



# P352X K-5 SA, AA

## Foundations Level 1 Pacing Calendar 2025-26

### Marking Period 5: May 4 - June 26 (7 weeks)

<p><b>Foundations LEVEL 1</b> <b>Unit 12 &amp; Unit 13</b></p>	<h2>Pacing</h2>					
<p><b>Unit 12</b> <b>Essential Questions:</b> How can I read and write multisyllabic words?</p> <p><b>Enduring Objectives/ Understandings</b></p> <ul style="list-style-type: none"> <li>• Explore the rules of syllable division for multisyllabic words and compound words.</li> </ul> <p><b>Unit 13</b> <b>Essential Questions:</b> How do I edit my own writing? How do phonics skills help me decode words quickly and accurately?</p> <p><b>Enduring Objectives/ Understandings</b></p> <ul style="list-style-type: none"> <li>• Apply the phonetic spelling patterns of the English language to my reading and writing.</li> </ul>	<b><u>MAY 4</u></b>	<b><u>MAY 5</u></b>	<b><u>MAY 6</u></b>	<b><u>MAY 7</u></b>	<b><u>MAY 8</u></b>	<p><b>Instructional materials:</b></p> <ul style="list-style-type: none"> <li>• Foundations Teacher's Manual Level 1</li> <li>• Wilson PLC <a href="http://www.wilsonlanguage.com/registration">www.wilsonlanguage.com/registration</a> (look for the registration code on the first page of teacher's manual)</li> </ul> <p>Large Letter Cards Echo &amp; Baby Echo Sound Cards Large Writing Grid Student Notebook Letter Tiles Dry Erase Tablet</p>
<p><b>Unit 12, Week 1, Days 1-5</b></p>						
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Ongoing classroom observations during Foundations Lessons</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Unit 12 Test (p. 434 in <i>Teacher's Manual</i>); Due: May 22, 2026</li> <li>• Unit 13 Test (p. 472 in <i>Teacher's Manual</i>); Due: June 24, 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>						

**Fundations LEVEL 1  
Unit 12 & Unit 13**

**Unit 12 - Students will know:**

- trick words: people, month, little, been, own, want, Mr., Mrs.
- syllable division-- words are made up of parts or syllables, syllables are parts of words that have one push of air- you can read longer words by reading one part at a time
  - knowing where to divide the words between syllables allows you to read and spell longer words
- compound words- divide the between the words-- bath tub- a two syllable word
  - when words have two consonants between the vowels you divide between the two consonants
    - napkin-- nap kin dentist-- den tist
  - if there is only one consonant between the words the consonant is going to go with the first syllable and make the syllables closed
    - limit-- lim it (2 closed syllables)
    - topic--top ic (2 closed syllables)
- concept of combining vowel-consonant- e words with closed syllables-- still look for how many consonants between the vowels if there are two then you divide between the two consonants
  - mistake-- mis take
  - tadpole--tad pole
  - fireman-- fire man
- concept of -ic -- two syllable words that end with /ic/ sound the /k/ sound is spelled with a c
  - public, comic, plastic

**Unit 13 - Students will know:**

- trick words: work, word, write, being, their, first, look, good, new
- concept of adding -s, -ed, -ing to multisyllabic words
  - you can add these suffixes to the end of two syllable words that end in a consonant
    - inventing, invents, invented
    - finishing -fin ish ing
  - you **can not** add -ed or -ing to words that end in vowel-consonant- e words because then the base word changes
    - invites, dislikes
- concept of -es suffixes- makes word plural
  - can add -es to words to make it plural when the base word ends with ch, sh, s, x
  - dishes, lunches, boxes, misses
- concept of vowel suffixes and consonant suffixes
  - if a suffix begins with a vowel it is considered a vowel suffix-- -ing, -ed, -es

**Pacing**

**MAY 11**      **MAY 12**      **MAY 13**      **MAY 14**      **MAY 15**

Unit 12, Week 2, Days 1-5

**MAY 18**      **MAY 19**      **MAY 20**      **MAY 21**      **MAY 22**

Unit 12, Week 3, Days 1-5  
**Unit 12 Test** (p. 434 in *Teacher's Manual*) - DUE: 5/22/26

**MAY 26**      **MAY 28**      **MAY 29**

Unit 13, Week 1, Days 1-2

**JUNE 1**      **JUNE 2**      **JUNE 3**

Unit 13, Week 1, Days 3-5

**JUNE 8**      **JUNE 9**      **JUNE 10**      **JUNE 11**      **JUNE 12**

Unit 13, Week 2, Days 1-5

**JUNE 15**      **JUNE 16**      **JUNE 17**      **JUNE 18**

Unit 13, Week 3, Days 1-3

**JUNE 22**      **JUNE 23**      **JUNE 24**      **JUNE 25**      **JUNE 26**

Unit 13, Week 3, Days 4-5    **Unit 13 Test** (p. 472 in *Teacher's Manual*) - DUE: 6/24/26