



# P352X K-5 SA,AA

## Fundations Level K Pacing Calendar 2025-26

Marking Period 3: January 12 - March 6 (7 weeks)

<p>Fundations LEVEL K Unit 2, Unit 3 (weeks 1-3)</p>	<p>Pacing</p>					
<p><b>Unit 2</b> <b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How will knowing about letters and sounds help me be a better reader?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>• Words can be broken down into individual sounds.</li> <li>• Readers blend sounds together to read words.</li> </ul> <p><b>Unit 3 (weeks 1-3)</b> <b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can learning about letters and sounds help me be a better reader and writer?</li> <li>• What makes vowels special?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>• Words are made up of sounds and you can use those sounds to help you read and write.</li> <li>• Vowels can make multiple sounds.</li> <li>• Vowels make a long sound and a short sound.</li> </ul>	<p><u>JAN. 12</u></p>	<p><u>JAN. 13</u></p>	<p><u>JAN. 14</u></p>	<p><u>JAN. 15</u></p>	<p><u>JAN. 16</u></p>	<p><b>Instructional materials:</b></p> <ul style="list-style-type: none"> <li>• Foundations Teacher's Manual Level K</li> <li>• Wilson PLC <a href="http://www.wilsonlanguage.com/registration">www.wilsonlanguage.com/registration</a> (look for the registration code on the first page of teacher's manual)</li> <li>• Large Letter Cards</li> <li>• Echo &amp; Baby Echo Sound Cards</li> <li>• Large Writing Grid</li> <li>• Student Notebook</li> <li>• Letter Tiles</li> <li>• Dry Erase Tablet</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Ongoing classroom observations during Foundations Lessons</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Unit 2 Test (p. 229 in <i>Teacher's Manual</i>); Due: February 6, 2026</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Data can be collected during any activity throughout the school day by taking anecdotal notes, or using a skills checklist</li> <li>• You will also see evidence of the application of skills during reading and writing tasks</li> <li>• Letter ID Assessment:             <ul style="list-style-type: none"> <li>◦ Show letter and ask students to identify the name of the letter</li> <li>◦ Say the name of the letter and ask students to point to the letter</li> </ul> </li> <li>• Letter/Sound Assessment             <ul style="list-style-type: none"> <li>◦ Show letter and ask students to identify the sound of the letter</li> <li>◦ Say the sound of the letter and ask students to point to the letter</li> </ul> </li> </ul>						

<b>Fundations LEVEL K</b> <b>Unit 2</b>	<h1>Pacing</h1>				
<p><b>Unit 2 - Students will know:</b></p> <ul style="list-style-type: none"> <li>• letter-keyword-sound for each letter in the alphabet</li> <li>• words are made up of individual sounds</li> <li>• each sound in a word gets a “tap”</li> <li>• uppercase letter formations</li> <li>• understand that the initial sound in a word is the very first sound in a word /s/ /t/ /o/ /p/ ---- initial sound is /s/</li> <li>• understand that the final sound in a word is the last sound you hear in a word-- /m/ /a/ /sh/--- final sound is /sh/</li> <li>• understand that the medial sound in a word in the middle sound you hear /c/ /a/ /t/-- the medial (middle) sound is /a/.</li> </ul>		<b><u>JAN. 20</u></b>	<b><u>JAN. 21</u></b>	<b><u>JAN. 22</u></b>	<b><u>JAN. 23</u></b>
	Unit 2, Week 2, Days 1-5				
	<b><u>JAN. 26</u></b>	<b><u>JAN. 27</u></b>	<b><u>JAN. 28</u></b>	<b><u>JAN. 29</u></b>	<b><u>JAN. 30</u></b>
	Unit 2, Week 3, Days 1-5				
	<b><u>FEB. 2</u></b>	<b><u>FEB. 3</u></b>	<b><u>FEB. 4</u></b>	<b><u>FEB. 5</u></b>	<b><u>FEB. 6</u></b>
Unit 2, Week 4, Days 1-5 <b>Unit 2 Test</b> (p. 229 in <i>Teacher’s Manual</i> ) - DUE: 2/6/26					

<b>Fundations LEVEL K</b> <b>Unit 3 (weeks 1-3)</b>	<h1>Pacing</h1>				
<p><b>Unit 3 (weeks 1-3) - Students will know:</b></p> <ul style="list-style-type: none"> <li>● Trick words: <b>a, the, and, are, to, is, his, as, has, was</b></li> <li>○ trick words are not tapped out</li> <li>○ they are high frequency words that need to be memorized for reading and spelling</li> <li>● manipulate the initial sound of a word to create new words</li> <li>○ mat-cat-bat</li> <li>● distinguish long and short vowel sounds</li> <li>○ cope, cop-----pin.pine</li> <li>● understand that each letter in the alphabet makes a sound</li> <li>● understand that when they say each sound in a word and then blend them together they are reading words</li> <li>● mark short vowels with a breve (ă )</li> <li>○ marking words helps student understand what type of vowel sound is occurring and helps students analyze the words</li> <li>● sound of x /ks/ and one tap in words</li> <li>● Use <b>c</b> at the beginning of a word when followed by <b>a, o, or u</b></li> <li>● Use <b>k</b> at the beginning of a word when followed by <b>e</b> or <b>i</b></li> <li>● spell words with <b>c</b> or <b>a k</b> by listening to the vowel sounds</li> <li>● understand that all sentences start with a capital letter and end with a punctuation mark</li> <li>● scooping phrases is a visual to show where you take a breath when reading- it helps build fluency and prosody</li> </ul>	<b><u>FEB. 9</u></b>	<b><u>FEB. 10</u></b>	<b><u>FEB. 11</u></b>	<b><u>FEB. 12</u></b>	<b><u>FEB. 13</u></b>
	Unit 3, Week 1, Days 1-5				
	<b><u>FEB. 23</u></b>	<b><u>FEB. 24</u></b>	<b><u>FEB. 25</u></b>	<b><u>FEB. 26</u></b>	<b><u>FEB. 27</u></b>
	Unit 3, Week 2, Days 1-5				
	<b><u>MARCH 2</u></b>	<b><u>MARCH 3</u></b>	<b><u>MARCH 4</u></b>	<b><u>MARCH 5</u></b>	<b><u>MARCH 6</u></b>
	Unit 3, Week 3, Days 1-5				