teams while using cultural global competence. |         |
| RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.  
   A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  
   B. Decode regularly spelled one-syllable words.  
   C. Know final -e and common vowel team conventions for representing long vowel sounds.  
   D. Distinguish long and short vowels when reading regularly spelled one-syllable words. |                   |                   |         |
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Print all upper- and lowercase letters.
   B. Use common, proper, and possessive nouns.
   C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
   E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
   F. Use frequently occurring adjectives.
   G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   H. Use determiners (e.g., articles, demonstratives).
   I. Use frequently occurring prepositions (e.g., during, beyond, toward).
   J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2. Demonstrate command of the conventions of standard English
capitalization, punctuation, and spelling when writing.

A. Capitalize dates and names of people.
B. Use end punctuation for sentences.
C. Use commas in dates and to separate single words in a series.
D. Use conventional spelling for words with common spelling
   patterns and for frequently occurring irregular words.
E. Spell untaught words phonetically, drawing on phonemic
   awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and
multiple-meaning words and phrases based on grade 1 reading and
content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word
   or phrase.
B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -
ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a
   word.
C. Identify frequently occurring root words (e.g., look) and their
   inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate
understanding of figurative language, word relationships and nuances
in word meanings.

A. Sort words into categories (e.g., colors, clothing) to gain a
   sense of the concepts the categories represent.
B. Define words by category and by one or more key attributes
   (e.g., a duck is a bird that swims; a tiger is a large cat with
   stripes).
C. Identify real-life connections between words and their use
   (e.g., note places at home that are cozy).
D. Distinguish shades of meaning among verbs differing in
   manner (e.g., look, peek, glance, stare, glare, scowl) and
adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Technology Standards:
Select and use applications effectively and productively.
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

UNIT/TO Subject ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
● How do I make a word plural?

Enduring Objectives/ Understandings:
● Adding the suffix -s or -es to the end of a word makes it plural.

STUDENT LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Students will know:</th>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● trick words: any, many, how, now, down, out, about, our</td>
<td>● identify trick words: any, many, how, now, down, out, about, our</td>
</tr>
<tr>
<td>● vowel teams-</td>
<td>● recognize vowel teams in words and make appropriate sound</td>
</tr>
<tr>
<td>o oa, oe, ow all make the long vowel sound /ō/</td>
<td>● recognize the vowel teams that make more than one sound</td>
</tr>
<tr>
<td>o ow also makes another sound /ou/</td>
<td>● add suffixes -ed, -ing appropriately</td>
</tr>
<tr>
<td>o oa-boat oe-toe ow- snow ow-plow</td>
<td>o mark suffix by circling it</td>
</tr>
<tr>
<td>o ou, oo</td>
<td>o recognize that -ed makes more than one sound</td>
</tr>
<tr>
<td>o ou makes two sounds ou- trout /ou/ ou- soup /ü/</td>
<td>o Recognize that -ing makes more than one sound</td>
</tr>
<tr>
<td>o oo makes two sounds oo-school /ü/ oo- book /u/</td>
<td>o Recognize that -ing makes more than one sound</td>
</tr>
<tr>
<td>o ue, ew</td>
<td>o Recognize that -ed makes more than one sound</td>
</tr>
</tbody>
</table>
- ue makes two sounds: /ʊ/  
  - blue  
  - rescue
- ew  
  - chew /ʊ/
- au, aw both make the same sound  
  - au: August  
  - aw: saw

- concept of suffixes: -ed, -ing
  - suffixes can be added to the end of base words
  - mark a suffix by circling it
  - -ed suffix makes two sounds: /ed/ or /id/ and makes the base word past tense or already happened
    - rented
  - -ing is added to action word words and means happening now
    - renting

**Cross-curricular connections:**

- **Shared Reading Connections**
  
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  
  - Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
  - Have students locate certain letters in a text.
  - Have students identify the first letter/last letter in a word.
  - Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  - Have students check the first letter and picture when attempting an unknown word.
  - Have students monitor their reading by checking the first letter of the word they said with the text.
  - Have students "tap out" CVC words in the text.
  - Have students identify consonants and vowels in a word.
  - Have students practice reading with fluency by scooping phrases.
  - Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
  - Have students listen to a word and determine if it has a long or short sound.
  - Have students identify words with digraphs wh, ch, sh, th, and ck.
  - Have students "tap out" CVC words with digraphs in the text.
○ Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each)
○ Have students locate and read words that have a Bonus Letter
○ Have students “tap out” CVC words with Bonus Letters
○ Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
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○ Have students locate closed syllables in a text (eg such, bat)
○ Have students locate open syllables in a text (eg. she, go)
○ Have students locate words that have common vowel teams.
○ Have students locate words with digraph blends (eg. shrimp)
○ Have students “tap out” words with 5 sounds (eg. b-l-a-s-t)
○ Have students locate and read words with inflected endings (-ed, -ing)
○ Have students locate and read trick words in text (any, many, how, now, down, out, about, our)

● Interactive Writing Connections
Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  ○ Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
  ○ Have students demonstrate knowledge of words by using proper spacing between words.
  ○ Have students hear and record initial consonant sounds in words.
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  ○ Have students use proper letter formation when writing.
  ○ Have students spell out CVC words.
  ○ Have students spell the trick words: a, the, a, and, is, his, of
○ Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
○ Have students use end punctuation properly in interactive writing experiences.
○ Have students hear and record the digraphs wh, ch, sh, th, and ck in words
○ Have students spell CVC words with digraphs
○ Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each)
○ Have students spell words that have a Bonus Letter
○ Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students add the suffix “s” to base words to make new words (plurals and actions)
○ Have students spell CVC words with blends
○ Have students BEGIN to hear and record common vowel teams in words.
○ Have students spell words with digraph blends (eg. shrimp)
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**Reading Workshop Connections**

You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.*

○ Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.

