Fundation Year Long Grade 1

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

Essential Questions

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/ Differentiation	Standards

September/October			
Unit 1: 2 weeks	SWBAT: • identify the letter-keyword sounds for consonants and vowels • identify consonants digraphs • identify letter-keyword sounds for digraphs • identify consonants blends and digraph blends • spell words with “k” sound • identify closed syllable types	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Echo/find letters and words Week 2: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Review trick words • Trick words practice • Word talk • Dictation/Dry Erase • Dictation/ Composition Notebooks • Unit test	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills
Unit 2: 2 weeks	SWBAT: • understand bonus spelling rule “ff, ll, ss, and sometimes zz” • understand glued sounds: “all, am, an, ang, ing, ong, ung, ank, ink, onk, unk	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words: “	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard

		• blending and reading words with glued sounds • segmenting and spelling words with bonus letters and glued sounds • prosody • fluent passage reading • story retelling • identify sound made by: “ar,er, ir, or, ur”	shall, pull, full, both, talk, walk” • Story time Week 2: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Teach trick words • Word talk • Echo/find letters and words • Dictation/Dry Erase • Dictation/ Composition Notebooks • Story time • Unit test	-iPads -Trick words recognition drills
Unit 3 1 week **Geodes** Module 1 "A World of Books" Sets 1 and 2	SWBAT: • identify concept of closed syllable exceptions • identify glued sounds “ild, ind, old, olt, ost” • participate in storytelling • practice fluent passage reading • use vowel teams for reading “ ai, ay, ee, ey, oi, oy”		• Drill sounds/warm ups • Introduce new concepts • Word of the day • Teach trick words: “done, goes, pretty” • Word talk • Echo/find letters and words • Dictation/Dry Erase • Dictation/ Composition	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills

		Notebooks • Story time • Unit test	
Unit 4 2 weeks	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”	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words: “again, please, animal, sure, use, used” • Trick words practice • Word Talk • Story time • Dictation (Day 5 Check-up) Week 2: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Teach trick words • Trick words practice	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills

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

November/December

Unit 5

2 weeks

SWBAT:

- 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,

Week 1:

- Drill sounds/warm ups
- Introduce new concepts
- Word of the day
- Dictation
- Teach trick words: "against, knew, know, always, often, once"
- Trick words practice
- Word Talk
- Story time
- Dictation (Day 5 Check-up)

Week 2:

- Drill sounds/warm

-Unit Test

-Teacher observation

-Classwork

-Small Group work

-Activeboard

-iPads

-Trick words recognition drills

	able, en, ish” • prefixes: “mis, un, non, dis, trans • spell words with “au and aw”	ups • Introduce new concepts • Word of the day • Teach trick words • Trick words practice • Word talk • Dictation/Dry Erase • Dictation/ Composition Notebooks • Story time • Make it fun • Unit test	
Unit 6 2 weeks **Geodes** Module 1 Sets 3 and 4	SWBAT: • review vowel-consonant-e syllables • s-/s/ and /z/ • learn spelling option procedure • understand two-syllable words with closed and vowel-consonant syllables • learn compound words • understand vowel-consonant-e exception (-ive) • learn suffix -ive	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words: “only, house, move, right, place, together” • Trick words practice • Word Talk • Story time • Dictation (Day 5 Check-up) Week 2:	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills

		• 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:	
Unit 7: 3 weeks **Geodes** "Creature Features" Module 2 Set 1	SWBAT: • 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	• Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words: “eight, large, change, city, every, family, night, carry, something” • Trick words practice • Echo/Find letters and words • Word Talk • Story time	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills
		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	
January Unit 8: 1 week **Geodes** Module 2 Sets 2, 3 and 4	SWBAT: • learn R-controlled syllable type • understand sounds of -ar and -or • combine r-controlled syllables with other syllable types	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words: "world, answer, different" • Trick words practice • Word Talk • Story time • Dictation/Dry Erase • Dictation/ Composition Notebooks • Storytime • Unit test	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills
Unit 9: 2 weeks	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	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words: "picture, learn, earth, father, brother, mother"	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills

	skills	• 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 Unit 10: 2 weeks **Geodes** "Powerful Forces" Module 3	SWBAT: • understand double syllable type • learn sounds of -ai and -ay • learn the use of spelling option procedure for /a/ sound • combine all types of	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words: “great, country,	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard

Sets 1 and 2	syllables • understand homophones	away, America, school, thought” • Trick words practice • Word Talk • 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	-iPads -Trick words recognition drills
Unit 11: 2 weeks **Geodes** Module 3	SWBAT: • learn sounds of -ee, -ea, and -ey • learn the use of spelling option procedure for /e/ sound	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day	-Unit Test -Teacher observation -Classwork -Small Group

Sets 3 and 4		• Dictation • Teach trick words: "whose, won, son, breakfast, head, ready" • Trick words practice • Word Talk • Make it fun • Story time • Dictation (Day 5 Check-up)	work -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	
March/April Unit 12:	SWBAT: • learn sounds of -oi	Week 1: • Drill sounds/warm	-Unit Test -Teacher

1 week **Geodes** "Cinderella Stories" Module 4 Sets 1, 2 and 3	and -oy • learn spelling generalizations of /oi/ sound	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 • Dictation (Day 5 Check-up) • Unit test	observation -Classwork -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	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words: "Monday, Tuesday, cousin, lose, tomorrow, beautiful" • Trick words practice • Word Talk • Make it fun • Story time • Dictation (Day 5	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills

		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 14: 2 weeks **Geodes** Module 4 Set 4	SWBAT: • learn the /ou/ sound of -ou and -ow • learn flexibility in sound choices for reading • learn spelling generalizations for /ou/ sound	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words: "Wednesday, Thursday, Saturday, bought, brought, piece" • Trick words practice	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -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	
April/May, June Unit 15: 2 weeks	SWBAT: • 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	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words:	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard

	option procedure for /u/ and /u/ sounds	"January, February, July, enough, special, December" • Trick words practice • Word Talk • Make it fun • Story time • 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 • 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: 1 week	SWBAT: • learn sounds of -au and -aw • understand spelling generalizations for	Week 1: • Drill sounds/warm ups • Introduce new	-Unit Test -Teacher observation -Classwork

	the /o/ sound	concepts • Word of the day • Dictation • Teach trick words: "August, laugh, daughter" • Trick words practice • Word Talk • Make it fun • Story time • Dictation (Day 5 Check-up) • Unit test	-Small Group work -Activeboard -iPads -Trick words recognition drills
Unit 17: 2 weeks	SWBAT: • learn consonant-le syllable type • spell consonant -le words • review of all 6 syllable types	Week 1: • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words: "trouble, couple, young" • Trick words practice • Word Talk • Make it fun • Story time • Dictation (Day 5 Check-up) Week 2: • Drill sounds/warm	-Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills

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

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

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).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
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.
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.
RL.PP.1.5	Identify who is telling the story at various points in a text.
RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
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.
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).
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).