Sept. Fundations Gr. 1 year long

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 multisyllabic 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: 2-3 weeks	SWBAT: • identify letter-keyword-sound for consonants • identify letter-keyword-sound for short vowels • form lower case letters a-z • identify alphabetic order • recognize sounds for consonants and short vowels	Week 1: • Drill sounds/warm u • Introduce new conc • review alphabetical • begin to form lower Week 2: • Drill sounds/warm u • Introduce new conc • Word talk • Dry Erase •
Unit 2: 2 - 4 weeks	SWBAT: • identify phonemic awareness skills: sound manipulation (initial, final, medial) • blend and read three-sound short vowel words • segment and spell three-sound short vowel	Week 1: • Drill sounds/warm u • Introduce new conc • Word of the day

	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 conc • Word of the day • Teach trick words • Word talk • Echo/find letters an • review sample word • Story time (retell) • introduce sample w
Unit 3 2 weeks	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	• Drill sounds/warm u • Introduce new conc • Word of the day • Teach trick words: • Word talk • Echo/find letters an • Story time • introduce sample w
Unit 4 (2 weeks)	SWBAT • recognize bonus letter spelling rule:ff, ll, ss and sometimes zz	Week 1: • Drill sounds/warm u • Introduce new conc

- identify glued sound: all
- identify story form: character, setting, main events
- identify/apply puncutation: exclamation point, quotation marks
- read with accuracy and prosody
- recognize high frequency trick words: you, your, I, they, was, one, said
- identify/apply sample words: hill, puff, bill, miss, call

2 weeks

- Word of the day
- Teach trick words:
- Trick words practice
- Word Talk
- Story time
- develop reading skil

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Trick words practice
- Word talk
- introduce sample wo
- Story time (identify
- recognize glued sou zz)

November/December

SWBAT:

- identify glued sounds: am, an
- read with accuracy and prosody
- understand/apply proofreading
- recognize high frequency trick words: from, have, do, does

Unit 5

1 week

Week 1:

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

- 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 wo

Unit 6

3 weeks

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 u
- Introduce new conc
- Word of the day
- read fiction and info
- Teach trick words:
- Trick words practice
- Word Talk
- Story time
- introduce pluralizati
- introduce sample wo

Week 2:

- Drill sounds/warm u
- Introduce new conc
- Word of the day
- Teach trick words
- Word talk
- develop reading skil

		• Story time
Unit 7: 3 weeks	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 u • Introduce new conc • Word of the day • Dictation • Teach trick words: • Trick words practic • identify glued sound • Echo/Find letters an • Word Talk • Story time • introduce spelling c • read narrative fictio informational books Week 2: • Drill sounds/warm u

January

Unit 8:

2 weeks

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

Week 1:

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

Week 3:

- Drill sounds/warm u
- Introduce new conc
- Word of the day
- Teach trick words
- Echo/Find letters an
- Word talk
- Story time

Week 3:

- Drill sounds/warm u
- Introduce new conc
- Word of the day
- Teach trick words
- Echo/Find letters an
- Word talk
- introduce sample wo
- develop reading skil
- Story time

		• introduce sample wo • Storytime Week 1: • Drill sounds/warm u • Introduce new conce • Word of the day • Dictation • Teach trick words: • Trick words practice • Word Talk • Story time Week 2: • Drill sounds/warm u • Introduce new conce • Word of the day • Teach trick words • Trick word practice • Word talk • Story time • Develop reading ski • introduce sample wo
Unit 9: 2 weeks	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	
February Unit 10: 3 weeks	SWBAT: • segment and blend up to 5 sounds • add suffix -s to words with 5 sounds • add suffixes-ed, -ing to unchanging basewords	Week 1: • Drill sounds/warm u • Introduce new conce • 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/ Composit • Story time • Make it fun
Unit 11: 3 weeks	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	Week 1: • Drill sounds/warm u • Introduce new conce • Word of the day • Dictation • Trick words practice • Word Talk • Make it fun • Story time

		• Dictation (Day 5 Ch
		Week 2:
		• Drill sounds/warm u
		• Introduce new conc
		• 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
March/April Unit 12: 3 weeks	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	Week 1: • Drill sounds/warm u • Introduce new conc • Word of the day • Dictation • Teach trick words • Trick words practice • Word Talk • Make it fun • Story time
Unit 13: 3 weeks	SWBAT: • add suffix-s, -ing, -ed to multisyllabic words • add suffix -es to basewords with closed syllables	Week 1: • Drill sounds/warm u • Introduce new conc

- 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/ Composit
- Story time
- Make it fun

Unit 14:

2 weeks

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

- Word Talk
- Make it fun
- Story time

Week 2:

- Drill sounds/warm u
- Introduce new conc
- 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.

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML	Information and Media Literacy

	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.

Technology and Design Integration

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

Phonics instruction is embedded in all disciplinary reading and writing.

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:

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.

Modifications & Accommodations

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

Follow IEP accommodations and differentiate materials, project requirements as needed.

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

Modifications and Accommodations used in this unit:

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

Benchmark assessments

DRA

Pearson benchmark assessments with Aimsweb

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:

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.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.