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(Ongoing assessments during the learning period)
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(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency)
- Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist
- You will also see evidence of the application of skills in reading and writing workshop tasks

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  - page 358 Unit 10 Resources

**Supplemental Curriculum Resources**
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- *Words Their Way* within word sort book
  - Sorts 13-18, 33-35, 46
- *Fountas and Pinnell Phonics Lessons* Grade 1
  - Making Plurals: adding s; word match (page 377)
  - Adding s and ing: building words (page 389)
  - Adding ed: word sort (page 393)

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- Have students focus on excellent letter formation
- Choose more sophisticated sounds when an advanced student is the Drill Leader
- Ask students to use the word in a sentence to help build vocabulary
- Have students think about multiple meanings of words to help build vocabulary
- Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
- Have students verbalize the letter formation as they write the letter

**ELL:**
- Support for Spanish Speaking ELs:
  - All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
○ In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.
○ The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
○ In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
○ In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

Learning Path - Unit 10

Week 1:
● SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
● SWBAT tap/isolate each sound and words with 4 sounds.
● SWBAT tap words with 5 sounds in one syllable and spell the words.
● SWBAT mark words with five sounds.
● SWBAT use blank tiles to spell words with five sounds.
● SWBAT identify, read and write the trick words: any, many.
● SWBAT identify a closed syllable (one vowel, short vowel sound and is closed in by at least one consonant).
● SWBAT mark a closed syllable with breve, underlined baseword and a “c” under the line, that stands for Closed.
● SWBAT tap and spell basewords with blank Magnetic Letter Tiles and point to the tiles and say the corresponding letter.
● SWBAT identify the vowel teams oa, oe, ow, ou and oo.
● SWBAT answer questions about a generated sentence on Sentence Frames.
● SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.

Week 2:
● SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
● SWBAT identify, read and write the trick words: how, now and down.
● SWBAT identify closed vs. open syllables
● SWBAT identify the vowel teams oi, oy, ue, ew.
● SWBAT identify the R-Controlled Vowel Sounds.
● SWBAT blend sounds to make nonsense words.
● SWBAT answer questions about a generated sentence on Sentence Frames.
● SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.

Week 3:
● SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
● SWBAT identify the suffix -ed and -ing.
- SWBAT mark words with the suffix -ed and -ing.
- SWBAT identify the vowel teams au, aw.
- SWBAT identify the R-Controlled Vowel Sounds.
- SWBAT blend sounds to make nonsense words.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
<table>
<thead>
<tr>
<th>Unit/Topic Title</th>
<th>Level 1 Unit 11</th>
<th>Approximate Pacing</th>
<th>3 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARDS</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

**NJSLS:**

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
   - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   - Distinguish long from short vowel sounds in spoken single-syllable words.
   - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
   - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
   - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
   - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
   - Decode regularly spelled one-syllable words.
   - Know final -e and common vowel team conventions for representing long vowel sounds.
   - Distinguish long and short vowels when reading regularly spelled one-syllable words.

**21st Century Skills and Career Ready Practices:**

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP9. Model integrity, ethical leadership and effective management.
CRP12. Work productively in teams while using cultural global competence.
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Print all upper- and lowercase letters.
   B. Use common, proper, and possessive nouns.
   C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
   E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
   F. Use frequently occurring adjectives.
   G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   H. Use determiners (e.g., articles, demonstratives).
   I. Use frequently occurring prepositions (e.g., during, beyond, toward).
   J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   A. Capitalize dates and names of people.
   B. Use end punctuation for sentences.
   C. Use commas in dates and to separate single words in a series.
   D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

   A. Use sentence-level context as a clue to the meaning of a word or phrase.
   B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
   C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

   A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
   C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
   D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and
adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

**Technology Standards:**
Select and use applications effectively and productively.
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

**Essential Questions:**
- How do we explore the relationship of letters/patterns to sounds for reading and spelling?

**Enduring Objectives/ Understandings:**
- We can learn the rules of spelling patterns of the English Language.

**STUDENT LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Process/Skills/Procedures/Application of Key Knowledge</th>
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<tbody>
<tr>
<td><strong>Students will know:</strong></td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td>• trick words: friend, other, another, none, nothing</td>
<td>• identify trick words: friend, other, another, none, nothing</td>
</tr>
<tr>
<td>• concept of vowel-consonant -e syllable</td>
<td>• understand concept of vowel-consonant -e</td>
</tr>
<tr>
<td>o vowel sound is long- “e” is the busiest letter in the alphabet, it is</td>
<td>o mark the syllable type by underlining and labeling it</td>
</tr>
<tr>
<td>always helping out, it keeps its mouth closed, but it jumps over the</td>
<td>• distinguish between closed syllables and vowel- consonant -e</td>
</tr>
<tr>
<td>consonant and gives the vowel the power to make the long vowel sound</td>
<td>• add suffix -s to vowel-consonant -e</td>
</tr>
<tr>
<td>o u-e makes two different sounds--</td>
<td></td>
</tr>
<tr>
<td>■ u-e like in rule makes the /oo/ sound</td>
<td></td>
</tr>
<tr>
<td>■ u-e like mule makes the /ü/ sound</td>
<td></td>
</tr>
</tbody>
</table>
• Mark the syllable type by underlining the word, labeling it underneath with v-e, marking the vowel with a macron and crossing out the final e
  ■ hop--- hope  mad---made
• Closed syllables and vowel-consonant-e
  ○ Closed--- dish, mad, lunch,
  ○ Vowel-consonant-e hope, bike, made
• Concept of vowel-consonant-e words with suffixes
  ○ Just the suffix -s to these words
  ○ Hopes, cakes

