



P352X K-5 SA,AA

Fundations Level 3 Pacing Calendar 2025-26

Marking Period 1: September 4 - November 14 (9 weeks)

Fundations LEVEL 3 Unit 1, Unit 2, Unit 3, Unit 4	Pacing		
<p>Unit 1 Essential Questions:</p> <ul style="list-style-type: none"> • What is a closed syllable and what are exceptions to a closed syllable? • What is the sound of tch and when do I use it? • What effect does w and qu have on the sound of the letter a? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> • A closed syllable has one vowel only and must be closed in by at least one consonant giving the vowel the short sound. • Glued sounds are closed syllable exceptions. • The trigraph tch makes the /ch/ sound is used directly after a short vowel. • A makes the /o/ sound after w and qu. <p>Unit 2 Essential Questions:</p> <ul style="list-style-type: none"> • How do I read and spell words with suffixes? • How do I make words plural? • How do I identify 1-1-1 words and how will that help me spell? • When do I double the final consonant? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> • Isolate the baseword when reading or spelling words with suffixes, reading the baseword first, and then reading the whole word with the suffix added. • The suffixes -es and -s are added to nouns to form a plural or action words and other verbs. • Some plurals are formed in an unusual or irregular way. • A 1-1-1 word has 1 closed syllable, 1 vowel, and 1 consonant after the vowel. If adding a vowel suffix to these words, double the final consonant. If adding a consonant suffix, add just the suffix. • Double the final consonant of a baseword if adding a vowel suffix to a word. 		<p>SEPT. 4 SEPT. 5</p> <p>Level 3 Orientation</p>	<p>Instructional materials:</p> <ul style="list-style-type: none"> • Fundations Teacher's Manual Level 3 • Wilson PLC www.wilsonlanguage.com/register (look for the registration code on the first page of teacher's manual) • Level 3 Sound Alike Words
<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 1 Test (p.109 in <i>Teacher's Manual</i>); Due: September 30, 2025 • Unit 2 Test (p.147 in <i>Teacher's Manual</i>); Due: October 24, 2025 • Unit 3 Test (p.165 in <i>Teacher's Manual</i>); Due: October 31, 2025 • Unit 4 Test (p.193 in <i>Teacher's Manual</i>); Due: November 14, 2025 	<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 		

**Fundations LEVEL 3
Unit 1**

Pacing

Unit 1 - Students will know:

- the short vowel sounds and key words
 - a- apple /a/
 - i-itch /i/
 - u-up /u/
 - e- Ed /e/
 - o-octopus /o/
- vowels are open mouth sounds and can make a long or short sound
- difference between a digraph and a blend
 - digraph to letters that make one sound
 - blend 2 or 3 consonants together where each consonant makes their sound
 - digraph blend is a digraph with another consonant- nch like in lunch
- the bonus letters- ff, ll, ss
 - at the end of a one syllable word with a short vowel you double the f, s, and s -- miss, hill, stuff
- tap words to segment words into phonemes to help with spelling and reading
- closed syllable-
 - one short vowel, closed in by at least 1 or more consonants
- glued sounds- easier to read words when we "glue" the sound together
 - -ng words, -nk (bang, swing)
 - am, an, (land) ham
- sounds of the /k/
 - -ck makes the /k/ sound at the end of the word
 - K makes the /k/ sound before the e,i,y
 - C makes the /k/ sound at the beginning of the word
- spellings for the sounds /ch/
 - -tch- comes at the end if words after a short vowel- catch, switch
- mark closed syllable words by labeling the vowel and putting a C under the syllable
- understand that the a sound in all is not short
 - there are times that the a in certain words make the short /o/ sound- like in wash, squash
- closed syllable exceptions- these sounds break the rules for closed syllable and the i and o make their long sound
 - old- cold
 - ild- wild
 - ind- find
 - olt- colt
 - ost- post

SEPT. 8

SEPT. 9

SEPT. 10

SEPT. 11

SEPT. 12

Unit 1, Week 1, Days 1-5

SEPT. 15

SEPT. 16

SEPT. 17

SEPT. 18

SEPT. 19

Unit 1, Week 2, Days 1-5

SEPT. 22

SEPT. 25

SEPT. 26

Unit 1, Week 3, Days 1-3

SEPT. 29

SEPT. 30

Unit 1, Week 3, Days 4-5
Unit 1 Test (p. 109 in Teacher's Manual) - DUE: 9/30/25

**Foundations LEVEL 3
Unit 2**

Unit 2 - Students will know:

