P352X K-5 SA,AA

Fundations Level 1 Pacing Calendar 2026-27

Marking Period 1: September 10 - November 6 (8 weeks)

Fundations LEVEL 1 Unit 1, Unit 2, Unit 3	Pacing			
Unit 1 **Essential Questions:** ● How do I segment sounds in words? ● What are short vowel sounds? **Enduring Objectives/ Understandings:** ● Words can be broken down into single sounds (phonemes). ● A vowel makes its short sound when it is closed in by consonants. **Unit 2** **Essential Questions:** ● How do I blend sounds to make words? ● How can I change sounds in a word to make new words? **Enduring Objectives/ Understandings:** ● Words are made up of sounds. ● I can change the first (initial), middle (medial), or last (final) sound in a word to make new words. **Unit 3** **Essential Questions:** ● Why do I need to learn trick words? ● What are consonant digraphs? ● How do I know when to change my reading rate? **Enduring Objectives/ Understandings:** ● Trick words are words that are are found frequently in texts and may or may not follow phonetic rules. They should be memorized in order to be read with automaticity. ● Consonant digraphs are consonants that when paired together make one new sounds. ● Reading fluency impacts comprehension.		**SEPT. 10**	**SEPT. 11**	**Instructional materials:** ● Fundations Teacher's Manual Level 1 ● 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
		Level 1 Orientation		

Formative Assessments
● Ongoing classroom observations during Fundations Lessons

Summative Assessments
● Unit 1 Test (p.100 in *Teacher's Manual*); Due: October 6, 2026
● Unit 2 Test (p.126 in *Teacher's Manual*); Due: October 22, 2026
● Unit 3 Test (p.152 in *Teacher's Manual*); Due: November 6, 2026

Alternative Assessments
● 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:
  ○ 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
  ○ 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 1
Unit 1, Unit 2, Unit 3

Unit 1 - Students will know:
- concept of “echoing” teacher
- the difference between a letter and a sound
- letter-keyword-sounds and formations for all consonants and short vowel sounds
- letter formation
  - sky line, plane line, grass line, worm line
- 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 the consonant sounds so that there is not a short u sound at the end
- place the letters in the alphabet in alphabetical order
- identify a letter after echoing it’s sound for all consonants and short vowel sounds
  - Say /m/ find the letter that says /m/
  - say /ă/ find the vowel that says /ă/
- identify the short vowel sounds and stretch out the key word to hear the vowel sounds
  - vowel extensions

Unit 2 - Students will know:
- trick words: the, a, and, is, his, of
  - trick words are not tapped out
  - they are high frequency words that need to be memorized for reading and spelling
- CVC words can be tapped out
- letter sound correspondence- hear a sound and match it to the correct letter
  - say /ks/ students find x
- sentences are comprised of words
- scoop sentences to read with fluency
  - scooping words is a visual way to show where we take a breath to build fluency and prosody
- mark short vowels with a breve (ă)
  - marking words helps student understand what type of vowel sound is occurring and helps students analysis the words
  - mark qu- with a circle around it - /kw/ sound
    - q and u are buddies they stick together, “q always likes to have u with him”

Unit 3 - Students will know:
- trick words: as, has, to, into, we, he, she, be, me, for, or
- digraph sounds
  - two consonant letters that make one sound
  - sh,ch,wh,th,ck
  - ck-- comes at the end of a one syllable word after a short vowel
  - digraphs get one tap
  - mark a digraph with one line under to represent the two consonants make one sound
- c,k, and ck make the same sound /k/
  - c comes before a,o,and u
  - k comes before e, y, and i

Pacing

SEPT. 14	**SEPT. 15**	**SEPT. 16**	**SEPT. 17**	**SEPT. 18**
Unit 1, Week 1, Days 1-5				
Yom Kippur, schools closed	**SEPT. 22**	**SEPT. 23**	**SEPT. 24**	**SEPT. 25**
Unit 1, Week 2, Days 1-4				
SEPT. 28	**SEPT. 29**	**SEPT. 30**	**OCT. 1**	**OCT. 2**
Unit 1, Week 2, Day 5; Unit 1, Week 3, Days 1-4				
OCT. 5	**OCT. 6**	**OCT. 7**	**OCT. 8**	**OCT. 9**
Unit 1, Week 3, Day 5; **Unit 1 Test** (p. 100 in Teacher’s Manual) - DUE: 10/6/26 Unit 2, Week 1, Days 1-3				
Italian Heritage/ Indigenous Peoples' Day, schools closed	**OCT. 13**	**OCT. 14**	**OCT. 15**	**OCT. 16**
Unit 2, Week 1, Days 4-5; Unit 2, Week 2, Days 1-2				
OCT. 19	**OCT. 20**	**OCT. 21**	**OCT. 22**	**OCT. 23**
Unit 2, Week 2, Days 3-5; **Unit 2 Test** (p. 126 in Teacher’s Manual) - DUE: 10/22/26 Unit 3, Week 1, Day 1				
OCT. 26	**OCT. 27**	**OCT. 28**	**OCT. 29**	**OCT. 30**
Unit 3, Week 1, Days 2-5; Unit 3, Week 2, Day 1				
NOV. 2	Election Day, remote day for all students	**NOV. 4**	**NOV. 5**	**NOV. 6**
Unit 3, Week 2, Days 2-5; **Unit 3 Test** (p. 152 in Teacher’s Manual) - DUE: 11/6/26				