Cross-curricular connections:

• Shared Reading Connections
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  ○ Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
  ○ Have students locate certain letters in a text.
  ○ Have students identify the first letter/last letter in a word.
  ○ Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  ○ Have students check the first letter and picture when attempting an unknown word.
  ○ Have students monitor their reading by checking the first letter of the word they said with the text.
  ○ Have students “tap out” CVC words in the text.
  ○ Have students identify consonants and vowels in a word.
  ○ Have students practice reading with fluency by scooping phrases.
  ○ Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
  ○ Have students listen to a word and determine if it has a long or short sound.
  ○ Have students identify words with digraphs wh, ch, sh, th, and ck.
  ○ Have students “tap out” CVC words with digraphs in the text.
  ○ Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our)
  ○ Have students locate and read words that have a Bonus Letter
○ Have students “tap out” CVC words with Bonus Letters
○ Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students locate and read words that have a base word and suffix “s”
○ Have students locate nouns and plural nouns in the text.
○ Have students locate action words or verbs in the text.
○ Have students locate and read words with consonant blends.
○ Have students “tap out” CVC words with blends.
○ Have students locate and read words with r controlled vowels.
○ Have students locate closed syllables in a text (eg such, bat)
○ Have students locate open syllables in a text (eg. she, go)
○ Have students locate words that have common vowel teams.
○ Have students locate words with digraph blends (eg. shrimp)
○ Have students “tap out” words with 5 sounds (eg. b-l-a-s-t)
○ Have students locate and read words with inflected endings (-ed, -ing)
○ **Have students locate and read words with the vowel- consonant- e pattern**
○ Have students locate and read trick words in text (friend, other, another, none, nothing)

- **Interactive Writing Connections**
  Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  ○ Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
  ○ Have students demonstrate knowledge of words by using proper spacing between words.
  ○ Have students hear and record initial consonant sounds in words.
  ○ Have students hear and record final consonant sounds in words.
  ○ Have students hear and record easy to hear consonant sounds in words.
  ○ Have students use proper letter formation when writing.
  ○ Have students spell out CVC words.
  ○ Have students spell the trick words: a, the, a, and, is, his, of
  ○ Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
  ○ Have students use end punctuation properly in interactive writing experiences.
  ○ Have students hear and record the digraphs wh, ch, sh, th, and ck in words
○ Have students spell CVC words with digraphs
○ Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our)
○ Have students spell words that have a Bonus Letter
○ Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students add the suffix “s” to base words to make new words (plurals and actions)
○ Have students spell CVC words with blends
○ Have students BEGIN to hear and record common vowel teams in words.
○ Have students spell words with digraph blends (eg. shrimp)
○ Have students spell words with 5 sounds (eg. b-l-a-s-t)
○ Have students hear and record inflected endings (-ed, -ing) on words
○ Have students spell words with the vowel-consonant-e pattern
○ Have students spell trick words in text (friend, other, another, none, nothing)

- **Reading Workshop Connections**
  You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.*
  ○ Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.

- **Writing Workshop Connections**
  You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.
  ○ Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.

### EVIDENCE OF LEARNING

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>Formative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Assessment at the end of the learning period)</td>
<td>(Ongoing assessments during the learning period)</td>
</tr>
<tr>
<td>● Unit Test (p. 396 in <em>Teacher’s Manual</em>)</td>
<td>● The fluency pack in your Fundations kit can be used as formative assessment data for certain students or groups of students.</td>
</tr>
<tr>
<td>○ This assessment can be given whole group.</td>
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</tr>
<tr>
<td>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 12. If not, please review and reteach tricky concepts and then reassess.</td>
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**Performance Tasks** (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)

- data can be collected on any activity in the program by: video, anecdotal notes, skills checklist
- you will also see evidence of the application of skills in reading and writing workshop tasks

### RESOURCES

#### Teacher Resources
- Fundations Teacher’s Manual Level 1
  - page 396 Unit 11 Resources

#### Supplemental Curriculum Resources
- *Words Their Way* teacher’s manual
- *Words Their Way* within word sort book
  - Sorts 7-11
- *Fountas and Pinnell Phonics Lessons* Grade 1
  - Recognizing Vowel Sounds: Silent e (269)
  - Learning about Vowels and Silent e (page 319)
  - Recognizing Long and Short Vowel Sounds (pages 241, 245, 249, 253)

#### Technology Resources
- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

### Modifications for Learners

**Struggling learners:***
- Pair students
● Pull students in small groups to reinforce skills when necessary
● Have boards pre-marked with the alphabet so students just have to match tiles
● Have students point to each letter as they verbalize when reciting the alphabet
● Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
● Provide prompts or questioning as necessary
● Provide modeling of tapping
● Provide model of drill sounds when a struggling student is the Drill Leader
● Gross motor letter formation
● Have students trace models for difficult letters
● Make individualized flashcards for trick word drills and practice
● Limit the amount of trick words that a student is individually practicing
● Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
● Avoid word retrieval questions for students who struggle (“Can you tell me what this is?). Instead, say something like “There is a digraph in this word. Can you find it for me?”

**Enrichment:**
● Challenge students to read some words without tapping
● Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
● Provide advanced questioning such as “Tell me what you know about that sound?”
● Provide questioning about word structure and ask students to provide other examples
● Have students focus on excellent letter formation
● Choose more sophisticated sounds when an advanced student is the Drill Leader
● Ask students to use the word in a sentence to help build vocabulary
● Have students think about multiple meanings of words to help build vocabulary
● Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
● Have students verbalize the letter formation as they write the letter

**ELL:**
● Support for Spanish Speaking ELs:
  ○ All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
  ○ In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.

