Fundation Year Long Grade 1

Content Area:

English

Course(s): Time Period: Length:

Status:

September 50 Weeks 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

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How do we learn to read and write words?

Enduring Understandings

Students learn that sounds make up words.

Instructional Strategies & Learning Activities

Lesson Objective Procedure Assessment/ Standards

Week 1:

• Drill sounds/warm
ups

- Introduce new concepts
- Word of the day
- Dictation

• Echo/find letters and words

-Unit Test

-Teacher observation

-Classwork

-Small Group

• identify consonants Week 2: digraphs

• identify the letter-

consonants and

vowels

keyword sounds for

SWBAT:

- identify letterkeyword sounds for digraphs
- identify consonants blends and digraph blends
- spell words with "k" sound
- identify closed syllable types

• Drill sounds/warm

ups

• Introduce new concepts

work

-Activeboard

• Word of the day

-iPads

Review trick words

-Trick words recognition drills

• Trick words practice

• Word talk

• Dictation/Dry Erase

• Dictation/ Composition Notebooks

• Unit test

SWBAT:

- understand bonus ss, and sometimes zz"
- understand glued sounds: "all, am, an, ang, ing, ong, ung, ank, ink, onk,

Week 1:

- Drill sounds/warm ups
- Introduce new concepts

-Classwork

observation

-Unit Test

-Teacher

• Word of the day

-Small Group

work

Unit 2:

Unit 1:

2 weeks

2 weeks

spelling rule "ff, ll,

unk	• Dictation	-Activeboard
 blending and reading words with glued sounds 	• Teach trick words: " shall, pull, full, both, talk, walk"	
 segmenting and spelling words with bonus letters and glued sounds 	• Story time Week 2:	recognition units
• prosody	 Drill sounds/warm ups 	
 fluent passage reading 	• Introduce new concepts	
• story retelling	• Word of the day	
• identify sound	• Teach trick words	
made by: "ar,er, ir, or, ur"	• Word talk	
	 Echo/find letters and words 	
	• Dictation/Dry Erase	
	 Dictation/ Composition Notebooks 	
	• Story time	
	• Unit test	
SWBAT:	• Drill sounds/warm ups	-Unit Test
 identify concept of closed syllable exceptions 	• Introduce new concepts	-Teacher observation
• identify glued	• Word of the day	-Classwork
sounds "ild, ind, old, olt, ost"	• Teach trick words:	-Small Group
• participate in	"done, goes, pretty"	work
storytelling	• Word talk	-Activeboard
 practice fluent passage reading 	 Echo/find letters and words 	-iPads
• use vowel teams for reading "ai, ay, ee,	• Dictation/Dry Erase	-Trick words recognition drills

Unit 3

1 week

Geodes

Module 1

Sets 1 and 2

"A World of Books"

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- Dictation/ Composition Notebooks
- Story time
- Unit test

Week 1:

SWBAT

- review suffixes "s, es, ed, ing,"
- identify sounds made by "ed" (t, d)
- comparison suffixes er, and est
- identify spelling procedures for words with suffixes
- form plurals
- form present and past tense
- categorize vowel and consonant suffixes
- practice fluency passage reading
- spell words with "oa, oe, ow, ou, oo, ue, ew"

• Drill sounds/warm ups

- Introduce new concepts
- Word of the day
- Dictation

-Unit Test

• Teach trick words: "again, please, animal, sure, use, used"

-Teacher observation

-Classwork

- Trick words practice
 - -Small Group
- Word Talk
- work
- Story time
- -Activeboard
- Dictation (Day 5 Check-up)
- -iPads

Week 2:

- -Trick words recognition drills
- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words

Unit 4

- Trick words practice
- Word talk
- Dictation/Dry Erase
- Dictation/ Composition Notebooks
- Story time
- Make it fun
- Unit test

