

# Fundations Level 1- Unit 3

Content Area: **English Language Arts**  
Course(s): **Writing 1, Reading 1**  
Time Period: **November**  
Length: **2 Weeks**  
Status: **Published**

## Student Learning Objectives

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Students will be able to...

- demonstrate phonemic awareness skills: sound manipulation (initial, final, medial)
- blend and read 3-sound short vowel words
- segment and spell 3-sound short vowel words
- demonstrate mastery of sentence dictation procedures: capitalization, punctuation (period) and proofreading procedures
- retell stories in detail and sequence
- read and write trick words: the, a, and, is, his, of

## Standards

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LA.L.1.2.A	Capitalize dates and names of people.
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.

TECH.8.1.2.A.CS1

Understand and use technology systems.

TECH.8.1.2.A.CS2

Select and use applications effectively and productively.

## Essential Questions

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- Why do I need to learn “trick words”?
- How do I know when to change my reading rate?

## Unit Summary

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In Unit 3, students learn/review that the digraphs wh, ch, sh, th, and ck “stick together” to form 1 sound, even though there are 2 letters. Students learn character, setting and main events in a narrative story form.

## Enduring Understandings

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Students will understand that...

- Readers and writers use a variety of strategies to solve unknown words.
- Knowledge of patterns of words will enable transfer of this learning to other situations.
- Some words do not follow a pattern and must be recalled automatically

## Application

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Students will be able to independently use their learning to...

- Read unfamiliar text using trick words
- Decode and spell words with digraphs

## Skills

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Students will be skilled at...

- Concept of consonant digraph, keywords and sounds: sh, ch, th, wh, ck
- Spelling of ck at the end of words
- Sentence dictation procedures: question mark
- Narrative vs. expository text
- Prosody with echo reading
- Trick Words: to, into, a, was, is, his, or, for, as, has, he, she, we, be, me