



P352X K-5 SA,AA

Fundations Level 1 Pacing Calendar 2025-26

Marking Period 3: January 12 - March 6 (7 weeks)

<p>Fundations LEVEL 1 Unit 7, Unit 8, Unit 9</p>	<p>Pacing</p>					
<p>Unit 7 Essential Questions:</p> <ul style="list-style-type: none"> • Why is reading fluently important? • Why is reading accurately important? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> • Reading fluency impacts comprehension. • Reading accuracy impacts comprehension. <p>Unit 8 Essential Questions:</p> <ul style="list-style-type: none"> • How does the letter “r” impact vowel sounds? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> • When the “r” follows a vowel, it changes the sound of the vowel. <p>Unit 9 Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to know syllable types? • When is a vowel sound short? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> • Knowing the types of syllables allows readers to understand the sound the vowels make so they can decode words. • Vowels are short in closed syllables. 	<p><u>JAN. 12</u></p>	<p><u>JAN. 13</u></p>	<p><u>JAN. 14</u></p>	<p><u>JAN. 15</u></p>	<p><u>JAN. 16</u></p>	<p>Instructional materials:</p> <ul style="list-style-type: none"> • Fundations Teacher’s Manual Level 1 • Wilson PLC www.wilsonlanguage.com/register (look for the registration code on the first page of teacher’s manual) • Large Letter Cards • Echo & Baby Echo Sound Cards • Large Writing Grid • Student Notebook • Letter Tiles • Dry Erase Tablet
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Ongoing classroom observations during Fundations Lessons <p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit 7 Test (p. 266 in <i>Teacher’s Manual</i>); Due: January 30, 2026 • Unit 8 Test (p. 294 in <i>Teacher’s Manual</i>); Due: February 13, 2026 • Unit 9 Test (p. 322 in <i>Teacher’s Manual</i>); Due: March 6, 2026 <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Data can be collected during any activity throughout the school day by taking anecdotal notes, or using a skills checklist • You will also see evidence of the application of skills during reading and writing tasks • Letter ID Assessment: <ul style="list-style-type: none"> ◦ Show letter and ask students to identify the name of the letter ◦ Say the name of the letter and ask students to point to the letter • Letter/Sound Assessment <ul style="list-style-type: none"> ◦ Show letter and ask students to identify the sound of the letter ◦ Say the sound of the letter and ask students to point to the letter 						

<p>Fundations LEVEL 1 Unit 7, Unit 8</p>	<h1>Pacing</h1>				
<p>Unit 7 - Students will know:</p> <ul style="list-style-type: none"> ● trick words: why,by,my,try,put,two,too,very,also,some,come ● glued sounds ang,ong,ing ung ○ tap these glued sounds with three fingers together to the thumb- there are three sounds that are glued together so each finger represents each sound ○ say each letter when saying the letter-keyword- sound ○ mark these sounds with a box ○ glued sounds are on the green cards ● understand glued sounds ank,ink,onk,unk ○ mark sounds with box ● understand ang, ong, ung, ing, ank, onk, ink, unk in base words and with suffixes ○ winks,sings <p>Unit 8 - Students will know:</p> <ul style="list-style-type: none"> ● trick words: would,could,should,her,over,number ● concept of blends vs. digraphs ○ blend is two or more consonants together that make their own sound- the sounds can be pulled apart-- sl, tr ○ they can be in the beginning or ends of words ○ digraph is 2 consonants that make one sound ○ mark the blends with a line under each consonant representing each sound ● digraph blends ○ blends next to a digraph-- lunch , shred ● r-controlled vowels ar, or,er,ir,ur ○ the vowel is followed by the letter r-- it controls the vowel and makes a new sounds ○ er,ir,ur all make the same sound 		<u>JAN. 20</u>	<u>JAN. 21</u>	<u>JAN. 22</u>	<u>JAN. 23</u>
	<p>Unit 7, Week 2, Days 1-5</p>				
	<u>JAN. 26</u>	<u>JAN. 27</u>	<u>JAN. 28</u>	<u>JAN. 29</u>	<u>JAN. 30</u>
	<p>Unit 7, Week 3, Days 1-5 Unit 7 Test (p. 266 in <i>Teacher's Manual</i>) - DUE: 1/30/26</p>				
	<u>FEB. 2</u>	<u>FEB. 3</u>	<u>FEB. 4</u>	<u>FEB. 5</u>	<u>FEB. 6</u>
	<p>Unit 8, Week 1, Days 1-5</p>				
	<u>FEB. 9</u>	<u>FEB. 10</u>	<u>FEB. 11</u>	<u>FEB. 12</u>	<u>FEB. 13</u>
	<p>Unit 8, Week 2, Days 1-5 Unit 8 Test (p. 294 in <i>Teacher's Manual</i>) - DUE: 2/13/26</p>				

<p>Fundations LEVEL 1 Unit 9</p>	<h1>Pacing</h1>				
<p>Unit 9 - Students will know:</p> <ul style="list-style-type: none"> ● trick words: say,says,see,between,each ● concept of a syllable <ul style="list-style-type: none"> ○ a syllable is part of a word that can be pushed out in one breath- it has one vowel sound ○ cat- one syllable catnip-- 2 syllables ● closed syllable-- has one vowel that is followed by at least one consonant (closed in) and the vowel is short- the vowel is marked with a breve <ul style="list-style-type: none"> ○ sūch, ït 	<u>FEB. 23</u>	<u>FEB. 24</u>	<u>FEB. 25</u>	<u>FEB. 26</u>	<u>FEB. 27</u>
	<p>Unit 9, Week 1, Days 1-5</p>				
	<u>MARCH 2</u>	<u>MARCH 3</u>	<u>MARCH 4</u>	<u>MARCH 5</u>	<u>MARCH 6</u>
	<p>Unit 9, Week 2, Days 1-5 Unit 9 Test (p. 322 in <i>Teacher's Manual</i>) - DUE: 3/6/26</p>				