*Learning Path-Unit 11*
○ The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
○ In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
○ In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

### Week 1:
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT identify the syllable pattern **vowel-consonant-e**.
- SWBAT tap words and mark words with **vowel-consonant-e** pattern.
- SWBAT identify the long vowel sounds and how many sounds are in the word.
- SWBAT identify, read and write the trick words: friend, other and another.
- SWBAT identify a closed syllable (one vowel, short vowel sound and is closed in by at least one consonant).
- SWBAT mark a closed syllable with breve, underlined baseword and a “c” under the line, that stands for **Closed**.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.

### Week 2:
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT identify, read and write the trick words: none and nothing.
- SWBAT identify the R-Controlled Vowel Sounds Vowel Teams.

### Week 3:
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet.
- SWBAT identify the suffix -ed and -ing.
- SWBAT mark words with the suffix -ed and -ing.
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- SWBAT blend sounds to make nonsense words.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
<table>
<thead>
<tr>
<th>Unit/Topic Title</th>
<th>Level 1 Unit 12</th>
<th>Approximate Pacing</th>
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**STANDARDS**

**NJSLS:**

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   - A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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   - A. Distinguish long from short vowel sounds in spoken single-syllable words.
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   - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
   - B. Decode regularly spelled one-syllable words.
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   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
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A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
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8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Essential Questions:
● How can I read and write multisyllabic words?

Enduring Objectives/ Understandings:
● Explore the rules of syllable division for multisyllabic words and compound words.

STUDENT LEARNING OBJECTIVES

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<td>identify trick words: people, mont, little, been, own, want, Mr., Mrs.</td>
</tr>
<tr>
<td>syllable division-- words are made up of parts or syllables, syllables are parts of words that have one push of air- you can read longer words by reading one part at a time ○ knowing where to divide the words between syllables allows you to read and spell longer words</td>
<td>divide words into syllables</td>
</tr>
<tr>
<td>compound words- divide the between the words-- bath tub- a two syllable word</td>
<td>understand and apply rules for breaking apart words into syllables</td>
</tr>
<tr>
<td></td>
<td>break apart compound words in between the two words</td>
</tr>
<tr>
<td></td>
<td>understand concept of when to divide words that have a vowel-consonant -e with a closed syllable</td>
</tr>
</tbody>
</table>
- when words have two consonants between the vowels you divide between the two consonants
  - napkin--nap kin  dentist--den tist
- if there is only one consonant between the words the consonant is going to go with the first syllable and make the syllables closed
  - limit--lim it (2 closed syllables)
  - topic--top ic (2 closed syllables)
- concept of combining vowel-consonant- e words with closed syllables--still look for how many consonants between the vowels if there are two then you divide between the two consonants
  - mistake--mis take
  - tadpole--tad pole
  - fireman--fire man
- concept of -ic--two syllable words that end with /ĭc/ sound the /k/ sound is spelled with a c
  - public, comic, plastic

**Correctly produce the /ĭc/ sound as a /k/ sound when a two syllable word ends in -ic**

### Cross-curricular connections:

- **Shared Reading Connections**
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  - Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
  - Have students locate certain letters in a text.
  - Have students identify the first letter/last letter in a word.
  - Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  - Have students check the first letter and picture when attempting an unknown word.
  - Have students monitor their reading by checking the first letter of the word they said with the text.
  - Have students "tap out" CVC words in the text.
  - Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
- Have students listen to a word and determine if it has a long or short sound.
- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing)
- Have students locate and read words that have a Bonus Letter
- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students locate and read words that have a base word and suffix “s”
- Have students locate nouns and plural nouns in the text.
- Have students locate action words or verbs in the text.
- Have students locate and read words with consonant blends.
- Have students “tap out” CVC words with blends.
- Have students locate and read words with r controlled vowels.
- Have students locate closed syllables in a text (eg such, bat)
- Have students locate open syllables in a text (eg. she, go)
- Have students locate words that have common vowel teams.
- Have students locate words with digraph blends (eg. shrimp)
- Have students “tap out” words with 5 sounds (eg. b-l-a-s-t)
- Have students locate and read words with inflected endings (-ed, -ing)
- Have students locate and read words with the vowel- consonant- e pattern
- Have students practice reading two syllable words with closed syllables (eg. catnip, dentist)
- Have students locate and read trick words in text (people, month, little, been, own, want, Mr., Mrs.)

**Interactive Writing Connections**

Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of.
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words.
- Have students spell CVC words with digraphs.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing)
- Have students spell words that have a Bonus Letter.
- Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”.
- Have students add the suffix “s” to base words to make new words (plurals and actions).
- Have students spell CVC words with blends.
- Have students BEGIN to hear and record common vowel teams in words.
- Have students spell words with digraph blends (eg. shrimp).
- Have students spell words with 5 sounds (eg. b-l-a-s-t).
- Have students hear and record inflected endings (-ed, -ing) on words.
- Have students spell words with the vowel-consonant-e pattern.
- Have students spell two syllable words by breaking word into one syllable at a time.
- Have students spell words with two closed syllables (catnip, dentist, napkin).
- Have students spell words with a closed syllable and a different syllable type (reptile, mistake).
- Have students spell trick words in text (people, month, little, been, own, want, Mr., Mrs.).

- **Reading Workshop Connections**
  You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.*
  - Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.
- **Writing Workshop Connections**
  
  You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.
  
  ○ Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.