November/December

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OWD	AI	

- Week 1:
- read and spell 2 syllable words
- review syllable concept and multisyllabic words
- identify compound words
- understand syllable division rules for dividing between closed syllables
- understand procedure for spelling words with more than one syllable
- spelling of "ic" at the end of multisyllabic words

- Drill sounds/warm ups
- Introduce new concepts
- -Unit Test
- Word of the day
- -Teacher observation
- Dictation
- -Classwork
- Teach trick words:
 "against, knew,
 know, always, often, work
 - -Small Group
- once"
- -Activeboard
- Trick words practice
- -iPads
- Word Talk
- -Trick words recognition drills
- Story time
- Dictation (Day 5 Check-up)

Week 2:

• new suffixes "ful,

Unit 5

ment, ness, less, able, en, ish"	• Drill sounds/warm ups	
• prefixes: "mis, un, non, dis, trans	• Introduce new concepts	
spell words with "au and aw"	• Word of the day	
au and aw	• Teach trick words	
	• Trick words practice	
	• Word talk	
	• Dictation/Dry Erase	
	 Dictation/ Composition Notebooks 	
	• Story time	
	• Make it fun	
	• Unit test	
SWBAT:	Week 1:	
 review vowel- consonant-e 	Drill sounds/warm ups	
syllables	• Introduce new	-Unit Test
• s-/s/ and /z/	concepts	-Teacher observation
• learn spelling option procedure	• Word of the day	-Classwork
	• Dictation	
 understand two- syllable words with 	• Teach trick words: "only, house, move,	-Small Group
closed and vowel- consonant syllables	right, place,	work
-	iogemer	A atizzala a a

Unit 6

2 weeks

Geodes

Module 1

Sets 3 and 4

- learn compound words
- understand vowelconsonant-e exception (-ive)
- learn suffix -ive

- together"
- -Activeboard
- Trick words practice -iPads
- Word Talk
- -Trick words recognition drills
- Story time
- Dictation (Day 5 Check-up)

Week 2:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words
- Word talk
- Dictation/Dry Erase
- Dictation/ Composition Notebooks
- Story time
- Make it fun
- Unit test

Week 1:

understand open

SWBAT:

• learn y as a vowel

syllable type

- learn how to combine open syllables with closed and vowelconsonant-e syllables
- learn additional syllable division rules
- learn y, ly, ty suffixes

- Drill sounds/warm ups
- Introduce new concepts -Unit Test
- Word of the day -Teacher observation
- Dictation -Classwork
- Teach trick words: -Small Group
 "eight, large, change, city, every, family, night, carry, something" -Activeboard
- Trick words practice -iPads
- Echo/Find letters and words
 -Trick words recognition drills
- Word Talk
- Story time

Unit 7:

3 weeks

Geodes

"Creature Features"

Module 2 Set 1

Week 2:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words
- Echo/Find letters and words
- Word talk
- Dictation (Day 5 Check-up)
- Dictation/Dry Erase
- Dictation/ Composition Notebooks
- Story time
- Make it fun

Week 3:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words
- Echo/Find letters and words
- Word talk
- Dictation/Dry Erase
- Dictation/ Composition Notebooks

- Story time
- Make it fun
- Unit Test

Week 1:

- Drill sounds/warm ups
- Introduce new concepts
- -Unit Test • Word of the day
- -Teacher Dictation observation
- Teach trick words: -Classwork "world, answer, different" -Small Group
- Trick words practice work
- Word Talk -Activeboard
- Story time -iPads
- Dictation/Dry Erase -Trick words recognition drills
- Dictation/ Composition Notebooks
- Storytime
- Unit test

Geodes

January

Unit 8:

1 week

Module 2

Sets 2, 3 and 4

SWBAT:

SWBAT:

• learn R-controlled

• understand sounds

controlled syllables

with other syllable

syllable type

of -ar and -or

• combine r-

types

- learn the sound of er, ir and ur
- learn spelling option procedure for /er/ sound
- combine rcontrolled syllables with er, ir, and ur with other syllable types

