

# Phonics Unit 3(T3)- Grade 1

Content Area: **Reading**  
Course(s): **Writing 3**  
Time Period: **March**  
Length: **All year**  
Status: **Published**

## Unit Overview

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This unit begins around March/April and will continue through to the end of the school year. Units 9,10,11,12,13 & 14 are covered in this unit, although you may not get all the way through to 14. Continue to use the Unit 3-11 Scale for the beginning of the trimester. This skills covered are as listed below:

The content that is covered is as listed below:

**Unit 9** (2 weeks)-Closed syllable concept with short vowels, closed syllables vs. open syllables, vowel team sounds for: ai, ay, ee, ea, ey ,oi, oy, reading with accuracy & prosody, & high frequency words

**Unit 10**(3 weeks)- Segmenting & blending words with 5 sounds, suffix -s added to words with 5 sounds, suffixes -ed, -ing added to unchanging base words with closed syllables, vowel team sounds:oa,oe,ow,ou,oo,ue,ew,au,aw, reading with accuracy & prosody, high frequency words

**Unit 11**(3 weeks)- V-e syllable in one syllable words, long vowel sounds, reading with accuracy & prosody, high frequency words.

**Unit 12** (3 weeks)- multisyllabic words, compound words, syllable division rules, reading and spelling words with two closed syllables or closed & v-e syllables, reading with accuracy & prosody, paragraph structure, high frequency words.

**Unit 13** (3 weeks)-suffix -s, -ed, -ing, added to multisyllabic words, suffix -es added to base words with closed syllables, reading with accuracy & prosody, high frequency words

**Unit 14** (2 weeks)- review of word structure & concepts, review sentence construction & proofreading, high frequency words

## Priority Standards

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ELA.L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

ELA.L.WF.1.2

Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

ELA.L.WF.1.3

Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

## Essential Questions

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- How do I spell words with a suffix?
- How do you spell words with a closed syllable?
- How do you spell words with a v-e syllable?
- How will trick words help me as a reader?
- What are suffixes and how do they change the meaning of words?
- What does it mean to read with accuracy?
- What does it sound like to read with fluency?
- What does it sound like to read with prosody?
- What is a closed syllable?
- What is a v-e syllable?

## Learning Targets Unit 9-11 ( from Unit 3-11 Scale)

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**Targets begin at the bottom & progress to the top to show growth towards the goal.**

### I Can....

- End Unit 10
- End Unit 11
- End Unit 9
- Read a short text with accuracy, fluency, & prosody.
- Read a text with accuracy & prosody.
- Read a text with accuracy & prosody.
- Recognize & read trick words.
- Recognize & read trick words.
- Recognize & read trick words.
- Recognize, segment & spell words with v-e syllables in isolation & within a sentence.
- Recognize, segment, & spell words with closed syllables in isolation & within a sentence.

- Segment, read & spell base words with 5 sounds & add the appropriate suffix (-s, -ed, -ing) in isolation and within a sentence.

## **Learning Targets Unit 12-14 (from Unit 12-14 Scale)**

**Targets begin at the bottom & progress to the top to show growth towards the goal.**

### **I Can....**

- End Unit 12
- End Unit 13
- End Unit 14
- Read grade level text with accuracy & fluency.
- Read grade level text with accuracy & fluency.
- Read text with accuracy & prosody.
- Recognize & spell trick words.
- Recognize & spell trick words.
- Recognize & spell trick words.
- Segment & spell multisyllabic (2 syllable) words in isolation and within a sentence.
- Segment & spell multisyllabic base words with suffix -s, -ing, -ed & -es in isolation and within a sentence.
- Segment & spell multisyllabic words with suffixes, closed syllables & v-e syllables in isolation and in a sentence.

