

# \*Foundations Gr. 1 year long

Content Area: **English**  
Course(s):  
Time Period: **September**  
Length: **Year**  
Status: **Published**

## Unit Overview

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Wilson's Foundations is a systematic and explicit instruction program for the K-3 classroom. Based on the Wilson Reading System® principles, Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program.

Wilson Foundations makes learning to read fun while laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

## Enduring Understandings

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Students will develop fluency, vocabulary development, and the applications of strategies for understanding text. All of these are necessary for successful reading comprehension.

## Essential Questions

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How are syllables segmented?

How do you identify parts of a word?

What are all 6 syllable types?

How do you distinguish long and short vowel sounds?

How do you read and spell words with r-controlled vowels?

How do you spell words with vowel teams?

How do you spell words with suffixes?

How do you read and spell high frequency words?

How do you divide multisyllabic words?

How do we use synonyms?

How do we apply dictionary skills?

How do we apply correct punctuation?

## **Instructional Strategies & Learning Activities**

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Lesson	Objective	Procedure
September/October		Week 1:
		<ul style="list-style-type: none"><li>• Drill sounds/warm ups</li><li>• Introduce new concepts</li><li>• review alphabetical order</li><li>• begin to form lower case letters</li></ul>
Unit 1:	SWBAT:	Week 2:
2-3 weeks	<ul style="list-style-type: none"><li>• identify letter-keyword-sound for consonants</li><li>• identify letter-keyword-sound for short vowels</li><li>• form lower case letters a-z</li><li>• identify alphabetic order</li><li>• recognize sounds for consonants and short vowels</li></ul>	<ul style="list-style-type: none"><li>• Drill sounds/warm ups</li><li>• Introduce new concepts</li><li>• Word talk</li><li>• Dry Erase</li><li>•</li></ul>
	SWBAT:	Week 1:
Unit 2:	<ul style="list-style-type: none"><li>• identify phonemic awareness skills: sound manipulation (initial, final, medial)</li><li>• blend and read three-sound short vowel words</li></ul>	<ul style="list-style-type: none"><li>• Drill sounds/warm ups</li><li>• Introduce new concepts</li><li>• Word of the day</li></ul>
2 - 4 weeks		

- segment and spell three-sound short vowel words
- recognize sentence dictation procedures: capitalization, punctuation (period) and proofreading procedures
- story retelling in detail and sequence
- identify high frequency trick words: the, a, and, is, his, of
- sample words: map, lit, job, fix, quit

- Teach trick words:
- Story time

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Word talk
- Echo/find letters and
- review sample word
- Story time (retell)
- introduce sample wo
- Drill sounds/warm u

SWBAT:

- identify phoneme segmentation
- identify concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck
- able to spell words ending in ck
- identify punctuation (question mark)
- Identify narrative story form: character, setting, main events
- Read with accuracy and prosody
- Retell with picture notes and visualization
- Identify high frequency trick words: as, has, to, into, we, he, she, be, me, for, or
- Sample words: wish, chop, sock

- Introduce new conce
- Word of the day
- Teach trick words:
- Word talk
- Echo/find letters and
- Story time
- introduce sample wo

Unit 3

2 weeks

Unit 4

(2 weeks)

SWBAT

- recognize bonus letter spelling rule:ff, ll, ss and sometimes zz

Week 1:

