Yearlong - Fundations Gr. 3

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

Unit Overview

Students instructed in phonemic awareness and high frequency sight words.

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

Wilson Fundations 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

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

Essential Questions

How do we identify parts of words?

How do we identify word structure?

What are the 6 syllable types?

How do we segment syllables?

How do we read and spell r-controlled vowels?

How do we spell words with vowel teams?

How do we spell words with silent letters?

How do we read and spell words with Latin suffixes?

How to identify and know meaning of most common Latin suffixes?

How to identify regular and irregular plural nouns?

How to read and spell Trick words and high frequency words?

How to determine meaning of unknown and multiple meaning words?

How to apply correct punctuation and capitalization?

How to form comparative and superlative adjectives and adverbs?

How to apply dictionary skills?

Instructional Strategies & Learning Activities

Lesson	Objective	Procedure
September/October Unit 1: 2 weeks	SWBAT: • identify closed syllable concept • identify glued sounds all, an, am • identify exceptions to colsed syllable • identify sk and tch spelling	Week 1: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Dictation • Make it Fun Week 2: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One

		• Trick words practic • Make it Fun • Dictation • Unit test
Unit 2: 2 weeks	SWBAT: • identify suffixes as review • form plurals with s and es • identify irregular plurals • identify 1-1-1 Spelling Rule	Week 1: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Dictation • Make it Fun Week 2: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Trick words practic • Make it Fun • Dictation • Unit test
Unit 3 1 week	SWBAT: • identify vowel-consonant-e spellings • identify spelling of k in a v-e syllable • identify s saying z between two vowels • identify two syllable words with closed syllables • spell mulitsyllabic words	• Week 1: o Drill sounds o Introduce n o Word of the o Guess Whic o Dictation

- Make it Fur
- Unit test

Week 1:

- Drill sounds/warm
- Introduce new conc
- Word of the day
- Guess Which One
- Dictation
- Make it Fun

Week 2:

- Drill sounds/warm
- Introduce new conc
- Echo Find Letters &
- Word of the day
- Guess Which One
- Trick words practic
- Make it Fun
- Dictation
- Unit test

Unit 4

2 weeks

SWBAT

- identify ve at the end of a word
- identify ive as a suffix
- identify silent e spelling rule
- categorize vowel and consonant suffixes
- spell words with “oa, oe, ow, ou, oo, ue, ew”

November/December

Unit 5 2 weeks	SWBAT: • identify schwa • identify reading words with a schwa in an unaccented syllable • identify spelling words with schway in an unaccented syllable • identify et spelling at the end of a word	Week 1: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Dictation • Make it Fun Week 2: • Drill sounds/warm • Introduce new conc • Echo/Find Letters a • Word of the day • Guess Which One • Make it Fun • Dictation • Unit test
Unit 6 3 weeks	SWBAT: • identify open syllables as review • identify y as a vowel: i and e • identify schwa in an open syllable with a • identify open syllable exception • identify and pronounce soft c • identify and pronounce soft g	Week 1: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Dictation • Make it Fun Week 2: • Drill sounds/warm • Introduce new conc

- Word of the day
- Guess Which One
- Make it Fun
- Dictation

Week 3:

- Drill sounds/warm
- Introduce new conc
- Word of the day
- Guess Which One
- Make it Fun
- Dictation
- Unit test

- Week 1:
  - Drill sounds
  - Introduce n
  - Word of the
  - Guess Whic
  - Dictation
  - Make it Fur

Week 2:

  - Drill sounds
  - Introduce n
  - Echo/Find I
  - Word of the
  - Guess Whic
  - Make it Fur

Unit 7:

2 weeks

SWBAT:

- identify pluralizing words ending in y and o
- identify Y and suffix spelling rule

		○ Dictation ○ Unit test
January Unit 8: 3 week	SWBAT: • learn consonant le • identify consonant le exception	Week 1: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Dictation • Make it Fun Week 2: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Make it Fun • Dictation Week 3: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Make it Fun • Dictation • Unit test
Unit 9: 3 weeks	SWBAT: • identify all sounds of ar,er, ir, or and ur • understand how to combine r-controlled syllables	Week 1: • Drill sounds/warm

	with er, ir, and ur with other syllable types • identify war and wor • identify ward and or as a suffix • identiy spelling options for er sound	• Introduce new conc • Word of the day • Guess Which One • Dictation • Make it Fun Week 2: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Make it Fun • Dictation Week 3: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Make it Fun • Dictation • Unit test
February Unit 10: 3 weeks	SWBAT: • identify double vowels • identify double vowel syllables • identify additional sounds: eigh, ei, ea, ie, igh, oo, ui • understand how to add suffixes to double vowel words	Week 1: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Dictation

	• understand double vowel exception	• Make it Fun Week 2: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Make it Fun • Dictation Week 3: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Make it Fun • Dictation • Unit test
Unit 11: 2 weeks	SWBAT: • identify contractions	Week 1: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Dictation • Make it Fun Week 2: • Drill sounds/warm • Introduce new conc

		• Word of the day • Guess Which One • Trick words practic • Make it Fun • Dictation • Unit test
March/April Unit 12: 2 week	SWBAT: • learn soft sounds of c after e, i, and y spelling • learn soft sounds of g after e, i, and y spelling • learn English words do not end in j • identify dge after a short vowel	Week 1: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Dictation • Make it Fun Week 2: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Trick words practic • Make it Fun • Dictation • Unit test
Unit 13: 2 weeks	SWBAT: • learn new sounds: ch (chorus), ph (phone) • identify silent letters wr, rh, gn, kn, mn, gh	Week 1: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One

		• Dictation • Make it Fun Week 2: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Trick words practic • Make it Fun • Dictation • Unit test
		Week 1: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Dictation • Make it Fun
Unit 14: 2 weeks	SWBAT: • identify ture and tu • identify ci and ti • identify advanced suffix endings ous, al, ent, an	Week 2: • Drill sounds/warm • Introduce new conc • Word of the day • Guess Which One • Trick words practic • Make it Fun • Dictation

- Unit test

Integration of Career Readiness, Life Literacies and Key Skills

	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Technology and Design Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.

Interdisciplinary Connections

Spelling, phonics and reading instruction are embedded in all disciplines.

Differentiation

- 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:

See above

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Utilize 504 and IEP's

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA, Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See above

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See above

Instructional Materials

Fundations kit

Online Wilson resources

Standards

LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.RF.3.3.B	Decode words with common Latin suffixes.
LA.RF.3.3.C	Decode multisyllable words.
LA.RF.3.3.D	Read grade-appropriate irregularly spelled words.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.L.3.1.B	Form and use regular and irregular plural nouns.
LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
LA.L.3.1.E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LA.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).