Week 1:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Dictation
- Teach trick words: "picture, learn, earth, father,

-Unit Test

- -Teacher
- observation
- -Classwork
- -Small Group
- work
- -Activeboard
- -iPads

Unit 9:

•	learn dictionary	1
	skills	

brother, mother"

-Trick words recognition drills

- Trick words practice
- Word Talk
- Make it fun
- Story time
- Dictation (Day 5 Check-up)

Week 2:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Dictation/Dry Erase
- Dictation/ Composition Notebooks
- Story time
- Make it fun
- Unit test

February	SWBAT:	Week 1:	-Unit Test
Unit 10:	• understand double	 Drill sounds/warm ups 	-Teacher
2 weeks	syllable type	1	observation
2 ,, 3322	• learn sounds of -ai and -ay	• Introduce new concepts	-Classwork
Geodes	• learn the use of	• Word of the day	-Small Group
"Powerful Forces"	spelling option procedure for /a/	• Dictation	work

Module 3 Sets 1 and 2	soundcombine all types of syllablesunderstand homophones	 Teach trick words: "great, country, away, America, school, thought" Trick words practice Word Talk Story time Dictation (Day 5 Check-up) 	-Activeboard -iPads -Trick words recognition drills
		Week 2:	
		 Drill sounds/warm ups 	
		• Introduce new concepts	
		• Word of the day	
		• Teach trick words	
		• Trick word practice	
		• Word talk	
		 Echo/Find letters and words 	
		• Dictation/Dry Erase	
		Dictation/ Composition Notebooks	
		• Story time	
		• Make it fun	
		• Unit test	
Unit 11:	SWBAT:	Week 1:	-Unit Test
2 weeks	• learn sounds of -ee, -ea, and -ey	 Drill sounds/warm ups 	-Teacher observation
Geodes	 learn the use of spelling option procedure for /e/ 	• Introduce new concepts	-Classwork

Module 3 sound

Sets 3 and 4

• Word of the day -Small Group

Dictation

work

• Teach trick words: "whose, won, son, breakfast, head, ready"

-Activeboard

-iPads

-Trick words

• Trick words practice

recognition drills

- Word Talk
- Make it fun
- Story time
- Dictation (Day 5 Check-up)

Week 2:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Echo/Find letters and words
- Dictation/Dry Erase
- Dictation/ Composition Notebooks
- Story time
- Make it fun
- Unit test

March/April SWBAT: Week 1: -Unit Test

Unit 12: 1 week Geodes "Cinderella Stories" Module 4 Sets 1, 2 and 3	 learn sounds of -oi and -oy learn spelling generalizations of /oi/ sound 	 Drill sounds/warm ups Introduce new concepts Word of the day Dictation Teach trick words: "favorite, early, ocean" Trick words practice Word Talk Make it fun Story time Unit test Introduce new cobservation Classwork classwork can collected. Small Group work Activeboard iPads Trick words recognition drills
Unit 13: 2 weeks	 SWBAT: learn the long o sound of -oa, -oe and -ow learn the spelling option procedure for /o/ sound review of suffix endings 	 Unit test Week 1: Drill sounds/warm ups Introduce new concepts Teacher Word of the day Dictation Teach trick words: "Monday, Tuesday, cousin, lose, tomorrow, beautiful" Trick words practice Word Talk Make it fun Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills

• Story time

• Dictation (Day 5 Check-up)

Week 2:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Echo/Find letters and words
- Dictation/Dry Erase
- Dictation/ Composition Notebooks
- Story time
- Make it fun
- Unit test