## **Unit Assessments (Required)**

- DIBELS
- Foundations Unit Assessment

## **Learning Plan (Skills and Activities)**

<b>Unit &amp; Week</b>	<b>Skills Addressed</b>	<b>Activities</b>	<b>Learning Goal</b>
<b>Unit 9 Week 1</b>	<ul style="list-style-type: none"> <li>• Understand how to identify a word with a closed syllable.</li> <li>• Identify &amp; spell words with closed syllables.</li> <li>• Spell new trick words &amp; understand that when certain vowels are next to each other in a word, they can make</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Introduce New Concepts</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Word of the Day</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and words with closed syllables in isolation and within a sentence.</li> <li>• Read a short text with accuracy,</li> </ul>

	<p>1 long vowel sound.</p> <ul style="list-style-type: none"> <li>• Recognize vowel teams and read and identify words with closed syllables.</li> <li>• Read a short text with accuracy, fluency &amp; prosody and identify words with closed syllables. (Fred the Frog)</li> </ul>	<ul style="list-style-type: none"> <li>• Dictation (Composition Book)</li> <li>• Trick Words-Reading &amp; Spelling</li> <li>• Dictation (Dry Erase)</li> <li>• Make It Fun</li> <li>• Storytime</li> </ul>	<p>fluency &amp; prosody.</p>
<p><b>Unit 9</b> <b>Week 2</b></p>	<ul style="list-style-type: none"> <li>• Understand how to differentiate between closed syllables and open syllables.</li> <li>• Recognize vowel teams and identify &amp; spell words with closed syllables.</li> <li>• Read and spell new trick words and spell nonsense words with closed syllables.</li> <li>• Spell words with closed syllables and add suffix -s when needed.</li> <li>• Read a short text with accuracy, fluency &amp; prosody and identify words with closed syllables. (Fred the Frog)</li> <li>• Spell unit trick words and words with closed syllables in isolation and within a sentence. (Unit 9 Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Introduce New Concepts</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Dictation (Dry Erase)</li> <li>• Make It Fun</li> <li>• Word of the Day</li> <li>• Dictation (Composition Book)</li> <li>• Word Play</li> <li>• Trick Words-Reading &amp; Spelling</li> <li>• Storytime</li> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and words with closed syllables in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>
<p><b>Unit 10</b> <b>Week 1</b></p>	<ul style="list-style-type: none"> <li>• Recognize vowel teams and tap out/segment words with 5 sounds.</li> <li>• Read and spell words with 5 sounds.</li> <li>• Read and identify words with 5 sounds.</li> <li>• Recognize vowel teams and spell new trick words.</li> <li>• Read a short text with accuracy, fluency &amp; prosody. (The Skunk)</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Introduce New Concepts</li> <li>• Word of the Day</li> <li>• Word Talk</li> <li>• Dictation (Composition Book)</li> <li>• Make It Fun</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Teach Trick Words-Reading &amp; Spelling</li> <li>• Dictation (Dry Erase)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and words with 5 sounds (and suffix-s) in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>

		<ul style="list-style-type: none"> <li>• Storytime</li> </ul>	
<b>Unit 10</b>  <b>Week 2</b>	<ul style="list-style-type: none"> <li>• Read and spell new trick words and words with 5 sounds.</li> <li>• Read and spell words with 5 sounds and add suffix -s when needed.</li> <li>• Recognize vowel teams and read and spell words with 5 sounds and suffix -s.</li> <li>• Read and spell words with 5 sounds in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody and identify words with 5 sounds. (The Skunk)</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Word Play</li> <li>• Trick Words-Reading &amp; Spelling</li> <li>• Dictation (Dry Erase)</li> <li>• Word of the Day</li> <li>• Introduce New Concepts</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Make It Fun</li> <li>• Dictation (Composition Book)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and words with 5 sounds (and suffix -s) in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>
<b>Unit 10</b>  <b>Week 3</b>	<ul style="list-style-type: none"> <li>• Read and spell base words with 5 sounds and add suffix -ed &amp; -ing when needed.</li> <li>• Recognize vowel teams and read and spell words with 5 sounds.</li> <li>• Read and spell new trick words and basewords with 5 sounds and a suffix.</li> <li>• Read and spell basewords with 5 sounds and add suffix -s, -ed, -ing when needed.</li> <li>• Read a short text with accuracy, fluency &amp; prosody and identify words with 5 sounds. (The Skunk)</li> <li>• Spell unit trick words and words with 5 sounds (and suffix -s) in isolation and within a sentence. (Unit 10 Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Introduce New Concepts</li> <li>• Word of the Day</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Word Talk</li> <li>• Dictation (Composition Book)</li> <li>• Trick Words-Reading &amp; Spelling</li> <li>• Make It Fun</li> <li>• Storytime</li> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and words with 5 sounds (and suffix -s) in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>
<b>Unit 11</b>  <b>Week 1</b>	<ul style="list-style-type: none"> <li>• Understand that a word with v-e syllable makes a long vowel sound.</li> <li>• Know the spelling and correspondence for long vowel sounds and use it to spell words with v-e syllable.</li> <li>• Identify and spell words with v-e syllable in isolation and within a sentence.</li> <li>• Read and spell new trick words and</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Introduce New Concepts</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Word of the Day</li> <li>• Trick Words-Reading &amp; Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and words with v-e syllable in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>