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**EVIDENCE OF LEARNING**

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<tr>
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<th>Formative Assessments (Ongoing assessments during the learning period)</th>
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| ● Unit Test (p. 434 in Teacher’s Manual)  
  ○ This assessment can be given whole group.  
  ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 13. If not, please review and reteach tricky concepts and then reassess. |
| ● The fluency pack in your Fundations kit can be used as formative assessment data for certain students or groups of students. |

**Performance Tasks** (Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency)

○ data can be collected on any activity in the program by: video, anecdotal notes, skills checklist  
○ you will also see evidence of the application of skills in reading and writing workshop tasks

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**RESOURCES**

**Teacher Resources**

- Fundations Teacher’s Manual Level 1  
  ○ page 434 Unit 12 Resources  

**Supplemental Curriculum Resources**

- *Words Their Way* teacher’s manual  
- *Fountas and Pinnell Phonics Lessons* Grade 1  
  ○ Exploring Syllables (page 373)

**Technology Resources**

- Downloadable free apps  
  ○ ABCmouse.com  
  ○ articulation station
- Bob Book #1 Reading Magic
- Learn with Homer
- Simplex Spelling with Reverse Phonics: Lite
- Sky Fish Phonics
- The Electric Companies Wordball!
- Wonster Words

### Modifications for Learners

**Struggling learners:**
- Pair students
- Pull students in small groups to reinforce skills when necessary
- Have boards pre-marked with the alphabet so students just have to match tiles
- Have students point to each letter as they verbalize when reciting the alphabet
- Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
- Provide prompts or questioning as necessary
- Provide modeling of tapping
- Provide model of drill sounds when a struggling student is the Drill Leader
- Gross motor letter formation
- Have students trace models for difficult letters
- Make individualized flashcards for trick word drills and practice
- Limit the amount of trick words that a student is individually practicing
- Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
- Avoid word retrieval questions for students who struggle (“Can you tell me what this is?). Instead, say something like “There is a digraph in this word. Can you find it for me?”
- Use a combination of syllable frames AND standard sound cards with syllable work.

**Enrichment:**
- Challenge students to read some words without tapping
- Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
- Provide advanced questioning such as “Tell me what you know about that sound?”
- Provide questioning about word structure and ask students to provide other examples
- Have students focus on excellent letter formation
- Choose more sophisticated sounds when an advanced student is the Drill Leader
- Ask students to use the word in a sentence to help build vocabulary
- Have students think about multiple meanings of words to help build vocabulary
- Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
- Have students verbalize the letter formation as they write the letter

**ELL:**
- Support for Spanish Speaking ELs:
  - All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
  - In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.
  - The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
  - In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
  - In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

### Learning Path-Unit 12

**Week 1:**
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet, vowel teams and R-Controlled Vowels.
- SWBAT identify the two parts of a word with two-syllable words and each part has only one vowel.
- SWBAT divide the two syllables between the two consonants.
- SWBAT identify, read and write the trick words: people, month.
- SWBAT mark two-syllable words with closed syllable types.
- SWBAT segment and spell two-syllable words with the Magnetic Letter Tiles.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.

**Week 2:**
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet, vowel teams and R-Controlled Vowels.
- SWBAT identify, read and write the trick words: been, little, own and want.
- SWBAT identify and spell the parts of two-syllable words with v-e syllables.
- SWBAT spell two-syllable words with v-e syllables using syllable frames.

**Week 3:**
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet, vowel teams and R-Controlled Vowels.
● SWBAT spell and mark multisyllable words ending in -ic.
● SWBAT identify, read and write the trick words: Mr. and Mrs.
● SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words. SWBAT blend sounds to make nonsense words.
### Standards

<table>
<thead>
<tr>
<th>NJSLS:</th>
<th>21st Century Skills and Career Ready Practices:</th>
</tr>
</thead>
</table>
| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  
  A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
  A. Distinguish long from short vowel sounds in spoken single-syllable words.  
  B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
  C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
  D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.  
  A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  
  B. Decode regularly spelled one-syllable words.  
  C. Know final -e and common vowel team conventions for representing long vowel sounds.  
  D. Distinguish long and short vowels when reading regularly spelled one-syllable words. | CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP12. Work productively in teams while using cultural global competence. |
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Print all upper- and lowercase letters.
   B. Use common, proper, and possessive nouns.
   C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
   E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
   F. Use frequently occurring adjectives.
   G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   H. Use determiners (e.g., articles, demonstratives).
   I. Use frequently occurring prepositions (e.g., during, beyond, toward).
   J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   
   A. Capitalize dates and names of people.
   B. Use end punctuation for sentences.
   C. Use commas in dates and to separate single words in a series.
   D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

   A. Use sentence-level context as a clue to the meaning of a word or phrase.
   B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
   C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

   A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
   C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
   D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and
adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

<table>
<thead>
<tr>
<th>Technology Standards:</th>
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<tbody>
<tr>
<td>Select and use applications effectively and productively.</td>
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<tr>
<td>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</td>
</tr>
</tbody>
</table>

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

**Essential Questions:**
- How do I edit my own writing?
- How do phonics skills help me decode words quickly and accurately?

**Enduring Objectives/ Understandings:**
- Apply the phonetic spelling patterns of the English language to my reading and writing.