- **baseword** - words that can stand alone, they do not need to have a suffix or a prefix on it- it has meaning
- **suffixes**
 - vowel suffixes- start with a vowel
 - consonant suffixes - start with a consonant
- **plural suffixes** - means more than one
 - -s (makes things plural) suffix makes two sounds -s or -z examples- bugs (z) blocks (s)
 - consonant suffix
 - -es - says /iz/ -- benches
 - when baseword ends with,m s,x,z,ch,sh)
 - vowel suffix
- **irregular plurals**- some words are irregular when we make them plural- don't just add the suffix
 - man- men
 - woman-women
 - child- children
- **-s and -es suffixes as action words**
 - can be added to action words
 - examples- runs and fixes
- **-ing, -ed suffixes**
 - both are vowel suffixes
 - -ing --happening now
 - -ed --past tense
 - makes three sounds-- /id/ /d/ and /t/
- **-er , -est suffixes**
 - vowel suffixes
 - -er -- comparisons or makes a person
 - -est-- comparisons of 3 or more things
- **-less, -ful**
 - consonant suffixes
 - -ful -- full of something
 - less-- says /liss/ means without
- **1-1-1 or doubling the final consonant rule**
 - 1 syllable + 1 short vowel + 1 consonant after the vowel and you add a vowel suffix you double the final consonant
 - cup + ing= cupping
 - cup + ful = cupful
- **mark the words by circling the suffixes**
- **basewords and basewords with suffixes that sound the same**
 - guest, guessed
 - missed, mist
- **homophones**- words that sound alike
 - son/sun
 - some/sum
 - band/banned

Pacing

		<u>OCT. 1</u>		<u>OCT. 3</u>
Unit 2, Week 1, Days 1-2				
<u>OCT. 6</u>	<u>OCT. 7</u>	<u>OCT. 8</u>	<u>OCT. 9</u>	<u>OCT. 10</u>
Unit 2, Week 1, Days 3-5 Unit 2, Week 2, Days 1-2				
	<u>OCT. 14</u>	<u>OCT. 15</u>	<u>OCT. 16</u>	<u>OCT. 17</u>
Unit 2, Week 2, Days 3-5 Unit 2, Week 3, Day 1				
	<u>OCT. 21</u>	<u>OCT. 22</u>	<u>OCT. 23</u>	<u>OCT. 24</u>
Unit 2, Week 3, Days 2-5 Unit 2 Test (p. 147 in Teacher's Manual) - DUE: 10/24//25				

Fundations LEVEL 3
Unit 3, Unit 4

Pacing

Unit 3 - Students will know:

- syllable types
 - v-e syllables - the vowel is long and the e is silent
 - rope, made
 - closed syllable - 1 vowel closed in by at least one consonant the vowel is short
 - ax, block
 - open syllable- 1 vowel not closed in by consonant the vowel is long
 - he, she
- syllables are words or parts of words with a vowel sound
 - we divide words into syllables to make reading and spelling easier
- sounds of /z/ (s and z)
- syllable division - we have rules to divide words into syllables
 - divide between the 2 consonants
 - napkin-- nap/kin
 - when only one consonant, divide after the consonant to keep the first syllable short and closed
 - habit-- hab/it
 - 3 consonants in the middle of the word with a digraph, keep the digraph together
 - nutshell-- nut/shell
 - rocket-- rock/et
 - 3 consonants in the middle no digraph, almost always the consonants go to the second syllable
 - contract-- con/tract
 - explode-- ex/plode
- compound words- 2 words together to make one word

Unit 4 - Students will know:

- exception to the vowel-consonant-e syllable
 - ive is an exception to the rule- the i is short in words with -ive
 - v does not like to be at the the end of words
 - give, olive
- -ive as a suffix makes adjectives- describing someone or something
 - act--active
- words can have two suffixes
 - active-actively
- V-e words and make them plural or adding a consonant suffix - just add the suffix
 - cake-cakes
 - hope-hopeful
- v-e words and adding vowel suffixes- drop the e before you add the vowel suffix
- mark the words by circling the suffix and placing an e above the suffix (indicates that the e has been dropped)
- difference between 1-1-1 word and a v-e word (do we double the final consonant or drop the e)
- multisyllabic words following the e rule- follow the syllable words to divide the word then decide if we need to drop the e
 - inspire--inspiring
- homophones - with spelling rules
 - mind/mined
 - find/fined
- identify the base word for reading- knowing the base word allows for easier reading because you identify the vowel sound
 - taping -- tapping (tape and tap)
 - stripped-- striped (strip and stripe)

OCT. 27

OCT. 28

OCT. 29

OCT. 30

OCT. 31

Unit 3, Week 1, Days 1-5 **Unit 3 Test** (p. 165 in Teacher's Manual) - DUE: 10/31//25

NOV. 3

NOV. 5

NOV. 6

NOV. 7

Unit 4, Week 1, Days 1-5

NOV. 10

NOV. 12

NOV. 13

NOV. 14

Unit 4, Week 2, Days 1-5 **Unit 4 Test** (p. 193 in Teacher's Manual) - DUE: 11/14/25