P352X K-5 SA,AA

Fundations Level 2 Pacing Calendar 2026-27

Marking Period 3: January 11 - February 26 (6 weeks)

Fundations LEVEL 2 Unit 7, Unit 8, Unit 9	Pacing					
Essential Questions: ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? **Enduring Objectives/ Understandings:** ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate	**JAN. 11**	**JAN. 12**	**JAN. 13**	**JAN. 14**	**JAN. 15**	**Instructional materials:** ● Fundations Teacher's Manual Level 2 ● 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
	Unit 7, Week 1, Days 1-5					

Formative Assessments
● Ongoing classroom observations during Fundations Lessons
Summative Assessments
● Unit 7 Test (p. 263 in *Teacher's Manual*); Due: February 2, 2027
● Unit 8 Test (p. 281 in *Teacher's Manual*); Due: February 10, 2027

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 2 Unit 7, Unit 8, Unit 9	Pacing				
Unit 7 - Students will know: ● trick words: eight, large, change, city, every, family, night, carry,something ● open syllable ○ part of a word with one vowel at the end- vowel is long ● y says long /i/ sound at the end of a one syllable word- my, by ● y says long /e/ at the end of a 2 syllable word - pony, penny ● mark words with an open syllable- line under the syllable with o under it for open - mark the vowel sound with a macron ● combining open syllables with closed syllables and magic e ● suffixes- y,ly, ty ○ -y can be a suffix says /e/ - makes the word into a describing word- chill---chilly ○ -ly is a suffix - quickly ○ -ty is a suffix- safety ■ changes the word into an adjective ● syllable division rules for combining open/closed and magic e ○ a vowel can sometimes be the only letter in a syllable like in u-nit - the first syllable open ○ in words vcv now that they know open syllables- almost always the first syllable is opened, but they will have to try dividing the words both ways to see which way makes a word ■ be-sides, pro-gram, rel-ish ***Unit 8 - Students will know:*** ● trick words: world, answer, different ● r-controlled syllable ○ ar and or-- r-controlled vowels like in car and horn (they get one tap) ○ r is immediately after the vowel ○ these are r-controlled syllables ● mark r-controlled syllable ○ scoop and label r underneath ● combining r-control syllables with the other syllables ○ can combine r-controlled with other syllables like in army, party ○ explain that /or/ sounds the same in a words like store- but store is a magic e word- the e is making the vowel long	Rev. Dr. Martin Luther King Jr. Day, schools closed	**JAN. 19**	**JAN. 20**	**JAN. 21**	**JAN. 22**
	Unit 7, Week 2, Days 1-4				
	JAN. 25	**JAN. 26**	**JAN. 27**	**JAN. 28**	**JAN. 29**
	Unit 7, Week 2, Day 5 Unit 7, Week 3, Days 1-4				
	FEB. 1	**FEB. 2**	**FEB. 3**	**FEB. 4**	**FEB. 5**
	Unit 7, Week 3, Day 5 **Unit 7 Test** (p. 263 in *Teacher's Manual*) - DUE: 2/2/27 Unit 8, Week 1, Days 1-3				

Fundations LEVEL 2 Unit 7, Unit 8, Unit 9	Pacing				
Unit 9 - Students will know: ● trick words: picture,learn, earth, father, brother, mother ● sounds of er,ir,and ur ○ they all make the same sound ○ have the students when spelling try each option and see which one looks correct ○ use an electronic dictionary to have students check the spelling if needed ● mark r-controlled syllables ● combining syllables with rcontrol er,ir, and ur ○ or,ar,er,ir,ur are all r-controlled syllables and can be combined with other syllables ○ when you hear the /er/ sound at the end of a multisyllabic word it is often spelled -er ■ hunger,winter	**FEB. 8**	**FEB. 9**	**FEB. 10**	**FEB. 11**	**FEB. 12**
	Unit 8, Week 1, Days 4-5 **Unit 8 Test** (p. 281 in *Teacher's Manual*) - DUE: 2/10/27 Unit 9, Week 1, Days 1-2				
	Midwinter Recess, schools closed				
	FEB. 22	**FEB. 23**	**FEB. 24**	**FEB. 25**	**FEB. 26**
	Unit 9, Week 1, Days 3-5 Unit 9, Week 2, Days 1-2				