**STUDENT LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>Key Knowledge</th>
<th>Process/Skills/Procedures/Application of Key Knowledge</th>
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<tbody>
<tr>
<td><strong>Students will know:</strong></td>
<td></td>
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<tr>
<td>- trick words: work, word, write, being, their, first, look, good, new</td>
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<tr>
<td>- concept of adding -s, -ed, -ing to multisyllabic words</td>
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<tr>
<td>- you can add these suffixes to the end of two syllable words that end in a consonant</td>
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<tr>
<td>- inventing, invents, invented</td>
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<td>- finishing -fin ish ing</td>
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<tr>
<td><strong>Students will be able to:</strong></td>
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<tr>
<td>- identify trick words: work, word, write, being, their, first, look, good, new</td>
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<tr>
<td>- correctly add an -s, -ed, -ing ending to multisyllabic words</td>
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<tr>
<td>- understand appropriate rules when adding -s, -ed, -ing</td>
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<tr>
<td>- correctly make words that end in -ch, -sh, -s, -x plural by adding -es</td>
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</tbody>
</table>
You **cannot** add -ed or -ing to words that end in vowel-consonant-e words because then the base word changes.  
- invites, dislikes

- **concept of -es suffixes** - makes word plural  
  - can add -es to words to make it plural when the base word ends with ch, sh, s, x  
  - dishes, lunches, boxes, misses

- **concept of vowel suffixes and consonant suffixes**  
  - if a suffix begins with a vowel it is considered a vowel suffix -- -ing, -ed, -es

**Cross-curricular connections:**

- **Shared Reading Connections**  
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  - Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
  - Have students locate certain letters in a text.
  - Have students identify the first letter/last letter in a word.
  - Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
  - Have students check the first letter and picture when attempting an unknown word.
  - Have students monitor their reading by checking the first letter of the word they said with the text.
  - Have students “tap out” CVC words in the text.
  - Have students identify consonants and vowels in a word.
  - Have students practice reading with fluency by scooping phrases.
  - Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
  - Have students listen to a word and determine if it has a long or short sound.
  - Have students identify words with digraphs wh, ch, sh, th, and ck.
  - Have students “tap out” CVC words with digraphs in the text.
○ Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing, people, month, little, been, own, want, Mr., Mrs.)
○ Have students locate and read words that have a Bonus Letter
○ Have students “tap out” CVC words with Bonus Letters
○ Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students locate and read words that have a base word and suffix “s”
○ Have students locate nouns and plural nouns in the text.
○ Have students locate action words or verbs in the text.
○ Have students locate and read words with consonant blends.
○ Have students “tap out” CVC words with blends.
○ Have students locate and read words with r controlled vowels.
○ Have students locate closed syllables in a text (eg such, bat)
○ Have students locate open syllables in a text (eg. she, go)
○ Have students locate words that have common vowel teams.
○ Have students locate words with digraph blends (eg. shrimp)
○ Have students “tap out” words with 5 sounds (eg. b-l-a-s-t)
○ Have students locate and read words with inflected endings (-ed, -ing)
○ Have students locate and read words with the vowel- consonant- e pattern
○ Have students practice reading two syllable words with closed syllables (eg. catnip, dentist)
○ Have students locate plural nouns with the -es suffix.
○ Have students locate -ed, -s, and -ing inflected endings in multisyllabic words.
○ Have students locate and read trick words in text (work, word, write, being, their, first, look, good, new)

● Interactive Writing Connections
  Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
  ○ Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
  ○ Have students demonstrate knowledge of words by using proper spacing between words.
  ○ Have students hear and record initial consonant sounds in words.
○ Have students hear and record final consonant sounds in words.
○ Have students hear and record easy to hear consonant sounds in words.
○ Have students use proper letter formation when writing.
○ Have students spell out CVC words.
○ Have students spell the trick words: a, the, a, and, is, his, of
○ Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
○ Have students use end punctuation properly in interactive writing experiences.
○ Have students hear and record the digraphs wh, ch, sh, th, and ck in words
○ Have students spell CVC words with digraphs
○ Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing, people, month, little, been, own, want, Mr., Mrs.)
○ Have students spell words that have a Bonus Letter
○ Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students add the suffix “s” to base words to make new words (plurals and actions)
○ Have students spell CVC words with blends
○ Have students BEGIN to hear and record common vowel teams in words.
○ Have students spell words with digraph blends (eg. shrimp)
○ Have students spell words with 5 sounds (eg. b-l-a-s-t)
○ Have students hear and record inflected endings (-ed, -ing) on words
○ Have students spell words with the vowel- consonant- e pattern
○ Have students spell two syllable words by breaking word into one syllable at a time.
○ Have students spell words with two closed syllables (catnip, dentist, napkin)
○ Have students spell words with a closed syllable and a different syllable type (reptile, mistake)
○ Have students spell words with -es ending (waxes, foxes)
○ Have students spell trick words (work, word, write, being, their, first, look, good, new)

- **Reading Workshop Connections**
  You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.*
  ○ Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.
- **Writing Workshop Connections**
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| - **Unit Test** (p. 472 in *Teacher’s Manual*)
  - This assessment can be given whole group.
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  - you will also see evidence of the application of skills in reading and writing workshop tasks |

### RESOURCES

**Teacher Resources**
- Fundations Teacher’s Manual Level 1
  - page 472 Unit 13 Resources

**Supplemental Curriculum Resources**
- *Words Their Way* teacher’s manual
- *Words Their Way* within word sort book
  - Sorts 45 - 46
- *Fountas and Pinnell Phonics Lessons* Grade 1
  - Making Plurals: adding s; word match (page 377)
  - Making Plurals: adding es; word match (page 381)
  - Adding s and ing: building words (page 389)
  - Adding ed: word sort (page 393)
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- Have boards pre-marked with the alphabet so students just have to match tiles
- Have students point to each letter as they verbalize when reciting the alphabet
- Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
- Provide prompts or questioning as necessary
- Provide modeling of tapping
- Provide model of drill sounds when a struggling student is the Drill Leader
- Gross motor letter formation
- Have students trace models for difficult letters
- Make individualized flashcards for trick word drills and practice
- Limit the amount of trick words that a student is individually practicing
- Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
- Avoid word retrieval questions for students who struggle (“Can you tell me what this is?). Instead, say something like “There is a digraph in this word. Can you find it for me?”
- Use a combination of syllable frames AND standard sound cards with syllable work.

