Yearlong K Fundations

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

Unit Overview

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 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 mulitsyllabic words?

How do we use synonyms?

How do we apply dictionary skills?

How do we apply correct punctuation?

Instructional Strategies & Learning Activities

Lesson	Objective	Procedure
September/October Unit 1: 12 weeks	SWBAT: • identify letter-keyword sounds for consonants • identify letter-keyword sounds for short vowels • form lower case letters (a-z) • recognize sounds for consonants and short vowels • be aware of print and word • recognize rhyming • be aware of phonemic sounds: initial and final • retell stories • build beginning composition skills • begin fluency/phrasing with echo and choral reading	Week 1: • Drill sounds/warm u • Introduce new conc • Echo/find letters an • practice lower case Week 2: • Drill sounds/warm u • Introduce new conc • Word talk
Unit 2: 4 weeks	SWBAT: • build phonemic awareness skills: blending, segmenting, and manipulation of sounds • begin blending and reading three-sound short	Week 1: • Drill sounds/warm u • Introduce new conc

	vowel words • create story prediction • identify alphabetical order • begin uppercase letter formation • sample words: map, sad, rat	• Story time Week 2: • Drill sounds/warm u • Introduce new conc • Word of the day • Story time • Practice upper case
Unit 3 6 weeks	SWBAT: • develop phonemic awareness skills: blending, segmenting, and manipulation of sounds • blend souonds in nonsense CVC words • segment and spell three-sound short vowel words • identify long and short vowel sounds • identify narrative story form: character, setting, main events • increase fluency and phrasing with echo and choral reading • develop beginning composition skills • recognize high frequency words (trick words) • sample words: cut, tap, wet • trick words: the, a, and, are, to, is, his, as, has, was	• Drill sounds/warm u • Introduce new conc • Word of the day • Teach trick words: • Word talk • Echo/find letters an • Story time
Unit 4 4 weeks	SWBAT • develop phoneme segmentation skills • recognize concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck • decode three-sound words with digraphs • spell three-sound words with digraphs • spell words ending in ck • identify narrative story form: character, setting, main events	Week 1: • Drill sounds/warm u • Introduce new conc • Word of the day • Teach trick words • Trick words practic • Word Talk • Story time

	• sample words: bath, chop, thick • trick words: we, she, he, be, me, I, you, they	Week 2: • Drill sounds/warm u • Introduce new conc • Word of the day • Teach trick words • Trick words practic • Word talk • Story time
November/December Unit 5 6 weeks	SWBAT: • recognize sentence structure • develop sentence dictation skills • recognize narrative fiction vs. informational books • trick words: or, for, of, have, from, by, my, do, one	Week 1: • Drill sounds/warm u • Introduce new conc • Word of the day • Dictation • Teach trick words: • Trick words practic • Word Talk • Story time Week 2: • Drill sounds/warm u • Introduce new conc • Word of the day • Teach trick words

- Trick words practice
- Word talk
- Dictation/Dry Erase
- Dictation/ Composit
- Story time

Integration of career readiness, life literacies and key skills

	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technologyand Design Integration

Utilize programs on the IPad.

Watch and interact with letter sound videos.

Observe and engage with SchoolTube videos.

Use of books on tape and listening center.

Use of Shutterfly Share Site.

Creation and publication of class created books.

Smartboard lessons and technology

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections

Direct phonics instruction connects to all disciplines though better reading skills.

Differentiation

Fundations 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 1as 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 Fundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle.

- 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:

Students will be offered different reading materials at their level of performance.

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From

http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

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

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:

Progress Monitoring

Unit Tests

Fundations Benchmark Assessment

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

MATERIALS

- Hardcover teacher manual per Fundations® 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 Activitiy Set
Early Intervention: Wilson Fluency/Basic,
Fundations® Progress Monitoring

Standards

LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
LA.RF.K.3.C	Read high-frequency and sight words with automaticity.
LA.RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).