

Fundations Level 1: Unit 14

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

Unit Summary

In Unit 14, students will review all the concepts of word structure taught in Fundations Level 1.

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.CRP2	Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

TECH.8.1.2

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Student Learning Objectives

Students will be able to...

- Recognize closed syllable concept with short vowels
- Read and write words with glued sounds
- Read and write words with beginning and end blends
- Read and write words with digraph blends and 3-letter blends
- Recognize vowel team sounds in words
- Recognize r-controlled vowel sounds in words
- Read base words and suffixes -s, -ing, -ed
- Read with accuracy and prosody
- Read and write current and review high frequency trick words and words of the day with fluency

Essential Questions

- Why is it important to know syllable types?
- When is a vowel sound short?

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...

- word structure and concepts
- sentence construction and proofreading
- narrative vs. informational text