

Fundations Level 1- Unit 6

Content Area: **English Language Arts**
Course(s): **Writing 1, Reading 1**
Time Period: **December**
Length: **3 Weeks**
Status: **Published**

Unit Summary

In Unit 6, students will add a suffix to a baseword. Students will be able to identify that adding a suffix adds meaning to the baseword. For example, adding the suffix 's' to the baseword dog = dogs meaning more than one dog.

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.RF.1.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 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 |

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| | 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. |

Student Learning Objectives

Students will be able to...

- add a suffix to a baseword.
- separate the baseword from the suffix when reading and writing a word.
- identify that a suffix adds meaning to a baseword.
- read and write trick words: were, are, who, what, when, where, there, here.

Essential Questions

- How does adding a suffix to a base word change then meaning of the word?
- How do I retell information I hear?

Enduring Understandings

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

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

- Read unfamiliar text using trick words
- Decode and spell words with the suffix -s

Skills

Students will be skilled at...

- Base word and suffix with the suffix –s
- Plural nouns
- Story retelling
- Prosody with echo reading
- Narrative story structure
- Beginning composition skills
- Trick Words: were, her, put, there, what, she, been, by, who