



P352X K-5 SA, AA

Fundations Level 3 Pacing Calendar 2025-26

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

<p>Fundations LEVEL 3 Unit 11, Unit 12, Unit 13</p>	<h2>Pacing</h2>					
<p>Unit 11 Essential Questions: How do I read and spell contractions? Enduring Objectives/ Understandings</p> <ul style="list-style-type: none"> • A contraction is a reduced form of two words. • In a contraction, the apostrophe replaces the letters you take away. <p>Unit 12 Essential Questions: How do I know if a word makes the soft c or g sound when decoding ? What are the spelling options when encoding words that have the soft c or g sound? Enduring Objectives/ Understandings</p> <ul style="list-style-type: none"> • The letter c says /s/ when followed by e, i, or y. • The letter g says /j/ when followed by e, i, or y. <p>Unit 13 Essential Questions: What other sound can the digraph ch make? What sound does the digraph ph make? Enduring Objectives/ Understandings</p> <ul style="list-style-type: none"> • Ch can make the sound /k/ in Greek words. • The digraph ph makes the /f/ sound/. 	<p><u>MAY 4</u></p>	<p><u>MAY 5</u></p>	<p><u>MAY 6</u></p>	<p><u>MAY 7</u></p>	<p><u>MAY 8</u></p>	<p>Instructional materials:</p> <ul style="list-style-type: none"> • Fundations Teacher's Manual Level 3 • Wilson PLC www.wilsonlanguage.com/registration (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 Fundations Lessons <p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit 11 Test (p. 463 in <i>Teacher's Manual</i>); Due: May 15, 2026 • Unit 12 Test (p. 491 in <i>Teacher's Manual</i>); Due: June 3, 2026 • Unit 13 Test (p. 521 in <i>Teacher's Manual</i>); Due: June 24, 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 						

Fundations LEVEL 3
Unit 11, Unit 12

Pacing

- Unit 11 - Students will know:**
- contractions with not and is-- for reading and spelling
 - an apostrophe card replaces the letters that are eliminated from the contraction
 - does + not = doesn't
 - should, could and would + not
 - contractions with is
 - what+ is
 - other contractions are introduced the same way using the apostrophe card to replace letters
 - can't, mustn't, don't
 - will not creates unusual contractions
 - will not= won't
 - it's vs its
 - identify the meaning for it's (it + is) and possessive its
 - will, are, would, have, has, had contractions
 - they're,we're , you're, he'll, she'll, they'll, I'd, we'd, she'd, we've, they've, you've, it's, he's, I'd, they'd (contractions with had)
 - let's and I'm-- taught just like the other contractions

- Unit 12 - Students will know:**
- soft sounds of c and g
 - c and g make their soft sound when an e,i, or y follows the c or g
 - mark words with the soft sounds by placing an /s or/ j/ over the c or g when it is making its soft sound-- if the c or g is making their hard sound place a /k/ or /g/ sound over it
 - homophones
 - cell/sell
 - peace/piece
 - -nce and -nge words
 - words that have have an nce or- nge-- the e at the end makes the c or g makes it soft sound
 - these are not vCe words- the e is not making the vowel long
 - prince, plunge
 - mark these words by crossing out the e but marking vowel with abrevia
 - -dge
 - says /j/ when it comes at the end of a one syllable words after a short vowel

<u>MAY 11</u>	<u>MAY 12</u>	<u>MAY 13</u>	<u>MAY 14</u>	<u>MAY 15</u>
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Unit 11, Week 2, Days 1-5
Unit 11 Test (p. 463 in *Teacher's Manual*) - DUE: 5/15/26

<u>MAY 18</u>	<u>MAY 19</u>	<u>MAY 20</u>	<u>MAY 21</u>	<u>MAY 22</u>
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Unit 12, Week 1, Days 1-5

	<u>MAY 26</u>		<u>MAY 28</u>	<u>MAY 29</u>
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Unit 12, Week 2, Days 1-2

<u>JUNE 1</u>	<u>JUNE 2</u>	<u>JUNE 3</u>		
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Unit 12, Week 2, Days 3-5
Unit 12 Test (p. 491 in *Teacher's Manual*) - DUE: 6/3/26

Fundations LEVEL 3 Unit 13	<h1>Pacing</h1>				
<p>Unit 13 - Students will know:</p> <ul style="list-style-type: none"> ● ch -- ch can make another sound in Greek words ○ says /k/ like in chorus ● ph digraph-- says the /f/ sound like in phone, graph ● silent letters-- letters together where one of them is silent- they can be in initial or final positions of words ○ use the blank cards to teach that one letter is silent- place a w and r card and then replace the w with a blank card to show that the w is silent ○ gh- says /g/ ghost ○ wr- says /r/ write ○ rh- says /r/ rhyme ○ gn- says /n/ gnat ○ mn- says /m/ column ○ kn- says /n/ knife ○ mb- says /m/ lamb ○ mark the words by underlining the silent letters and crossing off the letter that is silent 	<u>JUNE 8</u>	<u>JUNE 9</u>	<u>JUNE 10</u>	<u>JUNE 11</u>	<u>JUNE 12</u>
	Unit 13, Week 1, Days 1-5				
	<u>JUNE 15</u>	<u>JUNE 16</u>	<u>JUNE 17</u>	<u>JUNE 18</u>	
	Unit 13, Week 2, Days 1-3				
	<u>JUNE 22</u>	<u>JUNE 23</u>	<u>JUNE 24</u>	<u>JUNE 25</u>	<u>JUNE 26</u>
	Unit 13, Week 2, Days 4-5 Unit 13 Test (p. 521 in <i>Teacher's Manual</i>) - DUE: 6/24/26				