

# First Grade 2020 Units 9-11 Foundations Level One

Content Area: **Language Arts**  
Course(s): **Generic Course**  
Time Period: **Marking Period 3**  
Length: **About 8-10 weeks**  
Status: **Published**

## Established Goals/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.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
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.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading 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.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
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).

CAEP.9.2.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## Essential Questions

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- How can you recall the sound of vowel teams?
- How do you know if there is a closed syllable in a word?
- How do you read with accuracy and prosody?
- How do you segment and blend up to 5 sounds?
- What are long vowels?
- What are vowel-consonant-e syllables in one-syllable words?
- What do suffixes "ing" and "ed" mean?
- What is an open syllable?

## Enduring Understanding

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- "Ing" is added to an action word to show that it is happening now. "ED" is added to show it already happened.
- An open syllable (in a one syllable word) has one vowel, but it does not have a consonant after the vowel. The vowel is "open" and has a long sound.
- Long vowels say their name. The long u can either say u like in "mule" or like in "rule".
- Scooping while reading will increase your accuracy and prosody. Also, paying attention to punctuation and grammar such as quotation marks, will also increase reading fluency.
- Some words containing five sounds have a blend with a glued sound like in "skunk". Some five-sound words have a blend before the vowel and a blend at the end like in "blimp".
- There is a closed syllable in a word when the word has one vowel, the vowel is followed by one or more consonants, and the vowel is short.
- Using the vowel team poster will help students commit to memory the keywords and sounds for vowel teams.
- Vowel-consonant-e syllables has the vowel-consonant-e combination, the e is silent, and the fort vowel has a long sound.

## Content

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Students will be able to:

- understand and recognize words with closed syllables
- distinguish between closed and open syllable words
- decode words with vowel teams ai, ay, ee, ea, ey, oi ey, oa, oe, ow, ou, oo,ue, ew, au, aw
- continue to explore and recognize the difference between narrative fiction vs. informational books
- read with accuracy and prosody
- segment and blend up to five sounds

- add suffix -s added to words with 5 sounds
- add -ed, -ing suffixes to unchanging basewords with closed syllables
- tap, read, spell vowel-consonant-e syllable in one-syllable words
- tap, read, spell long vowel sounds

## **Assessment**

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Dictation ( 5 day check ups)

End of Unit assessment for all unit 1 (units 1-14)

Daily visual checks by teacher on assessing correct tapping of words

Daily dry erase boards or magnetic tile board checks by teacher to see if words or sentences are tapped and spelled correctly

## **Resources**

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Fundations Level 1 Teacher's Manual (second edition)

Fundations Home Support Packet (1 for each Unit sent home to parents)

Level 1 Classroom Posters

Student Dry Erase Boards and markers

Student Magnetic Tile Boards

Teacher Magnetic Letters, glued sounds, bonus letters, diagraphs, suffix tiles to display on the classroom magnetic boards

Student Notebooks

Composition Books

Level 1 controlled text readers

Echo and Baby Echo the owl

Fundations Large Sound Cards Level 1

Fundations Word of the Day Cards Level 1

Fundations Trick Words Level 1

Fundations Desk Strips with Letters and Numbers and Key words

Fundations Storytime projectable stories (one for each unit)

Fundations Activity Strips to display daily

Online teacher resources and PLC's