	<p>words with v-e syllable.</p> <ul style="list-style-type: none"> <li>• Read a short text with accuracy, fluency &amp; prosody. (Jake the Whale)</li> </ul>	<ul style="list-style-type: none"> <li>• Word Talk</li> <li>• Storytime</li> </ul>	
<b>Unit 11</b>  <b>Week 2</b>	<ul style="list-style-type: none"> <li>• <ul style="list-style-type: none"> <li>○ Read and spell new trick words.</li> <li>○ Read and spell words with a v-e syllable.</li> <li>○ Differentiate between words with closed syllables and words with v-e syllables.</li> <li>○ Read and spell words with a v-e syllable in isolation and within a sentence.</li> <li>○ Read a short text with accuracy, fluency &amp; prosody and identify words with a v-e syllable. (Jake the Whale)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Trick Words- Reading &amp; Spelling</li> <li>• Dictation (Dry Erase)</li> <li>• Word of the Day</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Dictation (Composition Book)</li> <li>• Word Talk</li> <li>• Make It Fun</li> <li>• Storytime</li> <li>• Dictation (Day 5 Check-Up)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and words with v-e syllable in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>
<b>Unit 11</b>  <b>Week 3</b>	<ul style="list-style-type: none"> <li>• Add suffix -s to words with v-e syllable.</li> <li>• Read and spell words with v-e syllable in isolation and within a sentence.</li> <li>• Differentiate between words with closed and v-e syllables.</li> <li>• Read and spell words and nonsense words with v-e syllable.</li> <li>• Read a short text with accuracy, fluency &amp; prosody and identify words with v-e syllable. (Jake the Whale)</li> <li>• Spell Unit trick words with v-e syllable in isolation and within a sentence. (Unit 11 Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Word Play</li> <li>• Introduce New Concepts</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Word of the Day</li> <li>• Dictation (Dry Erase)</li> <li>• Word Talk</li> <li>• Make It Fun</li> <li>• Dictation (Composition Book)</li> <li>• Storytime</li> <li>• Unit test</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and words with v-e syllable in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>
<b>Unit 12</b>  <b>Week 1</b>	<ul style="list-style-type: none"> <li>• <b>Understand how to identify multisyllabic words.</b></li> <li>• <b>Identify and segment multisyllabic words into closed syllables.</b></li> <li>• <b>Spell &amp; segment multisyllabic words into closed syllables.</b></li> <li>• <b>Spell new trick words &amp; identify and segment multisyllabic words.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drill Sounds/Warm-Up</b></li> <li>• <b>Introduce New Concepts</b></li> <li>• <b>Word of the Day</b></li> <li>• <b>Dictation (Dry Erase)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spell unit trick words and multisyllabic words in isolation and within a sentence.</b></li> <li>• <b>Read a short text with accuracy,</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Read a short text with accuracy, fluency &amp; prosody and identify multisyllabic words. (Jackson)</li> </ul>	<ul style="list-style-type: none"> <li>• Make It Fun</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Word Talk</li> <li>• Trick Words - Reading &amp; Spelling</li> <li>• Storytime</li> </ul>	<p>fluency &amp; prosody.</p>
Unit 12 Week 2	<ul style="list-style-type: none"> <li>• Identify, read &amp; spell multisyllabic words with v-e syllables.</li> <li>• Spell new trick words &amp; identify compound words with v-e syllables.</li> <li>• Segment multisyllabic words into closed and v-e syllables.</li> <li>• Spell new trick words &amp; identify and segment multisyllabic words.</li> <li>• Read a short text with accuracy, fluency &amp; prosody and identify multisyllabic words. (Jackson)</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Introduce New Concepts</li> <li>• Dictation (Dry Erase)</li> <li>• Word of the Day</li> <li>• Make It Fun</li> <li>• Dictation (Composition Book)</li> <li>• Word Talk</li> <li>• Trick Words- Reading &amp; Spelling</li> <li>• Storytime</li> <li>• Dictation (Day 5 Check-Up)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and multisyllabic words in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>
Unit 12 Week 3	<ul style="list-style-type: none"> <li>• Read and spell multisyllabic words including words ending in /k/.</li> <li>• Spell new trick words &amp; spell out and segment multisyllabic words.</li> <li>• Read and segment multisyllabic words including words ending in /k/.</li> <li>• Identify, spell &amp; segment multisyllabic words.</li> <li>• Read a short text with accuracy, fluency &amp; prosody and identify multisyllabic words. (Jackson)</li> <li>• Spell unit trick words and multisyllabic words in isolation and within a sentence, (Unit 12 Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Introduce New Concepts</li> <li>• Echo/Find Letters &amp; Words</li> <li>• Dictation (Dry Erase)</li> <li>• Word of the Day</li> <li>• Trick Words- Reading &amp; Spelling</li> <li>• Make It Fun</li> <li>• Word Talk</li> <li>• Dictation (Composition Book)</li> <li>• Storytime</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and multisyllabic words in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>

