Trimester 1 Fundations

Content Area: **Undefined**
Course(s): **English Language Arts 1**
Time Period: **Undefined**
Length: **6-8 weeks**
Status: **Published**

Unit Overview

Essential Questions

1. How do we explore the relationship of letters/patterns to sounds for reading and skills?

2. In what ways do we participate in reading?

3. How do we understand and apply the guidelines for writing correctness?

4. How do we master the spelling of high-frequency words, and ensure their long-term application in writing?

5. How do we develop editing and proofreading strategies, and ensuring their application in everyday writing?

6. How can we incorporate strategies to visualize and remember words and their sequential letters?

7. How can we make and use new words?

8. How can we acquire words to explore their purpose within our communication system?

9. In what ways can we collect, analyze, sort, contrast words, and draw conclusions about their spelling and use?

10. How can we use classic literature to assist with expanding our thinking, reading, writing, and speaking?

11. How do we chunk and mark sounds in unfamiliar words?

12. What are the exceptions to closed syllables(olt, old, ost, ind, ild)?

13. What are the glued sounds (ng, nk, all, an, am)?

14. What are suffixes?

15. What are the sound alike words (homophones) and their definitions?

16. What is a schwa sound?

17. How can we use the 1-1-1 spelling rule?

18. How are sounds blended together to form multisyllabic words?

19. How do we form a plural word?

Content

Unit 1:

Closed Syllable Concept

Glued Sounds: all, an, am

Glue Sounds: ng/nk

Exceptions to closed syllable (olt, old, ost, ind, ild)

ck and tch spelling

w and qu effect on a /o/

Sound Alike Words: know/no, which/witch

Lower-case cursive letters: e, h, b, f, k

Unit 2:

Review suffixes: -s, -es, -ed, -ing, -ive, -able, -en, -er, -est, -ish, -y, -ful, -less, -ness, -ly, -ty, -ment

Forming plurals with -s and -es

Irregular plurals

-ed: /ed/ /t/ /d/

1-1-1 Spelling Rule (Doubling a consonant when adding a vowel suffix)

Sound Alike Words: son/sun, some/sum, banned/band, guest/guessed, missed/mist

Lower-cursive letters: i, j, p, r, s, t, u, w

Unit 3:

Review vowel-consonant-e syllables

Spelling of /k/ in a v-e syllable

s saying /z/ between two vowels

Review Division of multisyllabic words

Two syllable-words with closed syllables

Two-syllable words with closed and vowel-consonant-e syllables

Spelling multisyllabic words

Sound Alike Words: plain/plane

Lower-case cursive letters: c, a, o

Unit 4:

ve at the end of a word (v never ends words in English)

ive as a suffix

Silent e spelling rule

Sound Alike words: mail/male, mind/mined, find/fined

Lower-case cursive writing: d, g, g

Unit 5:

Idenitifying schwa

Reading words with a schwa in an unaccented syllable

Spelling words with a schwa in an unaccented syllable

-et spelling at the end of words such as jacket

-Dictionary skills

Sound Alike Words: weather/whether, father/farther

Lower-case cursive writing: n,m, v, y

Skills

Students will be able to identify and apply strategies in various spelling patterns

glued sounds:all, an, am,ng/nk

exceptions to closed syllables: olt, ost, ind, ild

ck and tch spelling

w an qu effect on a /o/

suffixes:-s, -es, -ed, -ing, -ive, -able, -en, -er, -est, -ish, -y, -ful, -less, -ness, -ly, -ty, -ment

regular plurals: -s and -es

irregular plurals: -ed:/ed/, /d/, /t/

1-1-1 spelling rule

 vowel-consonant-e syllables

spelling of /k/ in v-e syllable

s saying /z/ between two vowels

ve at the end of a word

silent e

schwa

-et spelling at the end of words

 short and long vowel sounds (notice one/two vowels)

 frequent spelling patterns for vowel /i/ (y, igh, ind, i, and i-consonant-e)

 spelling patterns for /ou/ are ou and ow

 spelling patterns for long vowel /o/ (oa, ow, old, o, and o-consonant-e)

 words that are easier to spell by separating each word part

 frequent spelling patterns for long vowel /a/ (a, ai, ay, a-consonant-e)

 frequent spelling patterns for /j/ (j, ge, gi, and gy)

 frequent spelling patterns for long vowel /o/ (o, al, au, aw)

 Homophones

Idioms

Similes

Metaphors

Assessments

1. No Excuse Third Grade Word List Anaylsis (Benchmark Assessment)

2. Fundations Level 3 Spelling Assessments:sounds; homophones (sound alike words); words/marking up; sentence dictation; scooping the sentence