		Week 1:	-Unit Test
Unit 14:	SWBAT:	• Drill sounds/warm ups	-Teacher observation
2 weeks	• learn the /ou/ sound of -ou and -ow	• Introduce new concepts	-Classwork
Geodes	 learn flexibility in sound choices for 	• Word of the day	-Small Group
	reading	• Dictation	work
Module 4	• learn spelling	• Teach trick words:	-Activeboard
Set 4	generalizations for /ou/ sound	"Wednesday, Thursday, Saturday,	-iPads
SCI 4		bought, brought, piece"	-Trick words recognition drills

- Trick words practice
- Word Talk
- Make it fun
- Story time
- Dictation (Day 5 Check-up)

Week 2:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Echo/Find letters and words
- Dictation/Dry Erase
- Dictation/ Composition Notebooks
- Story time
- Make it fun

• Unit test

	SWBAT:	Week 1:	-Unit Test
April/May, June	• learn the /u/ sound of -oo, -ou, -ue and	• Drill sounds/warm ups	-Teacher observation
•	-eW	• Introduce new	-Classwork
Unit 15: 2 weeks	• learn the /u/ sound of -ue	concepts	-Small Group
	• learn the /u/ sound	• Word of the day	work

of-oo

• use of spelling option procedure for /u/ and /u/ sounds

• Dictation

-Activeboard

• Teach trick words: "January, February, July, enough, special, December" -iPads

-Trick words recognition drills

- Trick words practice
- Word Talk
- Make it fun
- Story time
- Dictation (Day 5 Check-up)

Week 2:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Echo/Find letters and words
- Dictation/Dry Erase
- Dictation/ Composition Notebooks
- Story time
- Make it fun
- Unit test

Unit 16: SWBAT: Week 1: -Unit Test

1 week • learn sounds of -au

• Drill sounds/warm -

-Teacher

and -aw	ups	observation
 understand spelling generalizations for 	• Introduce new	-Classwork
the /o/ sound	concepts	-Small Group
	• Word of the day	work
	• Dictation	-Activeboard
	 Teach trick words: "August, laugh, 	-iPads
	daughter"	-Trick words recognition drills
	• Trick words practice	recognition drins
	• Word Talk	
	• Make it fun	
	• Story time	
	 Dictation (Day 5 Check-up) 	
	• Unit test	
V	Week 1:	
	 Drill sounds/warm ups 	
	• Introduce new concepts	-Unit Test
SWBAT:	• Word of the day	-Teacher observation
 learn consonant-le syllable type 	• Dictation	-Classwork
synable typespell consonant -le	• Teach trick words: "trouble, couple,	-Small Group
words	young"	work
• review of all 6	• Trick words practice	-Activeboard
syllable types	• Word Talk	-iPads
	• Make it fun	-Trick words recognition drills
	• Story time	
	• Dictation (Day 5	

Check-up)

Unit 17:

W

eek	2:
•	Drill sounds/warm ups
•	Introduce new concepts
•	Word of the day
•	Teach trick words
•	Trick word practice
•	Word talk
•	Echo/Find letters and words
•	Dictation/Dry Erase
•	Dictation/ Composition Notebooks
•	Story time
•	Make it fun
•	Unit test

Interdisciplinary Connections
Differentiation
Modifications & Accommodations

Formative Assessments

Summative Assessments

Instructional Materials

Standards	
ELA.L.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.
ELA.L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
ELA.L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
ELA.L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
ELA.L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
ELA.L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA.L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
ELA.L.RF.1.3.B	Decode regularly spelled one-syllable words.
ELA.L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
ELA.L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
ELA.L.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.
ELA.L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
ELA.L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.1.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what,

ELA.RL.Cl.1.2 Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). ELA.Rl.Cl.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). ELA.RL.IT.1.3 Describe characters, settings, and major event(s) in a story, using key details. ELA.RI.T.1.3 Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. ELA.RI.TS.1.4 With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. ELA.RL.PP.1.5 Identify who is telling the story at various points in a text. ELA.RI.PP.1.5 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ELA.RI.MF.1.6 With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. ELA.RI.AA.1.7 Undentify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed. ELA.RI.CT.1.8 Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
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