Grade K - Fundations - Word Work

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Overview

As part of the district's balanced literacy program of Reader's Workshop, Writer's Workshop, interactive read alouds, shared reading, and shared writing, Fundations provides the critical word work component that helps students become phonemically aware of the words that they are reading and forming. The skills that students learn in word work will be used across the day in other content areas and serve as a solid foundation for their literacy.

The Fundations program is consistently taught from grades kindergarten through fourth grade, thereby ensuring a smooth continuum of skills development for students as well as a consistent language for instruction across the grade levels.

Standards

LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.1.C	Understand that words are separated by spaces in print.
LA.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RF.K.2.A	Recognize and produce rhyming words.
LA.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
LA.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
LA.RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LA.RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

LA.RF.K.3.C	Read high-frequency and sight words with automaticity.
LA.RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
LA.L.K.1.A	Print many upper- and lowercase letters.
LA.L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
LA.L.K.2.B	Recognize and name end punctuation.
LA.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LA.L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Essential Questions

- What sound(s) does each letter make?
- How do closed syllables and open syllables effect the pronounciation of a word?
- How do you retell a story?
- What is echoing and choral reading?
- How do I segment sounds in words?
- How do I blend sounds to make words?
- How do I manipulate sounds in a word to make a new word?
- What are “trick words” and why do I need to learn them?
- How do I use proper expression and read fluently?
- How do I use story elements to retell a story?
- How can spelling pattern rules help me with writing?
- How do I write a proper sentence using correct capitalization and punctuation?
- Why is reading fluently and accurately important?

Scope and Sequence

Unit	**Approximate Length and Pacing of Unit**	**Goals of the Unit**
Unit 1	12 Weeks	• Letter-Keyword-Sound for consonants • Letter-Keyword-Sound for short vowels • Letter formation for lower-case letters (a-z) • Sound recognition: consonant and short vowels • Print and word awareness • Rhyming • Phonemic awareness: initial and final sounds • Story retelling • Beginning composition skills • Beginning composition skills • Fluency/phrasing with echo and choral reading
Unit	4 Weeks	• Phonemic awareness skills: blending, segmenting, and manipulation of

2		sounds • Blending and reading three-sound short vowel words • Story prediction • Alphabetical Order • Upper-case letter formation • Samples words: map, sad, rat
Unit 3	6 Weeks	• Phonemic awareness skills: blending, segmenting, and manipulation of sounds • Blending sounds in nonsense CVC words • Segmenting and spelling three-sound short vowel words • Distinguish long and short vowel sounds • Narrative story form: character, setting, main events • Fluency and phrasing with echo and choral reading • Beginning composition skills • High frequency words (trick words) • Sample words: cut, tap, wet • Trick words: the, a, and, are, to, is, his, as, has, was
Unit 4	4 Weeks	• Phoneme segmentation • Concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck • Decoding three-sound words with digraphs • Spelling of ck at end of words • Narrative story form: character, setting, main events • Sample words: bath, chop, thick • Trick words: we, she, he, be, me, I, you, they
Unit 5	6 Weeks	• Sentence structure • Sentence dictation • Narrative fiction vs. informational books • Trick words: or, for, of, have, from, by, my, do, one

Application of Skills: Students will be able to...

- capitalize words at beginning of sentences and names of people
- describe what happened in a story when given a specific illustration
- distinguish long and short vowel sounds within words
- echo-read a passage with correct phrasing and expression
- explain narrative story structure including character, setting, and main events
- explain the difference between narrative and informational text
- fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- fluently produce sounds of consonants (primary) and short vowels when given the letter

- identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as the, was, of
- identify and explain new meanings for familiar words and newly taught words
- identify and name correct punctuation at end of sentence
- identify characters, setting and main events in a story, with pictures or other prompts
- manipulate phonemes with additions or substitutions in one-syllable words
- name all letters of the alphabet
- name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- name the author and illustrator of a story and define their roles
- produce and expand complete sentences in shared language activities
- re-tell key details of narrative and informational text, using pictures or prompts as a guide
- read and spell approximately 200 CVC words
- recognize and produce rhyming words
- segment and pronounce initial, medial, and final phonemes in spoken CVC words
- segment words in an oral sentence
- segment words into syllables
- sequence letters of the alphabet
- spell other words phonetically, drawing on knowledge of sound-letter relationships
- use a combination of drawing and dictating to narrate linked events to tell about a story in sequence
- with prompts, compare and contrast the experiences of characters in two stories
- write all manuscript letters in lowercase and uppercase

Assessments

- Pre-assessment of skills for the upcoming unit
- Periodic spelling tests (depending on grade level)
- Unit assessment

Suggested Activities

- Drill sounds/Warm Up
- Word of the Day
- Dictation Dry Erase Board (unit words and sentences)
- Dictation (Composition Books)
- Make It Fun
- Echo/Find Letters and Words (magnetic Tiles)
- Word Talk
- Student Notebook
- Storytime
- Teach Trick Words

- Unit Test

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include: for students with a language-based learning disability, Fundations instruction will be supplemented with a "double dose" of Fundations provided by the district's reading specialists.

Differentiation for ELL's:

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: spelling lists will be uniquely created for each unit.
- Fundations specific modifications may include:
  - integration of listening, speaking, reading, and writing
  - explicitly modeled skill and strategy instruction
  - verbal explanation for concepts enhanced by visual, physical, and kinesthetic involvement
  - opportunities for student interaction in supportive groups
  - procedures that ensure student engagement wit hands-on activities
  - clear and consistent directions and cuing systems
  - ample opportunities to reinforce skills
  - scaffolded instruction
  - repetition of vocabulary, including the vocabulary of word structure
  - assessment of content knowledge that is performance rather than language-based

Differentiation to extend learning for gifted students may include:

- Teachers will create differentiated words lists based on students specific needs.

Integrated/Cross-Disciplinary Instruction

Fundations is an integral part of the balanced literacy program. Skills and strategies from Fundations should be integrated into students' Reader's and Writer's Workshop lessons daily.

Resources

- Fundations Level K Teacher's Edition
- Letter Board
- Magnetic Letter Tiles
- Dry Erase Writing Tablet
- Student Notebook
- My Fundations Journal
- Desk Strip name tag
- Large and Standard Size Sound Cards
- Trick Words Cards
- Magnetic Strips
- Alphabet Wall Strips
- Activity Cue Cards
- Echo and Baby Owl Puppets

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Date of Board Approval

This curriculum was approved by the Green Brook Board of Education on March 6, 2017.