

# Fundation template Copied from: Grade 1, Copied on: 06/29/21

Content Area: **English**  
Course(s):  
Time Period: **September**  
Length: **50 Weeks**  
Status: **Published**

## Unit Overview

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Students instructed in phonemic awareness and high frequency sight words.

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

## Essential Questions

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How do we learn to read and write words?

## Enduring Understandings

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## Instructional Strategies & Learning Activities

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Lesson	Objective	Procedure	Assessment/	Standards
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September/October

Unit 1: 2 weeks	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• identify the letter-keyword sounds for consonants and vowels</li> <li>• identify consonants digraphs</li> <li>• identify letter-keyword sounds for digraphs</li> <li>• identify consonants blends and digraph blends</li> <li>• spell words with “k” sound</li> <li>• identify closed syllable types</li> </ul>	<p>Week 1:</p> <ul style="list-style-type: none"> <li>• Drill sounds/warm ups</li> <li>• Introduce new concepts</li> <li>• Word of the day</li> <li>• Dictation</li> <li>• Echo/find letters and words</li> </ul>	<ul style="list-style-type: none"> <li>-Unit Test</li> <li>-Teacher observation</li> </ul>
		<p>Week 2:</p> <ul style="list-style-type: none"> <li>• Drill sounds/warm ups</li> <li>• Introduce new concepts</li> <li>• Word of the day</li> <li>• Review trick words</li> <li>• Trick words practice</li> <li>• Word talk</li> <li>• Dictation/Dry Erase</li> <li>• Dictation/Composition Notebooks</li> <li>• Unit test</li> </ul>	<ul style="list-style-type: none"> <li>-Classwork</li> <li>-Small Group work</li> <li>-Activeboard</li> <li>-iPads</li> <li>-Trick words recognition drills</li> </ul>
Unit 2: 2 weeks	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• understand bonus spelling rule “ff, ll, ss, and sometimes zz”</li> <li>• understand glued sounds: “all, am, an, ang, ing, ong, ung,</li> </ul>	<p>Week 1:</p> <ul style="list-style-type: none"> <li>• Drill sounds/warm ups</li> <li>• Introduce new concepts</li> <li>• Word of the day</li> </ul>	<ul style="list-style-type: none"> <li>-Unit Test</li> <li>-Teacher observation</li> <li>-Classwork</li> <li>-Small Group work</li> </ul>

	ank, ink, onk, unk	<ul style="list-style-type: none"> <li>• Dictation</li> </ul>	-Activeboard
	<ul style="list-style-type: none"> <li>• blending and reading words with glued sounds</li> <li>• segmenting and spelling words with bonus letters and glued sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Teach trick words: “shall, pull, full, both, talk, walk”</li> <li>• Story time</li> </ul>	<ul style="list-style-type: none"> <li>-iPads</li> <li>-Trick words recognition drills</li> </ul>
	<ul style="list-style-type: none"> <li>• prosody</li> <li>• fluent passage reading</li> <li>• story retelling</li> <li>• identify sound made by: “ar,er, ir, or, ur”</li> </ul>	<p>Week 2:</p> <ul style="list-style-type: none"> <li>• Drill sounds/warm ups</li> <li>• Introduce new concepts</li> <li>• Word of the day</li> <li>• Teach trick words</li> <li>• Word talk</li> <li>• Echo/find letters and words</li> <li>• Dictation/Dry Erase</li> <li>• Dictation/Composition Notebooks</li> <li>• Story time</li> <li>• Unit test</li> </ul>	
	SWBAT:	<ul style="list-style-type: none"> <li>• Drill sounds/warm ups</li> <li>• Introduce new concepts</li> <li>• Word of the day</li> <li>• Teach trick words: “done, goes, pretty”</li> <li>• Word talk</li> <li>• Echo/find letters and words</li> <li>• Dictation/Dry Erase</li> </ul>	<ul style="list-style-type: none"> <li>-Unit Test</li> <li>-Teacher observation</li> <li>-Classwork</li> <li>-Small Group work</li> <li>-Activeboard</li> <li>-iPads</li> <li>-Trick words recognition drills</li> </ul>
Unit 3	<ul style="list-style-type: none"> <li>• identify concept of closed syllable exceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce new concepts</li> </ul>	
1 week	<ul style="list-style-type: none"> <li>• identify glued sounds “ild, ind, old, olt, ost”</li> </ul>	<ul style="list-style-type: none"> <li>• Word of the day</li> </ul>	
<b>Geodes</b>	<ul style="list-style-type: none"> <li>• participate in storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Teach trick words: “done, goes, pretty”</li> </ul>	
Module 1	<ul style="list-style-type: none"> <li>• practice fluent passage reading</li> </ul>	<ul style="list-style-type: none"> <li>• Word talk</li> </ul>	
"A World of Books"	<ul style="list-style-type: none"> <li>• use vowel teams for reading “ ai, ay, ee,</li> </ul>	<ul style="list-style-type: none"> <li>• Echo/find letters and words</li> <li>• Dictation/Dry Erase</li> </ul>	<ul style="list-style-type: none"> <li>-iPads</li> <li>-Trick words recognition drills</li> </ul>
Sets 1 and 2			