3. Skills Assessment: glued sounds:all, an, am, ng/nk; exceptions to closed syllables:olt,old,ost,ind,ild; ck and tch spelling; w and qu effect on a /o/; suffixes:-s, -es, -ed, -ing, -ive, -able, -en, -er, -est, -ish, -y, -ful, -less, -ness, -ly, -ty, -ment; regular plurals:-s and -es; irregular plurals: -ed: /ed/,/d/, /t/; 1-1-1 spelling rule; vowel-consonant-e syllables, spelling of /k/ in v-e syllable; s saying /z/ between two vowels; ve at the end of a word; silent e; schwa, -et. short vowel words; long vowel a, e, i, o, u; same vowel sound /ou/ (ou, ow); vowel-r (or/ore); homophones (sound alike words)

4. Sentence Dictation Tests: scooping the sentence

5. Teacher Observation

6. Student Participation

Lessons/Learning Scenarios

Cursive Writing: Handwriting by Thomas Wasylyk

    Begin with basic strokes (slant, undercurve, downcurve, overcurve), letters, and numbers

    Involves good posture: both feet on the floor, elbos off the edge of desk, sit back in chair, shoulders slightly forward, proper desk height

    Paper position for left or right hand and pencil position

    Spacing between letters, words, sentences and paragraph indent

    Begins with letters then adding letters to eventually form words, then sentences.

Unit 1

Drill Sounds: SW be the drill leader to review sounds (warm up)
Introduce New Concepts

Introduce word of the day..mark up, define and give a sentence

dictation dry erase/composition

sky/write/letter formation

introduce new concepts: closed syllable concept, glued sounds: all, an, am, glued sounds: ng/nk, exceptions to

closed syllable (olt, old, ost, ind, ild), ck and tch spelling, w and qu effect on a /o/

make it fun activity

dictation check up (dry erase board, composition book, and day 5 check up)

guess which one

Unit 2:

drill sounds/warm up

introduce word of the day...mark up, define and give a sentence

dictation dry erase/composition

sky/write/letter formation

introduce new concepts: review suffixes: s, es, ed, ing, ive, able, en, er, est, ish, y, ful, less, ness, ly, ty, ment; forming plurals with s and es; irregular plurals; ed: /ed/, /d/, /t/; 1-1-1 spelling rule (doubling a consonant when adding a vowel suffix)

dictation check up (dry erase board, composition book, and day 5 check up)

guess which one

Unit 3:

drill sounds/warm up

introduce word of the day...mark up, define and give a sentence

dictation dry erase/composition

sky/write/letter formation

introduce new concepts: review vowel-consonant-e syllables; spelling of /k/ in a v-e syllable; s saying /z/ between two vowels; review division of multisyllabic words; two syllable words with closed syllables; two syllable words with closed and vowel-consonant -e syllables; spelling multisyllabic words

dictation check up (dry erase board, composition book, and day 5 check up)

guess which one

Unit 4:

drill sounds/warm up

introduce word of the day...mark up, define and give a sentence

dictation dry erase/composition

sky/write/letter formation

introduce new concepts: ve at the end of a word (v never ends words in English); ive as a suffix; silent e

spelling rule

dictation check up (dry erase board, composition book, and day 5 check up)

guess which one

Unit 5:

drill sounds/warm up

introduce word of the day...mark up, define and give a sentence

dictation dry erase/composition

sky/write/letter formation

introduce new concepts: identify schwa; reading words with a schwa in an unaccented syllable; spelling words with a schwa in an unaccented syllabe; -et spelling at the end of words such as jacket; dictionary skills

dictation check up (dry erase board, composition book, and day 5 check up)

guess which one

Standards

LA.3.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.3.CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.3.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CCSS.ELA-Literacy.L.3.1.b	Form and use regular and irregular plural nouns.
CCSS.ELA-Literacy.L.3.1.d	Form and use regular and irregular verbs.
CCSS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
CCSS.ELA-Literacy.L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
CCSS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CCSS.ELA-Literacy.L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and

	correct spellings.
CCSS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
CCSS.ELA-Literacy.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CCSS.ELA-Literacy.W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CCSS.ELA-Literacy.W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-Literacy.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
CCSS.ELA-Literacy.RF.3.3.b	Decode words with common Latin suffixes.
CCSS.ELA-Literacy.RF.3.3.c	Decode multisyllable words.
CCSS.ELA-Literacy.RF.3.3.d	Read grade-appropriate irregularly spelled words.
CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
CCSS.ELA-Literacy.SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Resources

Teacher Materials:

    Fundations Teacher's Manual (Second Edition) Level 3 Units 1 - 14
    Home Support Pack Level 3
    Wilson Cursive Workbook
    Baby Echo, Large Sound Cards. Large Writing Grid, Syllable Frames, Sound Alike Cards, Word of the Day Cards, Standard Sound Cards, Letter Formation Guide, Wilson Cursive CD,

Student Materials:

    Teacher-created materials

    Portable Word Wall

Student notebook

Composition Book

Dry-Erase Writing Tablet

Letter Tiles & Boards

The Teaching Posters:

R-Controlled Vowels

Vowel Sounds

Vowel Teams