



P352X K-5 SA,AA

Foundations Level 3 Pacing Calendar 2025-26

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

<p>Foundations LEVEL 3 Unit 9, Unit 10</p>	<h2>Pacing</h2>					
<p>Unit 9 Essential Questions:</p> <ul style="list-style-type: none"> • What is the r-controlled syllable? • What is the exception to the r-controlled rule? • What additional sounds does ar and or make? • How does the 1-1-1 spelling rule apply to r-controlled words? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> • The r-controlled syllable contains a single vowel followed by an r (ar, er, ir, or, ur). • If the r is followed by another r, the preceding vowel is often short. • At the end of a multisyllabic word /θr/ can be spelled with er, ar, or or. • When the baseword is a closed or r-controlled syllable with only one consonant following the one vowel, you double the final consonant on the baseword if adding a vowel suffix. <p>Unit 10 Essential Questions:</p> <ul style="list-style-type: none"> • What is a double vowel syllable and how do I identify it? • What letter combinations make the long a sound? • What letter combinations make the long e sound? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> • A double vowel syllable contains a vowel digraph or diphthong. • Letter combinations that make the long a sound: eigh, ea, ei • Letter combinations that make the long e sound: ea, ie, ei 	<u>MARCH 9</u>	<u>MARCH 10</u>	<u>MARCH 11</u>	<u>MARCH 12</u>	<u>MARCH 13</u>	<p>Instructional materials:</p> <ul style="list-style-type: none"> • Foundations Teacher's Manual Level 3 • 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>Formative Assessments</p> <ul style="list-style-type: none"> • Ongoing classroom observations during Foundations Lessons <p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit 9 Test (p. 393 in <i>Teacher's Manual</i>); Due: April 1, 2026 • Unit 10 Test (p. 433 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 						

Foundations LEVEL 3
Unit 9

Unit 9 - Students will know:

- r-controlled syllables
 - this syllable contains one vowel followed by an r
 - ar- car
 - it- bird
 - or- horn
 - ur- burn
 - er- her
- mark the r-controlled syllables by circling them and then an R under the syllable
- multisyllabic words with mixed syllables and r-controlled
 - teach syllable division
 - if the r-controlled is in the first syllable you divide after the r -- party-- par/ty
 - if it is a compound word, always divide between the words-- shortstop-- short/stop
- er, ir, and ur all make the same sound -- use what looks right method-- hint: er is most common and often seen in the second syllable of words-- winter, sister,
- words ending in v-- words in the English language never end in just a v-- so if the word ends in a v the letter e follows the v
 - nerve, curve
- homophones: heard/herd
- r-controlled syllable exceptions-- if a word has double r in the middle the vowel before the r is often short
 - carry, berry
 - mark these words by crossing out the r under the syllable
 - note: some words have multiple pronunciations based on dialect-- hurry
- -ar and -or as the /er/ sound
 - both -ar and -or can make the /er/ sound at the end of a word-- check their notebooks for correct spelling
 - solar, beggar
- -er and -or can be a suffix that makes the /er/ sound
 - singer, actor-- hint: -or is often used with a root
 - -er suffix means one who, or a comparison
- war and wor
 - w changes the sound of -or and -ar-- it make the /or/ or /er/ sound like in these words-- work /er/ or warm /or/
- -ward-- suffix
 - westward, backward
 - marked in words by circling it
- 1-1-1 with r-controlled syllables
 - 1 syllable words with an r controlled syllable at the end follow the 1-1-1 rule-- 1 syllable, 1 consonant (r-controlled) and adding a vowel suffix you double the final r in the word
 - stir-- stirring
 - the extra r lets you know that it is an r-controlled syllable-- compare these words--
 - stare--stared
 - star--starry
 - mark the extra r with a star over it

Pacing

MARCH 16 **MARCH 17** **MARCH 18** **MARCH 19**

Unit 9, Week 2, Days 1-3

MARCH 23 **MARCH 24** **MARCH 25** **MARCH 26** **MARCH 27**

Unit 9, Week 2, Days 4-5

Unit 9, Week 3, Days 1-3

MARCH 30 **MARCH 31** **APRIL 1**

Unit 9, Week 3, Days 4-5

Unit 9 Test (p. 393 in *Teacher's Manual*) - DUE: 4/1/26

Fundations LEVEL 3 Unit 10	<h1>Pacing</h1>				
<p>Unit 10 - Students will know:</p> <ul style="list-style-type: none"> ● double vowel syllable <ul style="list-style-type: none"> ○ two vowels together make one sound- they are like a team ○ mark with a D for double vowel syllable ○ ee,ea,ey,ay,ai,ow,oa,oe,ou,ue,ew,oo,oi,oy,au,aw ● eigh, ei, ea -- vowel teams <ul style="list-style-type: none"> ○ these vowel teams make the long /a/ sound ○ eight, vein, steak ○ circle the vowel teams ● there are multiple ways to spell many sounds now <ul style="list-style-type: none"> ○ long /a/ ay,ai, a-e,eight,ei,ea, ● ei, ie vowel teams <ul style="list-style-type: none"> ○ make the long /e/ sound ○ piece, ceiling ○ a few words end with -ie--- goalie, rookie ● -ea vowel team can also make the short vowel sound-- bread ● homophones <ul style="list-style-type: none"> ○ lead/led ○ break/ brake ● ui vowel team <ul style="list-style-type: none"> ○ this team also makes the /oo/ sound like in boo ○ suit ● -igh vowel team <ul style="list-style-type: none"> ○ makes long /i/ sound ○ comes at then end of words usually followed by a t ○ night, bright, high, sight ● oo vowel team <ul style="list-style-type: none"> ○ makes the /u/ sound like in look, book ● D syllable exceptions <ul style="list-style-type: none"> ○ some words have double vowels but they are not vowel teams and you do not keep the vowels together, but rather you divide between the vowels ○ create-- cre/ate 	<u>APRIL 13</u>	<u>APRIL 14</u>	<u>APRIL 15</u>	<u>APRIL 16</u>	<u>APRIL 17</u>
	Unit 10, Week 1, Days 1-5				
	<u>APRIL 20</u>	<u>APRIL 21</u>	<u>APRIL 22</u>	<u>APRIL 23</u>	<u>APRIL 24</u>
	Unit 10, Week 2, Days 1-5				
	<u>APRIL 27</u>	<u>APRIL 28</u>	<u>APRIL 29</u>	<u>APRIL 30</u>	<u>MAY 1</u>
	Unit 10, Week 3, Days 1-5 Unit 10 Test (p. 433 in <i>Teacher's Manual</i>) - DUE: 5/1/26				