ey, oi, oy”

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

Week 2:

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

Unit 4

2 weeks

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

November/December

SWBAT:

Week 1:

Unit 5  
2 weeks

- 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
- new suffixes “ful, ment, ness, less, able,

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

Week 2:

- Drill sounds/warm

	en, ish”	ups	
	<ul style="list-style-type: none"> <li>• prefixes: “mis, un, non, dis, trans</li> <li>• spell words with “au and aw”</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce new concepts</li> <li>• Word of the day</li> <li>• Teach trick words</li> <li>• Trick words practice</li> <li>• Word talk</li> <li>• Dictation/Dry Erase</li> <li>• Dictation/Composition Notebooks</li> <li>• Story time</li> <li>• Make it fun</li> <li>• Unit test</li> </ul>	
		Week 1:	
	SWBAT:	<ul style="list-style-type: none"> <li>• Drill sounds/warm ups</li> <li>• Introduce new concepts</li> <li>• Word of the day</li> <li>• Dictation</li> <li>• Teach trick words: “only, house, move, right, place, together” work</li> <li>• Trick words practice</li> <li>• Word Talk</li> <li>• Story time</li> <li>• Dictation (Day 5 Check-up)</li> </ul>	<ul style="list-style-type: none"> <li>-Unit Test</li> <li>-Teacher observation</li> <li>-Classwork</li> <li>-Small Group</li> <li>-Activeboard</li> <li>-iPads</li> <li>-Trick words recognition drills</li> </ul>
Unit 6	<ul style="list-style-type: none"> <li>• review vowel-consonant-e syllables</li> <li>• s-/s/ and /z/</li> <li>• learn spelling option procedure</li> <li>• understand two-syllable words with closed and vowel-consonant syllables</li> <li>• learn compound words</li> <li>• understand vowel-consonant-e exception (-ive)</li> <li>• learn suffix -ive</li> </ul>		
2 weeks			
<b>Geodes</b>			
Module 1			
Sets 3 and 4			
		Week 2:	
		<ul style="list-style-type: none"> <li>• Drill sounds/warm</li> </ul>	

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:

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

Week 2:

- Drill sounds/warm

SWBAT:

- Unit 7:
- 3 weeks
- Geodes**
- "Creature Features"
- Module 2 Set 1
- understand open syllable type
  - learn y as a vowel
  - learn how to combine open syllables with closed and vowel-consonant-e syllables
  - learn additional syllable division rules
  - learn y, ly, ty suffixes

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

- Word of the day

-Unit Test

- Dictation

-Teacher observation

- Teach trick words: “world, answer, different”

-Classwork

- Trick words practice

-Small Group

- Word Talk

work

- Story time

-Activeboard

- Dictation/Dry Erase

-iPads

- Dictation/Composition Notebooks

-Trick words recognition drills

- Storytime

- Unit test

January

SWBAT:

Unit 8:

1 week

**Geodes**

Module 2

Sets 2, 3 and 4

- learn R-controlled syllable type

- understand sounds of -ar and -or

- combine r-controlled syllables with other syllable types

SWBAT:

- learn the sound of er, ir and ur

- learn spelling option procedure for /er/ sound

- combine r-controlled syllables with er, ir, and ur with other syllable types

- learn dictionary skills

Week 1:

- Drill sounds/warm ups

-Unit Test

- Introduce new concepts

-Teacher observation

- Word of the day

-Classwork

- Dictation

-Small Group

- Teach trick words: “picture, learn, earth, father, brother, mother”

work

-Activeboard

-iPads

-Trick words recognition

Unit 9:

