



# P352X K-5 SA,AA

## Fundations Level 1 Pacing Calendar 2025-26

### Marking Period 4: March 9 - May 1 (7 weeks)

<p>Fundations LEVEL 1 Unit 10, Unit 11</p>	<p>Pacing</p>					
<p><b>Unit 10</b> <b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I make a word plural?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>• Adding the suffix -s or -es to the end of a word makes it plural.</li> </ul> <p><b>Unit 11</b> <b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we explore the relationship of letters/patterns to sounds for reading and spelling?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>• We can learn the rules of spelling patterns of the English Language.</li> </ul>	<p><b><u>MARCH 9</u></b></p>	<p><b><u>MARCH 10</u></b></p>	<p><b><u>MARCH 11</u></b></p>	<p><b><u>MARCH 12</u></b></p>	<p><b><u>MARCH 13</u></b></p>	<p><b>Instructional materials:</b></p> <ul style="list-style-type: none"> <li>• Fundations Teacher's Manual Level 1</li> <li>• Wilson PLC <a href="http://www.wilsonlanguage.com/register">www.wilsonlanguage.com/register</a> (look for the registration code on the first page of teacher's manual)</li> <li>Large Letter Cards</li> <li>Echo &amp; Baby Echo</li> <li>Sound Cards</li> <li>Large Writing Grid</li> <li>Student Notebook</li> <li>Letter Tiles</li> <li>Dry Erase Tablet</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Ongoing classroom observations during Fundations Lessons</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Unit 10 Test (p. 358 in <i>Teacher's Manual</i>); Due: March 27, 2026</li> <li>• Unit 11 Test (p. 396 in <i>Teacher's Manual</i>); Due: May 1, 2026</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Data can be collected during any activity throughout the school day by taking anecdotal notes, or using a skills checklist</li> <li>• You will also see evidence of the application of skills during reading and writing tasks</li> <li>• Letter ID Assessment:             <ul style="list-style-type: none"> <li>○ Show letter and ask students to identify the name of the letter</li> <li>○ Say the name of the letter and ask students to point to the letter</li> </ul> </li> <li>• Letter/Sound Assessment             <ul style="list-style-type: none"> <li>○ Show letter and ask students to identify the sound of the letter</li> <li>○ Say the sound of the letter and ask students to point to the letter</li> </ul> </li> </ul>						

<b>Fundations LEVEL 1</b> <b>Unit 10</b>	<h1>Pacing</h1>				
<p><b>Unit 10 - Students will know:</b></p> <ul style="list-style-type: none"> <li>● trick words: any,many,how,now,down,out,about,our</li> <li>● vowel teams- <ul style="list-style-type: none"> <li>○ oa,oe,ow all make the long vowel sound /ō/</li> <li>○ ow also makes another sound /ou/</li> <li>○ oa-boat oe-toe ow- snow ow-plow</li> <li>○ ou,oo</li> <li>○ ou makes two sounds ou - trout /ou/ ou- soup /ü/</li> <li>○ oo makes two sounds oo-school /ü/ oo- book /u/</li> <li>○ ue,ew</li> <li>○ ue makes two sounds ue- blue /ü/ ue- rescue /ū/</li> <li>○ ew ew- chew /ü/</li> <li>○ au, aw both make the same sound</li> <li>○ au- August aw- saw</li> </ul> </li> <li>● concept of suffixes -ed,-ing <ul style="list-style-type: none"> <li>○ suffixes can be added to the end of base words</li> <li>○ mark a suffix by circling it</li> <li>○ -ed suffix makes two sounds /ed/ or /id/ and makes the base word past tense or already happened <ul style="list-style-type: none"> <li>■ rented</li> </ul> </li> <li>○ -ing is added to action word words and means happening now <ul style="list-style-type: none"> <li>■ renting</li> </ul> </li> </ul> </li> </ul>	<u><b>MARCH 16</b></u>	<u><b>MARCH 17</b></u>	<u><b>MARCH 18</b></u>	<u><b>MARCH 19</b></u>	
	Unit 10, Week 2, Days 1-5				
	<u><b>MARCH 23</b></u>	<u><b>MARCH 24</b></u>	<u><b>MARCH 25</b></u>	<u><b>MARCH 26</b></u>	<u><b>MARCH 27</b></u>
Unit 10, Week 3, Days 1-5 <b>Unit 10 Test</b> (p. 358 in <i>Teacher's Manual</i> ) - DUE: 3/27/26					

<b>Fundations LEVEL 1</b> <b>Unit 11</b>	<h1>Pacing</h1>				
<p><b>Unit 11 - Students will know:</b></p> <ul style="list-style-type: none"> <li>● trick words: friend, other, another, none, nothing</li> <li>● concept of vowel-consonant -e syllable <ul style="list-style-type: none"> <li>○ vowel sound is long- “e” is the busiest letter in the alphabet, it is always helping out, it keeps its mouth closed, but it jumps over the consonant and gives the vowel the power to make the long vowel sound u-e makes two different sounds--</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>■ u-e like in rule makes the /oo/ sound</li> <li>■ u-e like mule makes the /ū/ sound</li> </ul> <p>○ mark the syllable type by underlining the word, labeling it underneath with v-e, marking the vowel with a macron and crossing out the final e</p> <ul style="list-style-type: none"> <li>● hop--- hope mad---made</li> </ul> <ul style="list-style-type: none"> <li>● closed syllables and vowel-consonant-e <ul style="list-style-type: none"> <li>○ closed--- dish, mad, lunch,</li> <li>○ vowel-consonant-e hope, bike, made</li> </ul> </li> <li>● concept of vowel-consonant-e words with suffixes <ul style="list-style-type: none"> <li>○ just the suffix -s to these words ○ hopes, cakes</li> </ul> </li> </ul>	<b><u>MARCH 30</u></b>	<b><u>MARCH 31</u></b>	<b><u>APRIL 1</u></b>		
	Unit 11, Week 1, Days 1-3				
	<b><u>APRIL 13</u></b>	<b><u>APRIL 14</u></b>	<b><u>APRIL 15</u></b>	<b><u>APRIL 16</u></b>	<b><u>APRIL 17</u></b>
	Unit 11, Week 1, Days 4-5 Unit 11, Week 2, Days 1-3				
	<b><u>APRIL 20</u></b>	<b><u>APRIL 21</u></b>	<b><u>APRIL 22</u></b>	<b><u>APRIL 23</u></b>	<b><u>APRIL 24</u></b>
	Unit 11, Week 2, Days 4-5 Unit 11, Week 3, Days 1-3				
	<b><u>APRIL 27</u></b>	<b><u>APRIL 28</u></b>	<b><u>APRIL 29</u></b>	<b><u>APRIL 30</u></b>	<b><u>MAY 1</u></b>
	Unit 11, Week 3, Days 4-5 <b>Unit 11 Test</b> (p. 396 in <i>Teacher’s Manual</i> ) - DUE: 5/1/26				