		<ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	
Unit 13 Week 1	<ul style="list-style-type: none"> <li>• Understand the suffix -s, -ed, &amp; -ing can be added to multisyllabic words &amp; spell new trick words.</li> <li>• Spell multisyllabic words with a suffix.</li> <li>• Read &amp; segment multisyllabic words with a suffix.</li> <li>• Read a short text with accuracy, fluency &amp; prosody and identify multisyllabic words with a suffix. (Brad's Lost Glasses)</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Introduce New Concepts</li> <li>• Trick Words-Reading &amp; Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and multisyllabic words with suffix -s, -ing, -ed, &amp; -es in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>
Unit 13 Week 2	<ul style="list-style-type: none"> <li>• Understand that the vowel suffix -es makes a word plural &amp; spell new trick words.</li> <li>• Spell words with the suffix -s, -ing, -ed, &amp; -es.</li> <li>• Determine when to add the suffix -s or -es to a word.</li> <li>• Spell new trick words &amp; read multisyllabic words with a suffix.</li> <li>• Read a short text with accuracy, fluency &amp; prosody and identify multisyllabic words with a suffix. (Brad's Lost Glasses)</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Introduce New Concepts</li> <li>• Trick Words-Reading &amp; Spelling</li> <li>• Word of the Day</li> <li>• Dictation (Dry Erase)</li> <li>• Make It Fun</li> <li>• Dictation (Composition Book)</li> <li>• Word Talk</li> <li>• Storytime</li> <li>• Dictation (Day 5 Check-Up)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and multisyllabic words with suffix -s, -ing, -ed, &amp; -es in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>
Unit 13 Week 3	<ul style="list-style-type: none"> <li>• Spell new trick words &amp; understand to use the vowel suffix -es to words ending in digraphs sh and ch.</li> <li>• Determine when to add the suffix -s or -es to words.</li> <li>• Read, spell, &amp; segment multisyllabic words with a suffix.</li> <li>• Read a short text with accuracy, fluency &amp; prosody &amp; identify multisyllabic words with a suffix. (Brad's Lost Glasses)</li> <li>• Spell unit trick words and multisyllabic words with suffix -s, -ing, -ed, &amp; -es in isolation and</li> </ul>	<ul style="list-style-type: none"> <li>• Drill Sounds/Warm-Up</li> <li>• Introduce New Concepts</li> <li>• Trick Words-Reading &amp; Spelling</li> <li>• Word of the Day</li> <li>• Dictation (Dry Erase)</li> <li>• Make It Fun</li> <li>• Dictation (Composition)</li> <li>• Word Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Spell unit trick words and multisyllabic words with suffix -s, -ing, -ed, &amp; -es in isolation and within a sentence.</li> <li>• Read a short text with accuracy, fluency &amp; prosody.</li> </ul>