**Enrichment:**

- Challenge students to read some words without tapping
- Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
- Provide advanced questioning such as “Tell me what you know about that sound?”
● Provide questioning about word structure and ask students to provide other examples
● Have students focus on excellent letter formation
● Choose more sophisticated sounds when an advanced student is the Drill Leader
● Ask students to use the word in a sentence to help build vocabulary
● Have students think about multiple meanings of words to help build vocabulary
● Have students change sounds in words to create new words before it is formally taught in the program (word ladders)
● Have students verbalize the letter formation as they write the letter

**ELL:**

● Support for Spanish Speaking ELs:
  ○ All short vowels are pronounced differently in Spanish. The letter-keyword-sound are very important to master the English pronunciations.
  ○ In Spanish, h is a silent letter. Be sure to reinforce the sound with your Spanish speaking students.
  ○ The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
  ○ In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
  ○ In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

---

**Learning Path-Unit 13**

**Week 1:**

- SWBAT review letter names, keywords, and sounds for the letters of the alphabet, vowel teams and R-Controlled Vowels.
- SWBAT identify the suffixes -s, -ed, ing, that are added to multisyllabic words.
- SWBAT read the multisyllabic sight word and the suffix together.
- SWBAT identify, read and write the trick words: work, word and write.
- SWBAT segment and spell two-syllable words with the Magnetic Letter Tiles.
- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.

**Week 2:**

- SWBAT review letter names, keywords, and sounds for the letters of the alphabet, vowel teams and R-Controlled Vowels.
- SWBAT identify, read and write the trick words: their, being.
- SWBAT identify the suffix -es, that are added to multisyllabic words.
- SWBAT read the multisyllabic sight word and the suffix together.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.

**Week 3:**
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet, vowel teams and R-Controlled Vowels.
- SWBAT spell and mark words ending in a digraph and the vowel subject -es.
- SWBAT identify, read and write the trick words: look, good, new.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
  SWBAT blend sounds to make nonsense words.
<table>
<thead>
<tr>
<th>Unit/Topic Title</th>
<th>Level 1 Unit 14</th>
<th>Approximate Pacing</th>
<th>2 weeks</th>
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<tbody>
<tr>
<td><strong>STANDARDS</strong></td>
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<tr>
<td><strong>NJSLS:</strong></td>
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| RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.  
  A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
  A. Distinguish long from short vowel sounds in spoken single-syllable words.  
  B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
  C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
  D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.  
  A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  
  B. Decode regularly spelled one-syllable words.  
  C. Know final -e and common vowel team conventions for representing long vowel sounds.  
  D. Distinguish long and short vowels when reading regularly spelled one-syllable words. | **21st Century Skills and Career Ready Practices:**  
  CRP2. Apply appropriate academic and technical skills.  
  CRP4. Communicate clearly and effectively and with reason.  
  CRP9. Model integrity, ethical leadership and effective management.  
  CRP12. Work productively in teams while using cultural global competence. |
<p>| | |</p>
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<tbody>
<tr>
<td>E.</td>
<td>Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</td>
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<tr>
<td>RF.1.4.</td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td></td>
<td>A. Read grade-level text with purpose and understanding.</td>
</tr>
<tr>
<td></td>
<td>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</td>
</tr>
<tr>
<td></td>
<td>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
</tr>
<tr>
<td>L.1.1.</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>A. Print all upper- and lowercase letters.</td>
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<td></td>
<td>B. Use common, proper, and possessive nouns.</td>
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<tr>
<td></td>
<td>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</td>
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<tr>
<td></td>
<td>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</td>
</tr>
<tr>
<td></td>
<td>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</td>
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<tr>
<td></td>
<td>F. Use frequently occurring adjectives.</td>
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<tr>
<td></td>
<td>G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</td>
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<tr>
<td></td>
<td>H. Use determiners (e.g., articles, demonstratives).</td>
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<td></td>
<td>I. Use frequently occurring prepositions (e.g., during, beyond, toward).</td>
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<tr>
<td></td>
<td>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</td>
</tr>
</tbody>
</table>
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize dates and names of people.
B. Use end punctuation for sentences.
C. Use commas in dates and to separate single words in a series.
D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and
adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

<table>
<thead>
<tr>
<th>Technology Standards:</th>
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<tbody>
<tr>
<td>Select and use applications effectively and productively.</td>
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<tr>
<td>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</td>
</tr>
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<table>
<thead>
<tr>
<th>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</th>
</tr>
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<tbody>
<tr>
<td>Essential Questions:</td>
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<tr>
<td>● How do I use new vocabulary words that have been taught?</td>
</tr>
<tr>
<td>● How can I get my writing ready to share with the world?</td>
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</table>

Enduring Objectives/ Understandings:
● Writers make sure their writing is ready to share with the world by thinking about capitalization, spacing, spelling, and punctuation.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OBJECTIVES</th>
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<tbody>
<tr>
<td>Key Knowledge</td>
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<tr>
<td><strong>Students will know:</strong></td>
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<tr>
<td>● Review concepts from all previous units</td>
</tr>
</tbody>
</table>

