

Fundations Unit 7

Content Area: **English Language Arts**
Course(s): **Language Arts 1**
Time Period: **3 weeks**
Length: **3 weeks**
Status: **Published**

Level 1 Overview

By the end of Level 1, first grade students will be able to:

- Segment words into syllables
- Segment syllables into sounds (phonemes)- up to five sounds
- Name sounds of consonants (primary) and short and long vowels when given letters
- Name corresponding letter(s) when given sounds of consonants and vowels
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell words with the following syllable patterns:
CVC, CCVC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables
- Read and spell words with s, es, ed, and ing suffixes
- Read and spell approximately 100 Trick Words or targeted high-frequency words
- Construct sentences using vocabulary words
- Read controlled stories with fluency, expression, and understanding
- Apply beginning dictionary skills
- Apply correct punctuation (period, question mark, exclamation

point)

- Apply capitalization rules for beginning of sentences and names of people
- Retell short narrative stories
- Retell facts from expository text

Learning Goal

Students will be able to apply the phonemic skills of "glued" sounds: **ang, ing,, ong, ung, ank,ink, onk, unk.**

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| LA.L.1.2.D | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| LA.L.1.4.C | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). |
| 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.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.1.3.C | Know final -e and common vowel team conventions for representing long vowel sounds. |
| LA.RF.1.3.E | Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. |

Target 1

*Glued sounds: **ang, ing, ong, ung, ank, ink, onk, unk**

Target 2

*story retelling

Target 3

*prosody with echo reading

Target 4

*trick words: **out, so, are, two, about, into, only, other, new**

Target 5

*narrative story structure

Target 6

*blending and reading words with **ng** and **nk**

sample words- bang, bank, pink

Target 7

*beginning composition skills

Target 8

*segmenting and spelling words with **ng** and **nk**

Unit Resources

Day 1

1. Drill sounds with focus on student needs
2. Segment and blend words for reading
3. “Word Talk” vocabulary words
4. Flash cards for Trick Words

Day 2

1. Drill sounds using large and standard sound cards
2. Fluency drills with sounds, words, nonreal words, Trick Words and phrases
3. Group practice and chart success for individuals

Day 3

1. Drill sounds.
2. Echo Find Letters/ Words
3. Dictation sounds, words and Trick Words (dry erase)
4. Fluency drills sounds and words

Day 4

1. Drill sounds with focus on student needs
2. “Word Talk” vocabulary words
3. Flash cards for Trick Words
4. Fluency drills trick words and non-real words and chart success for individuals

Day 5

1. Drill Sounds
2. Fluency drills for phrases
3. Group practice and chart success for individuals
4. Work on prosody with unit story

Formative Assessment

* Administer foundations biweekly assessment and use teacher observation to monitor progress

Summative Assessment

Administer foundations unit assessment

