

Fundations Level 1: Unit 13

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

Unit Summary

In Unit 13, the suffixes -s, -ed, and -ing will be added to basewords, including 2-syllable words with closed and VCe syllables. The suffix -es will be added to closed syllables. The procedure for reading words and writing with suffixes is followed: read baseword first, then whole word with suffix; tap sounds in baseword, then write whole word with suffix.

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.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

Students will be able to...

- Read and write multisyllabic words with suffix -s, -ing, -ed
- Read and write basewords with closed syllables with suffix -es
- Read with accuracy and prosody
- Read and write current and review high frequency trick words and words of the day with fluency

Essential Questions

- How do I edit my own writing?
- How do phonics skills help me decode words quickly and accurately?

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
- Read and write words containing closed syllables
- Read words containing vowel teams using the Vowel Teams Poster as a reference

Skills

Students will be skilled at...

- Suffix -s, -ing, -ed added to multisyllabic words
- Suffix -es added to basewords with closed syllables
- Reading with accuracy and prosody
- Paragraph structure