



P352X K-5 SA,AA

Fundations Level 2 Pacing Calendar 2025-26

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

<p>Fundations LEVEL 2 Unit 7, Unit 8, Unit 9</p>	<h2>Pacing</h2>					
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do sounds and letters work together to create words? • How are sounds represented by letters? • How do I figure out words I don't know? • Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> • Words are made up of letters that represent sounds • Letter and letter combinations represent sounds • Word analysis and decoding skills are essential for successful readers • Fluent readers accurately process print with expression at an appropriate rate 	<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 2 • 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>Unit 7, Week 1, Days 1-5</p>					
<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. 263 in <i>Teacher's Manual</i>); Due: January 30, 2026 • Unit 8 Test (p. 281 in <i>Teacher's Manual</i>); Due: February 6, 2026 • Unit 9 Test (p. 309 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 2 Unit 7, Unit 8, Unit 9</p>	<h1>Pacing</h1>				
<p>Unit 7 - Students will know:</p> <ul style="list-style-type: none"> ● trick words: eight, large, change, city, every, family, night, carry, something ● open syllable ○ part of a word with one vowel at the end- vowel is long ● y says long /i/ sound at the end of a one syllable word- my, by ● y says long /e/ at the end of a 2 syllable word - pony, penny ● mark words with an open syllable- line under the syllable with o under it for open - mark the vowel sound with a macron ● combining open syllables with closed syllables and magic e ● suffixes- y, ly, ty ○ -y can be a suffix says /e/ - makes the word into a describing word- chill---chilly ○ -ly is a suffix - quickly ○ -ty is a suffix- safety ■ changes the word into an adjective ● syllable division rules for combining open/closed and magic e ○ a vowel can sometimes be the only letter in a syllable like in u-nit - the first syllable open ○ in words vcv now that they know open syllables- almost always the first syllable is opened, but they will have to try dividing the words both ways to see which way makes a word ■ be-sides, pro-gram, rel-ish <p>Unit 8 - Students will know:</p> <ul style="list-style-type: none"> ● trick words: world, answer, different ● r-controlled syllable ○ ar and or-- r-controlled vowels like in car and horn (they get one tap) ○ r is immediately after the vowel ○ these are r-controlled syllables ● mark r-controlled syllable ○ scoop and label r underneath ● combining r-control syllables with the other syllables ○ can combine r-controlled with other syllables like in army, party ○ explain that /or/ sounds the same in a words like store- but store is a magic e word- the e is making the vowel long 		<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. 263 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 Unit 8 Test (p. 281 in <i>Teacher's Manual</i>) - DUE: 2/6/26</p>				

Fundations LEVEL 2 Unit 7, Unit 8, Unit 9	<h1>Pacing</h1>					
<p>Unit 9 - Students will know:</p> <ul style="list-style-type: none"> ● trick words: picture, learn, earth, father, brother, mother ● sounds of er, ir, and ur <ul style="list-style-type: none"> ○ they all make the same sound ○ have the students when spelling try each option and see which one looks correct ○ use an electronic dictionary to have students check the spelling if needed ● mark r-controlled syllables <ul style="list-style-type: none"> ● combining syllables with r control er, ir, and ur <ul style="list-style-type: none"> ○ or, ar, er, ir, ur are all r-controlled syllables and can be combined with other syllables ○ when you hear the /er/ sound at the end of a multisyllabic word it is often spelled -er ■ hunger, winter 	<u>FEB. 9</u>	<u>FEB. 10</u>	<u>FEB. 11</u>	<u>FEB. 12</u>	<u>FEB. 13</u>	
	Unit 9, Week 1, Days 1-5					
	<u>FEB. 23</u>	<u>FEB. 24</u>	<u>FEB. 25</u>	<u>FEB. 26</u>	<u>FEB. 27</u>	
	Unit 9, Week 2, Days 1-3					
	<u>MARCH 2</u>	<u>MARCH 3</u>	<u>MARCH 4</u>	<u>MARCH 5</u>	<u>MARCH 6</u>	
Unit 9, Week 2, Days 4-5 Unit 9 Test (p. 309 in <i>Teacher's Manual</i>) - DUE: 3/6/26						