	<p><b>within a sentence. (Unit 13 Assessment)</b></p>	<ul style="list-style-type: none"> <li>• <b>Echo/Find Letters &amp; Words</b></li> <li>• <b>Storytime</b></li> <li>• <b>Unit Test</b></li> </ul>	
<p><b>Unit 14</b></p> <p><b>Week 1</b></p>	<ul style="list-style-type: none"> <li>• <b>Target the areas your class needs review in:</b></li> <li>• <b>Spell new trick words &amp; identify words with digraphs, blends, bonus letters, glued sounds &amp; closed syllables.</b></li> <li>• <b>Read &amp; spell words with the v-e syllable, the suffix -s, and the vowel suffix -es.</b></li> <li>• <b>Spell words with the suffix -s, -es, -ed, &amp; -ing.</b></li> <li>• <b>Read a short text with accuracy, fluency &amp; prosody and identify words with closed syllables, words with bonus letters &amp; multisyllabic words with a suffix. (The Big Splash)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drill Sounds/Warm-Up</b></li> <li>• <b>Word Play</b></li> <li>• <b>Trick Sounds-Reading &amp; Spelling</b></li> <li>• <b>Dictation (Dry Erase)</b></li> <li>• <b>Word of the Day</b></li> <li>• <b>Word Talk</b></li> <li>• <b>Make It Fun</b></li> <li>• <b>Dictation (Composition Book)</b></li> <li>• <b>Storytime</b></li> <li>• <b>Dictation (Day 5 Check-Up)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spell unit trick words and multisyllabic words with suffixes, closed syllables &amp; v-e syllables in isolation and in a sentence.</b></li> <li>• <b>Read a short text with accuracy, fluency &amp; prosody.</b></li> </ul>
<p><b>Unit 14</b></p> <p><b>Week 2</b></p>	<ul style="list-style-type: none"> <li>• <b>Target the areas your class needs review in:</b></li> <li>• <b>Spell multisyllabic words &amp; segment into syllables.</b></li> <li>• <b>Spell words with bonus letters, closed syllables, v-e syllables, and suffixes.</b></li> <li>• <b>Spell new trick words.</b></li> <li>• <b>Read a short text with accuracy, fluency &amp; prosody and identify multisyllabic words with a suffix. (The Big Splash)</b></li> <li>• <b>Spell unit trick words and multisyllabic words with suffixes, closed syllables &amp; v-e syllables in isolation and in a sentence. (Unit 14 Assessment)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Drill Sounds/Warm-Up</b></li> <li>• <b>Word Play</b></li> <li>• <b>Echo/Find Letters &amp; Words</b></li> <li>• <b>Trick Words-Reading &amp; Spelling</b></li> <li>• <b>Word of the Day</b></li> <li>• <b>Make It Fun</b></li> <li>• <b>Dictation (Composition Book)</b></li> <li>• <b>Dictation (Dry Erase)</b></li> <li>• <b>Word Talk</b></li> <li>• <b>Storytime</b></li> <li>• <b>Unit Test</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spell unit trick words and multisyllabic words with suffixes, closed syllables &amp; v-e syllables in isolation and in a sentence.</b></li> <li>• <b>Read a short text with accuracy, fluency, &amp; prosody.</b></li> </ul>

## Technology Integration

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Website name	Web address
starfall	www.starfall.com
abcyia	www.abcyia.com
Wilson's Learning Academy	www.wilsonacademy.com

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

## Cross Curricular Connections

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**Reading:** Building strength in our decoding skills will also help our fluency, rate, & prosody. We also work with short stories and reinforce comprehension skills.

**Writing:** Students continually work on writing mechanics such as capitalizing names, dates, and the beginning of sentences, & appropriately using different types of punctuation marks.

## 21st Century Life & Career Ready Practices

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

## Materials and Resources

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- Dry Erase Boards
- Echo/Baby Echo
- Home Support Pack
- Large Sound Cards (as introduced)
- Large Writing Grid
- Mark It Up Poster
- Sentence frames
- Sound Posters
- Standard Sound cards (as introduced)
- Story (short text)
- Student Journals
- Student Letter Magnetic Boards with Letter Tiles (letters added as they are introduced)
- Student Notebooks
- Suffix Frames
- Syllable Frames
- Teacher's Manual Level 1
- Trick Word Cards
- Vowel Extension Poster
- Wilsonacademy.com
- Word of the Day Cards