

Foundation 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

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

How do we learn to read and write words?

Enduring Understandings

Instructional Strategies & Learning Activities

Lesson	Objective	Procedure	Assessment/	Standards
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September/October

<p>Unit 1: 2 weeks</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • 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 	<p>Week 1:</p> <ul style="list-style-type: none"> • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Echo/find letters and words <p>Week 2:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> -Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills
	<p>SWBAT:</p> <ul style="list-style-type: none"> • understand bonus spelling rule “ff, ll, ss, and sometimes zz” • understand glued sounds: “all, am, an, ang, ing, ong, ung, 	<p>Week 1:</p> <ul style="list-style-type: none"> • Drill sounds/warm ups • Introduce new concepts • Word of the day 	<ul style="list-style-type: none"> -Unit Test -Teacher observation -Classwork -Small Group work

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

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|--|---|--|
| <ul style="list-style-type: none"> • 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, | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> -Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills |
| | Week 2: | |
| | <ul style="list-style-type: none"> • Drill sounds/warm | |

- | | |
|---|--|
| <ul style="list-style-type: none"> en, ish” • prefixes: “mis, un, non, dis, trans • spell words with “au and aw” | <ul style="list-style-type: none"> 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 |
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Week 1:

SWBAT:

Unit 6
2 weeks

Geodes

Module 1
Sets 3 and 4

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Drill sounds/warm ups • Introduce new concepts • Word of the day • Dictation • Teach trick words: “only, house, move, right, place, together” work • Trick words practice • Word Talk • Story time • Dictation (Day 5 Check-up) | <ul style="list-style-type: none"> -Unit Test -Teacher observation -Classwork -Small Group -Activeboard -iPads -Trick words recognition drills |
|---|---|---|

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:

- 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
- Trick words practice -Activeboard
- Echo/Find letters and words -iPads
- Word Talk -Trick words recognition drills
- Story time

SWBAT:

Unit 7:
3 weeks

- understand open syllable type
- learn y as a vowel
- learn how to combine open syllables with closed and vowel-consonant-e syllables

Geodes
"Creature Features"

Module 2 Set 1

- learn additional syllable division rules
- learn y, ly, ty suffixes

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

observation

January

SWBAT:

- Dictation

Unit 8:

- learn R-controlled syllable type

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

-Classwork

1 week

- understand sounds of -ar and -or

- Trick words practice work

-Small Group

Geodes

- combine r-controlled syllables with other syllable types

- Word Talk

-Activeboard

Module 2

- Story time

-iPads

Sets 2, 3 and 4

- Dictation/Dry Erase

-Trick words recognition drills

- Dictation/Composition Notebooks

- Storytime

- Unit test

SWBAT:

Week 1:

-Unit Test

- learn the sound of er, ir and ur

- Drill sounds/warm ups

-Teacher observation

Unit 9:

- learn spelling option procedure for /er/ sound

- Introduce new concepts

-Classwork

2 weeks

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

- Word of the day

-Small Group

work

- learn dictionary skills

- Dictation

-Activeboard

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

-iPads

-Trick words recognition

- 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:

- understand double syllable type

- Drill sounds/warm ups

-Teacher observation

2 weeks

- learn sounds of -ai and -ay

- Introduce new concepts

-Classwork

Geodes

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

- Word of the day

-Small Group

"Powerful Forces"

- Dictation

work

Module 3

- combine all types of

- Teach trick words: "great, country,

-Activeboard

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

Geodes

-Classwork

Module 3

-Small Group

Sets 3 and 4

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

March/April

SWBAT:

Week 1:

-Unit Test

Unit 12:

- learn sounds of -oi

- Drill sounds/warm

-Teacher

1 week	and -oy	ups	observation
Geodes	<ul style="list-style-type: none"> learn spelling generalizations of /oi/ sound 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills
"Cinderella Stories"			
Module 4			
Sets 1, 2 and 3			

Week 1:

	SWBAT:	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> -Unit Test -Teacher observation -Classwork -Small Group work -Activeboard -iPads -Trick words recognition drills
Unit 13:	<ul style="list-style-type: none"> learn the long o sound of -oa, -oe and -ow learn the spelling option procedure for /o/ sound review of suffix endings 		
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
Geodes	• learn flexibility in sound choices for reading	• Word of the day	-Small Group
Module 4	• learn spelling generalizations for /ou/ sound	• Dictation	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

- 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

April/May, June

Unit 15: 2 weeks

/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

the /o/ sound

concepts

-Small Group

- Word of the day work
- Dictation -Activeboard
- Teach trick words: -iPads
“August, laugh, daughter” -Trick words recognition drills
- Trick words practice
- Word Talk
- Make it fun
- Story time
- Dictation (Day 5 Check-up)
- Unit test

Week 1:

- Drill sounds/warm ups
- Introduce new concepts -Unit Test
- Word of the day -Teacher observation
- Dictation -Classwork

SWBAT:

- learn consonant-le syllable type
- spell consonant -le words
- review of all 6 syllable types

Unit 17:

2 weeks

- Teach trick words: -Small Group
“trouble, couple, young” work
- Trick words practice -Activeboard
- Word Talk -iPads
- Make it fun -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

Integration of 21st Century Themes and Skills

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, 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).