



P352X K-5 SA,AA

Fundations Level K Pacing Calendar 2025-26

Marking Period 2: November 17 - January 9 (6 weeks)

<p>Fundations LEVEL K Unit 1 (continued)</p>	<h3>Pacing</h3>					
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to learn the letters of the alphabet? • Why is it important to know alphabet letter sounds? • How can sounds (phonemes) be changed/manipulated? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> • All letters of the alphabet have a name, lowercase shape, uppercase shape, and a sound associated with them. • Letter and sound knowledge will help me be a better reader and writer. • Phonemes (sounds) can be manipulated and changed. 	<p><u>NOV. 17</u></p>	<p><u>NOV. 18</u></p>	<p><u>NOV. 19</u></p>	<p><u>NOV. 20</u></p>	<p><u>NOV. 21</u></p>	<p>Instructional materials:</p> <ul style="list-style-type: none"> • Foundations Teacher's Manual Level K • 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 Foundations Lessons <p>Summative Assessments</p> <ul style="list-style-type: none"> ✓ Mid-Unit 1 Check (p.123 in <i>Teacher's Manual</i>) – MP1 (Due: November 3, 2025) • Unit 1 Test (p. 184 in <i>Teacher's Manual</i>) – MP2 (Due: January 9, 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 K
Unit 1**

Pacing

Students will know - Foundations:

- concept of “echoing”
- letter formation grid
 - sky line, plane line, grass line, worm line
- display proper formation of lower case letters using the formation grid
- letter-keyword-sound
 - identify the difference between a letter and a sound
- identify difference between vowel and a consonant
 - vowels are open mouth sounds and can make a long or short sound
 - consonants are closed mouth sounds
 - clip consonant sounds so a short vowel is not at the end
- match letters to dictated sounds
- identify what a word is and identify words in a sentence
- understand that sentences are words put together to say something
- understand that sentences start w/ a capital letter and end w/ a punctuation mark
 - use sentence frames as a visual for understanding sentences
- understand what an asking and a telling sentence is
- understand that names begin with a capital letter
- understand that letters have an uppercase shape and a lowercase shape
- understand what rhyming is and rhyme words
 - rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil
- understand that the initial sound in a word is the very first sound in a word /s/ /t/ /o/ /p/ ---- initial sound is /s/
- understand that the final sound in a word is the last sound you hear in a word-- /m/ /a/ /sh/--- final sound is /sh/
- understand that qu- says /kw/ one tap
- understand that x says /ks/ one tap

Students will know - Heggerty (Phonemic Awareness):

- understand what rhyming is and rhyme words
 - rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil
- understand the concept of a phoneme
- understand concept of a sentence
- understand the concept of a syllable
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand that syllables can be added, substituted, and deleted
- understand that words go together to make sentences
- identify rhymes
- identify onset phonemes
- concept of a compound word
- hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)

NOV. 24	NOV. 25	NOV. 26		
Unit 1, Week 9, Days 1-2				
DEC. 1	DEC. 2	DEC. 3	DEC. 4	DEC. 5
Unit 1, Week 9, Days 3-5				
DEC. 8	DEC. 9	DEC. 10	DEC. 11	DEC. 12
Unit 1, Week 10, Days 1-5				
DEC. 15	DEC. 16	DEC. 17	DEC. 18	DEC. 19
Unit 1, Week 11, Days 1-5				
DEC. 22	DEC. 23			
Unit 1, Week 12, Days 1-2				
JAN. 5	JAN. 6	JAN. 7	JAN. 8	JAN. 9
Unit 1, Week 12, Days 3-5 Unit 1 Test (p. 184 in <i>Teacher's Manual</i>) - DUE: 1/9/26				