



P352X K-5 SA,AA

Fundations Level 2 Pacing Calendar 2025-26

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

<p>Fundations LEVEL 2 Unit 10, Unit 11, Unit 12, Unit 13</p>	<p>Pacing</p>					
<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>MARCH 9</u></p>	<p><u>MARCH 10</u></p>	<p><u>MARCH 11</u></p>	<p><u>MARCH 12</u></p>	<p><u>MARCH 13</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) <p>Large Letter Cards Echo & Baby Echo Sound Cards Large Writing Grid Student Notebook Letter Tiles Dry Erase Tablet</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 10 Test (p. 337 in <i>Teacher's Manual</i>); Due: March 19, 2026 • Unit 11 Test (p. 365 in <i>Teacher's Manual</i>); Due: April 1, 2026 • Unit 12 Test (p. 383 in <i>Teacher's Manual</i>); Due: April 17, 2026 • Unit 13 Test (p. 411 in <i>Teacher's Manual</i>); Due: May 1, 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 						

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<p>Unit 10 - Students will know:</p> <ul style="list-style-type: none"> ● trick words: great, America, country, school, away, thought ● double vowel syllable <ul style="list-style-type: none"> ○ double vowel syllable = words that contain a vowel digraph or a diphthong ○ vowel digraphs are two vowels that represent one sound (ee) ○ diphthongs are a sound that begins with one vowel sound that glides into another (oi) ■ students do not need to know the difference ● mark double vowel syllable <ul style="list-style-type: none"> ○ scoopy syllable and label with a d underneath, the vowel team is circled ● sounds and spelling options for ai and ay <ul style="list-style-type: none"> ○ students mark words with these sounds by underlining syllable and putting a D under it ○ -ay comes at the end of a word ○ ai comes in the middle of a word ○ a-e (magic e) also makes the long sound- can be an option for the middle of the word ■ have students use an online dictionary to help decide the correct spelling of words with ai or a-e ■ words that have 2 consonants after the long /a/ sound can not be a-e (magic e) -- paint ● combining all syllable types <ul style="list-style-type: none"> ○ double vowel syllable can be combined with other syllables - re-main, com- plain ● homophones <ul style="list-style-type: none"> ○ words that sound the same, spelled differently and have different meanings --main and mane <p>Unit 11 - Students will know:</p> <ul style="list-style-type: none"> ● trick words: whose, won, son, breakfast, head, ready ● sounds and spelling options for ee, ea, and -ey <ul style="list-style-type: none"> ○ double vowel syllables ○ all these vowel teams make the long /e/ sound ○ all these vowel teams ○ -ey only comes at the end of a word ○ -y also says long /e/ sound at the end of a word and is more common than -ey ■ can use an electronic dictionary if not sure of the spelling of words with -ey or -y <ul style="list-style-type: none"> ○ ee and ea are found in the middle of the word ○ ee, ea, and e-e (magic e) all make the same sound ■ use an electronic dictionary to see which spelling is correct ● mark as double vowel syllable ● homophones <ul style="list-style-type: none"> ○ week and weak ● multisyllabic words with vowel teams <ul style="list-style-type: none"> ○ you can combining vowel team syllables with other syllables ○ break the words using the syllabication rules for vccv, vcccv, vcv patterns 	<u>MARCH 16</u>	<u>MARCH 17</u>	<u>MARCH 18</u>	<u>MARCH 19</u>	
	<p>Unit 10, Week 2, Days 1-5 Unit 10 Test (p. 337 in <i>Teacher's Manual</i>) - DUE: 3/19/26</p>				
	<u>MARCH 23</u>	<u>MARCH 24</u>	<u>MARCH 25</u>	<u>MARCH 26</u>	<u>MARCH 27</u>
	<p>Unit 11, Week 1, Days 1-5</p>				
<u>MARCH 30</u>	<u>MARCH 31</u>	<u>APRIL 1</u>			
<p>Unit 11, Week 2, Days 1-5 Unit 11 Test (p. 365 in <i>Teacher's Manual</i>) - DUE: 4/1/26</p>					

Fundations LEVEL 2 Unit 10, Unit 11, Unit 12, Unit 13	<h1>Pacing</h1>				
<p>Unit 12 - Students will know:</p> <ul style="list-style-type: none"> ● trick words: favorite, early, ocean ● mark as double vowel syllables ● vowel teams oi, oy ○ only get one tap ○ oi is found in the middle or beginning of a word ○ oy is found at the end of a word <p>Unit 13 - Students will know:</p> <ul style="list-style-type: none"> ● trick words: Monday, Tuesday, cousin, lose, tomorrow, beautiful ● vowel teams -oa, ow and oe ○ oa, ow, and oe all make the long /o/ sound ○ ow comes at the end of a word or sometimes in the middle of a word- grow, grown ○ oa is often found in the beginning or middle of a word ○ oe comes at the end of a word ○ mark the syllables by circling the vowel team, underlining and labeling it D for double vowel ○ o-e (magic e) also makes long /o/ sound ■ use an electronic dictionary if needed to check spelling ● homophones ○ tow and toe 	<u>APRIL 13</u>	<u>APRIL 14</u>	<u>APRIL 15</u>	<u>APRIL 16</u>	<u>APRIL 17</u>
	Unit 12, Week 1, Days 1-5 Unit 12 Test (p. 383 in <i>Teacher's Manual</i>) - DUE: 4/17/26				
	<u>APRIL 20</u>	<u>APRIL 21</u>	<u>APRIL 22</u>	<u>APRIL 23</u>	<u>APRIL 24</u>
	Unit 13, Week 1, Days 1-5				
	<u>APRIL 27</u>	<u>APRIL 28</u>	<u>APRIL 29</u>	<u>APRIL 30</u>	<u>MAY 1</u>
Unit 13, Week 2, Days 1-5 Unit 13 Test (p. 411 in <i>Teacher's Manual</i>) - DUE: 5/1/26					