- Drill sounds/warm u
- Introduce new conce

	<ul style="list-style-type: none"> <li>• identify glued sound: all</li> <li>• identify story form: character, setting, main events</li> <li>• identify/apply punctuation: exclamation point, quotation marks</li> <li>• read with accuracy and prosody</li> <li>• recognize high frequency trick words: you, your, I, they, was, one, said</li> <li>• identify/apply sample words: hill, puff, bill, miss, call</li> </ul>	<ul style="list-style-type: none"> <li>• Word of the day</li> <li>• Teach trick words:</li> <li>• Trick words practice</li> <li>• Word Talk</li> <li>• Story time</li> <li>• develop reading skill</li> </ul>
2 weeks		<p>Week 2:</p> <ul style="list-style-type: none"> <li>• Drill sounds/warm u</li> <li>• Introduce new conce</li> <li>• Word of the day</li> <li>• Teach trick words</li> <li>• Trick words practice</li> <li>• Word talk</li> <li>• introduce sample wo</li> <li>• Story time (identify</li> <li>• recognize glued sou zz)</li> </ul>
November/December	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• identify glued sounds: am, an</li> <li>• read with accuracy and prosody</li> <li>• understand/apply proofreading</li> <li>• recognize high frequency trick words: from, have, do, does</li> </ul>	<p>Week 1:</p> <ul style="list-style-type: none"> <li>• Drill sounds/warm u</li> <li>• Introduce new conce</li> <li>• Word of the day</li> <li>• Teach trick words</li> <li>• Trick words practice</li> </ul>
Unit 5		
1 week		

- identify sample words: ham, can, fan

- Word Talk
- Story time
- introduce glued sou

Week 2:

- Drill sounds/warm u
- Introduce proofread
- Word of the day
- Teach trick words
- Trick words practice
- Word talk
- develop reading skil
- Story time
- introduce sample wc

SWBAT:

- identify baseword and suffix with the suffix -s
- recognize/apply pluralization
- identify fiction vs. informational books
- read with accuracy and prosody
- recognize high frequency trick words: were, are, who, what, when, where, there, here
- sample words: hills, bugs, chills

Week 1:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- read fiction and informational books
- Teach trick words:
- Trick words practice
- Word Talk
- Story time
- introduce pluralization
- introduce sample words

Week 2:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words
- Word talk
- develop reading skills

Unit 6

3 weeks

- Story time

#### SWBAT:

- identify glued sounds: ang, ing, ong, ung, ank, ink, onk, unk
- able to blend and read words with ng or nk
- segment and spell words with ng and nk
- identify narrative fiction vs. informational books
- read with accuracy and prosody
- recognize high frequency trick words: why, by, my, try, put, two, too, very, also, some, come
- identify sample words: bang, bank, pink, chunks

#### Week 1:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Dictation
- Teach trick words:
- Trick words practice
- identify glued sounds
- Echo/Find letters and sounds
- Word Talk
- Story time
- introduce spelling concepts
- read narrative fiction and informational books

#### Week 2:

- Drill sounds/warm ups

Unit 7:

3 weeks

- Introduce new concepts
- Word of the day
- Teach trick words
- Echo/Find letters and sounds
- Word talk
- introduce sample words
- develop reading skills
- Story time

Week 3:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words
- Echo/Find letters and sounds
- Word talk
- Story time

Week 1:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Dictation
- Teach trick words:
- Trick words practice
- Word Talk
- Story time
- Introduce controlled
- develop reading skills

SWBAT:

- identify consonant blends and digraph blends
- blend and read words with up to four sounds
- segment and spell words with up to four sounds
- identify suffix -s added to words with four sounds
- identify R-controlled vowel sounds: ar, or, er, ir, ur
- read with accuracy and prosody
- recognize high frequency trick words: would, could, should, her, over, number
- sample words: bump, stash, bled, past, pinch, shrug, steps

January

Unit 8:

2 weeks



- introduce sample words
- Storytime

Week 1:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Dictation
- Teach trick words:
- Trick words practice
- Word Talk
- Story time

Week 2:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Story time
- Develop reading skills
- introduce sample words

SWBAT:

- recognize closed syllable concept with short vowels
- identify closed syllable vs. open syllable
- identify vowel team sounds for: ai, ay, ee, ea, ey, oi, oy
- identify narrative fiction vs. informational books
- read with accuracy and prosody
- identify high frequency trick words: say, says, see, between, each
- sample words: click, chunk, sniffs

Unit 9:  
2 weeks

SWBAT:

- segment and blend up to 5 sounds
- add suffix -s to words with 5 sounds
- add suffixes-ed, -ing to unchanging base words

February  
Unit 10:  
3 weeks

Week 1:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Dictation

with closed syllables

- identify vowel team sounds for: oa, oe, ow, ou, oo, ue, ew, au, aw
- Identify narrative fiction vs. informational books
- read with accuracy and prosody
- identify high frequency trick words: any, many, how, now, down, out, about, our
- sample words: stump, clasp, strap, slashing, blended

