

Trimester 2 Foundations

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. What is a schwa in an open syllable with a, i?
11. What is an open syllable exception?
12. What is a soft c: ce, ci, cy and a soft g: ge, gi, gy?
13. What are the sound alike words (homophones) and the definitions?
14. How can we pluralize words ending in y and o?
15. What are the suffix spelling rules for y, ward, or?
16. What is a final stable syllable [consonant-le and tion/sion]?
17. How can we combine r-controlled syllables?
18. What are the 1-1-1 spelling rule with r-controlled words?
19. What is the difference between final syllable with schwa vs. consonant-le?

20. What are open and closed syllable prefixes?

21. What are closed syllable roots?

Content

Unit 6:

Open Syllable Review

y as a vowel: /i/ and /e/

Schwa in an open syllable with a

Schwa in an open syllable with i

Open syllable exception

Soft c: ce, ci, cy-reading

Soft: g, ge, gi, gy-reading

Sound Alike words: hi/high, by/buy/bye, oh,owe

Lower-case cursive letters: z, x

Unit 7:

Pluralizing words ending in y and o

y and suffix spelling rule

Sound Alike Words: flour/flower, thrown/throne

Upper-case cursive letters: A, O, C, G, E

Unit 8:

Final Stable Syllable: Consonant -le, tion/sion

Consonant -le/exception

Final Syllable with schwa vs. consonant-le

Consonant-le/adding suffixes

Sound Alike Words: principal/principle, wear/where, week/weak, meet/meat, weight/wait

Unit 9:

All sounds of ar, er, ir, or, and ur, including /er/ for ar and or

Combining r-controlled syllables with er, ir, and ur with other syllables.

War and wor

-ward and -or as a suffix

Spelling option procedure for /er/ sound

Dictionary Skills

r-controlled exception (rr)

1-1-1 spelling rule with r-controlled words

Sound Alike Words: heard/herd, berry/bury, warn/worn

Upper-case cursive writing: H, K,N,M,D,W

Skills

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

Open syllable

y as a vowel /i/ and /e/

schwa in an open syllable with a

schwa in an open syllable with i

Open syllable exceptions

Soft c: ce, ci, cy-reading

Soft g: ge, gi, gy-reading

Pluralizing words

Ending in y or o

Y and suffix spelling rule

Final stable syllable

Consonant-le

tion/sion

Consonant-le/exception

Final syllable with schwa vs. consonant-le

Consonant-le/adding suffixes

Spelling patterns for /oi/ (oi and oy)

Compound words

Suffixes (s, es, ing, es, er, est, ly, ful, y) and Prefixes

Sounds spelled more than one way (oo can spell /u/ as in took and moon)

Words with ow and ou

Present and past tense verbs

Regular Verbs

Spelling patterns for /s/ (s, ss, ce, ci, cy)

Frequent spelling patterns for /i/ (y, igh, ind, i, i-consonant-e

Word parts are easier to spell when each word parts is spelled separately

Frequent spelling patterns for /k/ (c, k, ck, qu, ch)

Homophones

Frequent spelling patterns for /o/ (o, al, au, aw)

Frequent spelling patterns for /ir/ (ear, eer)

Vowel followed by r stands for a new sound

Compound Words

Possessive pronouns

Assessments

1. Foundations Level 3 Spelling Assessments: sounds; homophones (sound alike words); words/markings up; sentence dictation; scooping the sentence
2. Skills Assessment: open syllables; y as a vowel /i/ and /e/; schwa in an open syllable with a; schwa in an open syllable with i; open syllable exception; soft c: ce, ci, cy-reading; soft g: ge, gi, gy-reading; pluralizing words ending in y and o; Y and suffix spelling rule; final stable syllable; consonant-le; tion/sion; consonant-le/exception; final syllable with schwa vs. consonant-le; consonant-le/adding suffixes; all sounds of ar, er, ir, or, ur; combining r-controlled syllables with er, ir, and ur; war and wor; suffixes:-ward and -or; r-controlled exception (rr), 1-1-1 words with r-controlled words;
3. Sentence Dictation Tests: scooping the sentence
4. Teacher Observation
5. 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, elbows 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 6

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: open syllable review; y as a vowel: /i/ and /e/; schwa in an open syllable with a and i; open syllable exception; soft c: ce, ci, cy reading; soft g: gi, ge, gy reading

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

guess which one

Unit 7

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: pluralizing words ending in y and o; y and suffix spelling rule

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

guess which one

Unit 8

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: final stable syllable: consonant-le, tion/sion; consonant-le, exception; final syllable with schwa vs. consonant-le; consonant-le/adding suffixes

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

guess which one

Unit 9

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: all sounds of ar, er, ir, or and us, including /er/ for ar and or; combining r-controlled syllables with er, ir, and ur with other syllable types; war and wor; -ward and -or as a suffix; spelling option procedure for /er/ sound; dictionary skills; r-controlled exception (rr); 1-1-1 spelling rule with r-controlled words

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

guess which one

Standards

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.f	Ensure subject-verb and pronoun-antecedent agreement.
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.3.1.i	Produce simple, compound, and complex sentences.
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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
CCSS.ELA-Literacy.W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
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.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.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:

Foundations 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