

# Fundations Unit 12

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

## **Level 1 Overview**

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**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**

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Students will be able to apply the phonemic skills of adding suffixes -s and -es to closed syllable words.

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	Know and apply grade-level phonics and word analysis skills in decoding words.
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.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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**

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\*Adding -s, -es suffix to unchanging basewords with closed syllables

Sample words: **wishes, lunches, bumps, steps**

## **Target 2**

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\*story retelling

## **Target 3**

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\*prosody with echo reading

## **Target 4**

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\*Trick words: **never, another, day, words, look, through**

## **Unit Resources**

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### 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**

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

### **Summative Assessment**

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- \*Administer foundations unit assessment