- Teach trick words:
- Trick words practice
- Word Talk
- Story time
- Dictation (Day 5 Ch

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Echo/Find letters an
- Dictation/Dry Erase
- Dictation/ Composi
- Story time
- Make it fun

Week 1:

SWBAT:

- recognize vowel-consonant-e syllable in one-syllable words
- recognize long vowel sounds
- identify narrative fiction vs. informational books
- read with accuracy and prosody
- recognize high frequency trick words: friend, other, another, none, nothing
- sample words: stove, hope, caves
- learn the use of spelling option procedure for /e/ sound

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Dictation
- Trick words practice
- Word Talk
- Make it fun
- Story time

Unit 11:

3 weeks

- Dictation (Day 5 Ch

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Echo/Find letters an
- Dictation/Dry Erase
- Dictation/ Composi
- Story time
- Make it fun

Week 1:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Dictation
- Teach trick words
- Trick words practice
- Word Talk
- Make it fun
- Story time

SWBAT:

- identify concept of syllable in multisyllabic words
- identify compound words
- identify division rules
- read and spell words with two closed syllables or closed and v-e syllables
- read with accuracy and prosody
- understand paragraph structure
- identify high frequency trick words: people, month, little, been, own, want, Mr., Mrs.
- sample words: sunset, finish, reptile

March/April

Unit 12:

3 weeks

SWBAT:

- add suffix-s, -ing, -ed to multisyllabic words
- add suffix -es to basewords with closed syllables

Unit 13:

3 weeks

Week 1:

- Drill sounds/warm u
- Introduce new conce

- read with accuracy and prosody
- understand paragraph structure
- identify high frequency trick words: work, word, write, being, their, first, look, good, new
- sample words: trombones, picnics, boxes, finishes
- Word of the day
- Dictation
- Teach trick words:
- Trick words practice
- Word Talk
- Make it fun
- Story time

#### Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Echo/Find letters an
- Dictation/Dry Erase
- Dictation/ Composi
- Story time
- Make it fun

#### SWBAT:

- review word structure and concepts
- review sentence construction and proofreading
- review narrative vs. informational text
- identify high frequency trick words: water, called, day, may, way
- sample words: blinks, slashing, blended, disrupted, insisting, disputes

#### Week 1:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Dictation
- Teach trick words
- Trick words practice

Unit 14:

2 weeks

- Word Talk
- Make it fun
- Story time

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Echo/Find letters an
- Dictation/Dry Erase
- Dictation/ Composit
- Story time
- Make it fun

April/May, June

SWBAT:

SWBAT:

Week 1:

Unit

SWBAT:

Week 2:

## **Integration of Career Readiness, Life Literacies, and Key Skills**

Students will establish and follow rules, routines, and responsibilities throughout the year.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

## Technology and Design Integration

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Students will use ipads at stations to practice skills.

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.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.

## Interdisciplinary Connections

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Phonics instruction is embedded in all disciplinary reading and writing.

## Differentiation

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

Foundations serves as a prevention program to help reduce reading and spelling failure. It is integral to a Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, providing research-based instruction in Tier 1 as well as early intervention (Tier 2) for students at risk for reading difficulties. To support the implementation of an MTSS or RTI framework, progress monitoring is built into Foundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle.

## **Modifications & Accommodations**

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IEP and 504 accommodations will be utilized in addition to modifications above.

## **Formative Assessments**

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See Above

## **Benchmark assessments**

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DRA

Pearson benchmark assessments with Aimsweb

## **Summative Assessments**

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See Above

## **Instructional Materials**

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MATERIALS

- Hardcover teacher manual per Foundations® Level with explicit day-by-day learning plans
- Extensive collection of durable and consumable materials to demonstrate and practice concepts

SUPPLEMENTAL MATERIALS

Prevention: Wilson Fluency®/Basic,

Pre-K Activity Set

Early Intervention: Wilson Fluency®/Basic,

Foundations® Progress Monitoring

## **Standards**

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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).

#### Phonics and Word Recognition

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.