

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

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.
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.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.
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.

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