P352X K-5 SA,AA

Fundations Level 3 Pacing Calendar 2026-27

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

Fundations LEVEL 3
Unit 1, Unit 2, Unit 3 (week 1)

Unit 1
Essential Questions:
- What is a closed syllable and what are exceptions to a closed syllable?
- What is the sound of tch and when do I use it?
- What effect does w and qu have on the sound of the letter a?

Enduring Objectives/ Understandings:
- A closed syllable has one vowel only and must be closed in by at least one consonant giving the vowel the short sound.
- Glued sounds are closed syllable exceptions.
- The trigraph tch makes the /ch/ sound is used directly after a short vowel.
- A makes the /o/ sound after w and qu.

Unit 2
Essential Questions:
- How do I read and spell words with suffixes?
- How do I make words plural?
- How do I identify 1-1-1 words and how will that help me spell?
- When do I double the final consonant?

Enduring Objectives/ Understandings:
- Isolate the baseword when reading or spelling words with suffixes, reading the baseword first, and then reading the whole word with the suffix added.
- The suffixes -es and -s are added to nouns to form a plural or action words and other verbs.
- Some plurals are formed in an unusual or irregular way.
- A 1-1-1 word has 1 closed syllable, 1 vowel, and 1 consonant after the vowel. If adding a vowel suffix to these words, double the final consonant. If adding a consonant suffix, add just the suffix.
- Double the final consonant of a baseword if adding a vowel suffix to a word.

Unit 3
Essential Questions:
- What are some syllable types?
- How do I know when a word has more than one syllable?
- What are some ways to divide syllables?
- What sounds can s make?

Enduring Objectives/ Understandings:
- Syllable types:
  - v-e syllables - the vowel is long and the e is silent
  - closed syllable - 1 vowel closed in by at least one consonant the vowel is short
  - open syllable- 1 vowel not closed in by consonant the vowel is long
- A word that has more than one syllable has more than one vowel and the vowels are separated.
- Syllables can be divided:
  - between 2 consonants
  - when only one consonant, divide after the consonant to keep the first syllable short and closed
  - 3 consonants in the middle of the word with a digraph, keep the digraph together
  - 3 consonants in the middle no digraph, almost always the consonants go to the second syllable
- S can either say /s/ or /z/.

Pacing

SEPT. 10	SEPT. 11
Level 3 Orientation	

Instructional materials:

- Fundations Teacher's Manual Level 3
- Wilson PLC www.wilsonlanguage.com/register (look for the registration code on the first page of teacher's manual)
- Level 3 Sound Alike Words

Formative Assessments
- Ongoing classroom observations during Fundations Lessons

Summative Assessments
- Unit 1 Test (p.109 in *Teacher's Manual*); Due: October 6, 2026
- Unit 2 Test (p.147 in *Teacher's Manual*); Due: October 29, 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

Fundations LEVEL 3
Unit 1, Unit 2, Unit 3 (week 1)

Unit 1 - Students will know:

- the short vowel sounds and key words
  - a-apple /a/
  - i-itch /i/
  - u-up /u/
  - e- Ed /e/
  - o-octopus /o/
- vowels are open mouth sounds and can make a long or short sound
- difference between a digraph and a blend
  - digraph to letters that make one sound
  - blend 2 or 3 consonants together where each consonant makes their sound
  - digraph blend is a digraph with another consonant- nch like in lunch
- the bonus letters- ff,ll,ss
  - at the end of a one syllable word with a short vowel you double the f, s, and s -- miss, hill, stuff
- tap words to segment words into phonemes to help with spelling and reading
- closed syllable-
  - one short vowel, closed in by at least 1 or more consonants
- glued sounds- easier to read words when we “glue” the sound together
  - -ng words, -nk (bang, swing)
  - am, an, (land) ham
- sounds of the /k/
  - -ck makes the /k/ sound at the end of the word
  - K makes the /k/ sound before the e,i,y
  - C makes the /k/ sound at the beginning of the word
- spellings for the sounds /ch/
  - -tch- comes at the end if words after a short vowel- catch, switch
- mark closed syllable words by labeling the vowel and putting a C under the syllable
- understand that the a sound in all is not short
  - there are times that the a in certain words make the short /o/ sound- like in wash, squash
- closed syllable exceptions- these sounds break the rules for closed syllable and the i and o make their long sound
  - old- cold
  - ild- wild
  - ind- find
  - olt- colt
  - ost- post

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. 109 in Teacher’s Manual) - DUE: 10/6/26 Unit 2, Week 1, Days 1-3				

Fundations LEVEL 3
Unit 1, Unit 2, Unit 3 (week 1)

Unit 2 - Students will know:

- baseword - words that can stand alone, they do not need to have a suffix or a prefix on it- it has meaning
- suffixes
  - vowel suffixes- start with a vowel
  - consonant suffixes - start with a consonant
- plural suffixes - means more than one
  - -s (makes things plural) suffix makes two sounds -s or -z examples- bugs (z) blocks (s)
    - consonant suffix
  - -es - says /iz/ -- benches
    - when baseword ends with,m s,x,z,ch,sh)
    - vowel suffix
- irregular plurals- some words are irregular when we make them plural- don't just add the suffix
  - man- men
  - woman-women
  - child- children
- -s and -es suffixes as action words
  - can be added to action words
  - examples- runs and fixes
- -ing, -ed suffixes
  - both are vowel suffixes
  - -ing --happening now
  - -ed --past tense
    - makes three sounds-- /id/ /d/ and /t/
- -er , -est suffixes
  - vowel suffixes
  - -er -- comparisons or makes a person
  - -est-- comparisons of 3 or more things
- -less, -ful
  - consonant suffixes
  - -ful -- full of something
  - less-- says /liss/ means without
- 1-1-1 or doubling the final consonant rule
  - 1 syllable + 1 short vowel + 1 consonant after the vowel and you add a vowel suffix you double the final consonant
  - cup + ing= cupping
  - cup + ful = cupful
- mark the words by circling the suffixes
- basewords and basewords with suffixes that sound the same
  - guest, guessed
  - missed, mist
- homophones- words that sound alike
  - son/sun
  - some/sum
  - band/banned

Unit 3 - Students will know:

- syllable types
  - v-e syllables - the vowel is long and the e is silent
    - rope, made
  - closed syllable - 1 vowel closed in by at least one consonant the vowel is short
    - ax, block
  - open syllable- 1 vowel not closed in by consonant the vowel is long
    - he, she
- syllables are words or parts of words with a vowel sound
  - we divide words into syllables to make reading and spelling easier
- sounds of /z/ (s and z)
- syllable division - we have rules to divide words into syllables
  - divide between the 2 consonants
    - napkin-- nap/kin
  - when only one consonant, divide after the consonant to keep the first syllable short and closed
    - habit-- hab/it
  - 3 consonants in the middle of the word with a digraph, keep the digraph together
    - nutshell-- nut/shell
    - rocket-- rock/et
  - 3 consonants in the middle no digraph, almost always the consonants go to the second syllable
    - contract-- con/tract
    - explode-- ex/plode
- compound words- 2 words together to make one word

Pacing

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, Week 3, Days 1-2				
OCT. 26	**OCT. 27**	**OCT. 28**	**OCT. 29**	**OCT. 30**
Unit 2, Week 3, Days 3-5 **Unit 2 Test** (p. 147 in Teacher's Manual) - DUE: 10/29/26				
NOV. 2	Election Day, remote day for all students	**NOV. 4**	**NOV. 5**	**NOV. 6**
Unit 3, Week 1, Days 1-4				