

# Fundations Level 1: Unit 10

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

## Unit Summary

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In Unit 10 of Fundations, students will be working with closed syllables that have five sounds. These are words that usually have a blend (two consonants each with their own sound) at the beginning of the word and a blend at the end of the word. The word "slump" is an example. The sl is a blend and the mp is a blend. Students will be adding suffixes to these five sound words as well. Students will continue to focus on spelling the base word first, then adding the suffix ending.

## Standards

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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.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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.
LA.L.1.4.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.
LA.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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

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Students will be able to...

- Segment and blend words with up to 5 sounds
- Add suffix -s to basewords that have up to 5 sounds
- Add suffix -ed, -ing to unchanging basewords with closed syllables
- Read with accuracy and prosody
- Read and write trick words: any many how now down out about our

## Essential Questions

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- Why is it important to identify the base word, tap out all the sounds, and write down the base word before adding the suffix?

## 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 up to 5 sound words with the suffixes -s, -ed, -ing

## **Skills**

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Students will be skilled at...

- Segment and blend words with up to 5 sounds
- Add suffix -s to base words that have up to 5 sounds
- Add suffix -ed, -ing to unchanging base words with closed syllables
- Read with accuracy and prosody
- Read and write trick words: any many how now down out about our