

# Trimester 3 Foundations

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

## Unit Overview

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### Essential Questions

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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 are the double vowels, double vowel syllables, and the exceptions?
11. What are the suffixes and the rules to add a suffix to a double vowel word?
12. What are contractions and what do they stand for?
13. What is the sound, spelling of soft c and soft g?
14. What is the silent e spelling, and silent e spelling rule for soft g and c?
15. What words use the silent letters (wr, rh, gn, kn, mn, mb, gh)?
16. What are the advanced suffix endings and the rules to apply those to words?
17. How do we spell words using ture/tu and ci/ti?

## Content

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## **Unit 10:**

Double vowels

Double vowel syllable

Additional sounds: eigh, ei, ea, ie, igh, oo, ui

Adding suffixes to double vowel words

Double vowel exception

Sound Alike Words: sail/sale, led/lead, break/brake, pail, pale

Upper Case Letters: U, V, Y, Z

## **Unit 11:**

Contractions

Sound Alike Words: it's/its, there/their/they're

Upper-case cursive letters: Z, X

## **Unit 12:**

Soft Sound of c after e, i, y-spelling

Soft sound of g after e,i,y-spelling

English words do not end in j

dge after a short vowel

Silent e spelling rule after soft g and c

Sound Alike Words: cell/sell, cent/sent/scent, peace/piece, scene/seen

Upper-case cursive letters: S, I, J

## **Unit 13:**

New Concepts: ch-chorus-/k/, ph-phone-/f/

Silent letters: wr, rh, gn, kn, mn, mb, gh

Sound Alike Words: knew/new, knight/night, knows/nose

## **Unit 14:**

-ture and -tu

-ci and ti

Advanced Suffix endings -ous, -al, -ent, -an

Sound Alike Words: stationary/stationery, eight/ate, straight/strait, side/sighed

## **Skills**

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

Double Vowels

Double vowel syllable

Additional sounds: eigh, ei, ea, ie, igh, oo, ui

Adding suffixes to double vowel words

Double vowel exception

Contractions

Soft sound of c after e, i, y-spelling

Soft sound g after e, i, y-spelling

dge after short vowel

Silent e spelling rule after soft g and c

Silent letters: wr, rh, gn, kn, mn, mb, gh

ture and tu

ci and ti

Advanced suffix endings: -ous, -al, -ent, -an

Suffixes for words ending in consonant-y and ch, tch, ph

Double letters stand for one sound

Short vowel sounds

Frequent spelling patterns for /a/ (a, ai, ay, and a-consonant-e)

Compound words

## **Assessments**

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1. Foundations Level 3 Spelling Assessments: sounds; homophones (sound alike words); words/markings up; sentence dictation; scooping the sentence
2. Skills Assessment: double vowels; double vowel syllable; additional sounds: igh, ei, ea, ie, igh, oo, ui; adding suffixes to double vowel words, double vowel exception; contractions; soft sound of c after e, i, y-spelling; soft sound of g after e, i, y-spelling; dge after short vowel; silent e spelling rule after soft g and c; ch, ph; silent letters:wr, rh, gn, kn, mn, mb, gh; ture and tu; ci and ti; advanced suffix endings: -ous, -al, -ent, -an;
3. Sentence Dictation Tests: scooping the sentences
4. Teacher Observation

## 5. Student Participation

### **Lessons/Learning Scenarios**

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#### 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 10**

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: double vowels; double vowel syllables; additional sounds: eigh, ei, ea, ie, igh, oo, ui; adding suffixes to double vowel words; double vowel exception

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

guess which one

word talk

homophones

#### **Unit 11**

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: contractions

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

guess which one

word talk

homophones

## **Unit 12**

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: soft sound of c after e, i, y - spelling; soft sound of g after e, i, y - spelling; English words do not end in j; dge after a short vowel; silent e spelling rule after soft g and c

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

guess which one

word talk

homophones

## **Unit 13**

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: new sounds: ch - chorus - /k/, ph - phone - /f/; silent letter wr, rh, gn, kn, mn, mb, gh

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

guess which one

word talk

homophones

## **Unit 14**

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: ture and tu; cl and ti; advanced suffix endings: ous, al, ent, an

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

guess which one

word talk

homophones

## Standards

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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.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.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.3.4	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.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.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

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### 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