Cross-curricular connections:
● Shared Reading Connections
  Please incorporate Shared Reading lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.
○ Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
○ Have students locate certain letters in a text.
○ Have students identify the first letter/last letter in a word.
○ Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
○ Have students check the first letter and picture when attempting an unknown word.
○ Have students monitor their reading by checking the first letter of the word they said with the text.
○ Have students "tap out" CVC words in the text.
○ Have students identify consonants and vowels in a word.
○ Have students practice reading with fluency by scooping phrases.
○ Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
○ Have students listen to a word and determine if it has a long or short sound.
○ Have students identify words with digraphs wh, ch, sh, th, and ck.
○ Have students "tap out" CVC words with digraphs in the text.
○ Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing, people, month, little, been, own, want, Mr., Mrs., work, word, write, being, their, first, look, good, new).
○ Have students locate and read words that have a Bonus Letter
○ Have students "tap out" CVC words with Bonus Letters
○ Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
○ Have students locate and read words that have a base word and suffix “s”
○ Have students locate nouns and plural nouns in the text.
○ Have students locate action words or verbs in the text.
○ Have students locate and read words with consonant blends.
○ Have students “tap out” CVC words with blends.
○ Have students locate and read words with r controlled vowels.
○ Have students locate closed syllables in a text (eg such, bat)
○ Have students locate open syllables in a text (eg. she, go)
○ Have students locate words that have common vowel teams.
○ Have students locate words with digraph blends (eg. shrimp)
- Have students “tap out” words with 5 sounds (eg. b-l-a-s-t)
- Have students locate and read words with inflected endings (-ed, -ing)
- Have students locate and read words with the vowel- consonant- e pattern
- Have students practice reading two syllable words with closed syllables (eg. catnip, dentist)
- Have students locate plural nouns with the -es suffix.
- Have students locate -ed, -s, and -ing inflected endings in multisyllabic words.
- Have students locate and read trick words in text (water, may, called, way, day)

**Interactive Writing Connections**

Please incorporate Interactive Writing lessons into your Fundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words.
- Have students spell CVC words with digraphs.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, l, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing, people, month, little, been, own, want, Mr., Mrs., work, word, write, being, their, first, look, good, new)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students add the suffix “s” to base words to make new words (plurals and actions)
- Have students spell CVC words with blends
- Have students BEGIN to hear and record common vowel teams in words.
- Have students spell words with digraph blends (eg. shrimp)
- Have students spell words with 5 sounds (eg. b-l-a-s-t)
- Have students hear and record inflected endings (-ed, -ing) on words
- Have students spell words with the vowel- consonant- e pattern
- Have students spell two syllable words by breaking word into one syllable at a time.
- Have students spell words with two closed syllables (catnip, dentist, napkin)
- Have students spell words with a closed syllable and a different syllable type (reptile, mistake)
- Have students spell words with -es ending (waxes, foxes)
  - Have students spell trick words (water, may, called, way, day)

**Reading Workshop Connections**
You should see a direct connection between what students are learning in Fundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.*
  - Prompt students to make connections to Fundations charts, cards, and other resources to help them when reading.

**Writing Workshop Connections**
You should see a direct connection between what students are learning in Fundations and their spelling and conventions work when writing.
  - Prompt students to make connections to Fundations charts, cards, and other resources to help them when writing.

**EVIDENCE OF LEARNING**

| Summative Assessment (Assessment at the end of the learning period) | ● Unit Test (p. 500 in Teacher’s Manual)
  ○ This assessment can be given whole group.
  ○ You need 80% of students to demonstrate mastery (80%). If not, please review and reteach tricky concepts and then reassess. |
| Formative Assessments (Ongoing assessments during the learning period) | ● The fluency pack in your Fundations kit can be used as formative assessment data for certain students or groups of students. |
| Performance Tasks (Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) | ● data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● you will also see evidence of the application of skills in reading and writing workshop tasks |
## RESOURCES

### Teacher Resources
- Fundations Teacher’s Manual Level 1
  - page 500 Unit 14 Resources

### Supplemental Curriculum Resources
- *Words Their Way* teacher’s manual
- *Fountas and Pinnell Phonics Lessons* Grade 1

### Technology Resources
- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

### Modifications for Learners
**Struggling learners:**
- Pair students
- Pull students in small groups to reinforce skills when necessary
- Have boards pre-marked with the alphabet so students just have to match tiles
- Have students point to each letter as they verbalize when reciting the alphabet
- Students should have access to resources (posters, desk strips, student notebooks) to use as a reference
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Give students opportunities to use resources to correct the spelling of trick words when spelled incorrectly
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Use a combination of syllable frames AND standard sound cards with syllable work.

Enrichment:
- Challenge students to read some words without tapping
- Do not pre-mark boards with the alphabet so students can create themselves with the 4 quadrants
- Provide advanced questioning such as “Tell me what you know about that sound?”
- Provide questioning about word structure and ask students to provide other examples
- Have students focus on excellent letter formation
- Choose more sophisticated sounds when an advanced student is the Drill Leader
- Ask students to use the word in a sentence to help build vocabulary
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  - The letter j makes the /h/ sound in Spanish. Therefore, Spanish speaking children may make the /h/ sound when they see j. Provide additional practice with the keyword to master the sound.
  - In Spanish, the letter v is pronounced /b/. Your Spanish speaking students may need additional practice with the /v/ sound.
  - In the Americas, z is pronounced /s/ by Spanish speakers. Be sure to reinforce the /z/ sound as needed.

Learning Path-Unit 14

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- SWBAT identify, read and write the trick words: water, called.
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- SWBAT answer questions about a generated sentence on Sentence Frames.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.

**Week 2:**
- SWBAT review letter names, keywords, and sounds for the letters of the alphabet, vowel teams and R-Controlled Vowels.
- SWBAT identify, read and write the trick words: day, may and way.
- SWBAT read generated sentence on Sentence Frame using scooping method and locate trick words.
- SWBAT review all skills learned in previous units.