Fundations Unit 11

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 syllable division rules for closed syllables.

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.
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).

Target 1

* concept of syllable

Target 2

*compound words

Target 3
*syllable division rules for closed syllables:compound words between two vowels

Target 4
*story retelling

Target 5
 *prosody with echo reading

Target 6
 *expository text

Target 7
*Beginning compostion skills

Target 8
 Trick words: **people, Mr., Mrs., years, says, little, good, very, own**

Sample words: **catnip, publish**

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 fundations biweekly assessment and use teacher observation to monitor progress

Summative Assessment

*Administer fundations unit assessment