2 weeks

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

February	SWBAT:	Week 1:	-Unit Test
Unit 10:	<ul style="list-style-type: none"> <li>• understand double syllable type</li> </ul>	<ul style="list-style-type: none"> <li>• Drill sounds/warm ups</li> </ul>	-Teacher observation
2 weeks	<ul style="list-style-type: none"> <li>• learn sounds of -ai and -ay</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce new concepts</li> </ul>	-Classwork
<b>Geodes</b>	<ul style="list-style-type: none"> <li>• learn the use of spelling option procedure for /a/ sound</li> </ul>	<ul style="list-style-type: none"> <li>• Word of the day</li> </ul>	-Small Group work
"Powerful Forces"		<ul style="list-style-type: none"> <li>• Dictation</li> </ul>	-Activeboard
Module 3	<ul style="list-style-type: none"> <li>• combine all types of</li> </ul>	<ul style="list-style-type: none"> <li>• Teach trick words: "great, country,</li> </ul>	

Sets 1 and 2

syllables

away, America,  
school, thought”

-iPads

- understand  
homophones

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

-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
- learn the use of  
spelling option  
procedure for /e/  
sound

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

-Teacher  
observation

-Classwork

-Small Group

**Geodes**

Module 3

Sets 3 and 4

- Dictation work
- Teach trick words: “whose, won, son, breakfast, head, ready”
  - Activeboard
  - 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

March/April

SWBAT:

Week 1:

-Unit Test

Unit 12:

- learn sounds of -oi

- Drill sounds/warm

-Teacher

1 week	and -oy	ups	observation
<b>Geodes</b>	<ul style="list-style-type: none"> <li>learn spelling generalizations of /oi/ sound</li> </ul>	<ul style="list-style-type: none"> <li>Introduce new concepts</li> <li>Word of the day</li> <li>Dictation</li> <li>Teach trick words: “favorite, early, ocean”</li> <li>Trick words practice</li> <li>Word Talk</li> <li>Make it fun</li> <li>Story time</li> <li>Dictation (Day 5 Check-up)</li> <li>Unit test</li> </ul>	<ul style="list-style-type: none"> <li>-Classwork</li> <li>-Small Group work</li> <li>-Activeboard</li> <li>-iPads</li> <li>-Trick words recognition drills</li> </ul>
"Cinderella Stories"			
Module 4			
Sets 1, 2 and 3			

#### Week 1:

	SWBAT:	<ul style="list-style-type: none"> <li>Drill sounds/warm ups</li> <li>Introduce new concepts</li> <li>Word of the day</li> <li>Dictation</li> <li>Teach trick words: “Monday, Tuesday, cousin, lose, tomorrow, beautiful”</li> <li>Trick words practice</li> <li>Word Talk</li> <li>Make it fun</li> <li>Story time</li> <li>Dictation (Day 5</li> </ul>	<ul style="list-style-type: none"> <li>-Unit Test</li> <li>-Teacher observation</li> <li>-Classwork</li> <li>-Small Group work</li> <li>-Activeboard</li> <li>-iPads</li> <li>-Trick words recognition drills</li> </ul>
Unit 13:	<ul style="list-style-type: none"> <li>learn the long o sound of -oa, -oe and -ow</li> <li>learn the spelling option procedure for /o/ sound</li> <li>review of suffix endings</li> </ul>		
2 weeks			

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

SWBAT:

Week 1:

-Unit Test

April/May, June  
Unit 15: 2 weeks

- learn the /u/ sound of -oo, -ou, -ue and -ew
- learn the /u/ sound of -ue
- learn the /u/ sound of -oo
- use of spelling option procedure for /u/ and

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Dictation
- Teach trick words:

- Teacher observation
- Classwork
- Small Group work
- Activeboard

/u/ sounds

“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

SWBAT:

Week 1:

-Unit Test

Unit 16:

1 week

- learn sounds of -au and -aw
- understand spelling generalizations for

- Drill sounds/warm ups
- Introduce new

-Teacher observation  
-Classwork



-Small Group

- Trick words recognition drills

SWBAT:

- Dictation (Day 5 Check-up)

- Drill sounds/warm

2 weeks

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

## **Integration of 21st Century Themes and Skills**

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## **Interdisciplinary Connections**

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## **Differentiation**

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## **Modifications & Accommodations**

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## Formative Assessments

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## Summative Assessments

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## Instructional Materials

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## Standards

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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, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.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.IT.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.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
ELA.RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
ELA.RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
ELA.RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).