P352X K-5 SA,AA

Fundations Level 3 Pacing Calendar 2025-26

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

Fundations LEVEL 3 Unit 3 (continued), Unit 4, Unit 5, Unit 6 (week 1)	Pacing	

Unit 4
Essential Questions:
- What is the exception to the vowel-consonant-e syllable?
- What is the spelling rule for adding suffixes to vowel-consonant-e (or silent e spelling rule)?

Enduring Objectives/ Understandings:
- Whenever words end in v, an e is added because words in the English language never end with the letter v.
- When adding a consonant suffix to a word that ends in a silent e, just add the suffix. If the suffix begins with a vowel, drop the e from the baseword and add the suffix.

Unit 5
Essential Questions:
- How do I know when a word contains the schwa sound?
- What is the difference between an accented and unaccented syllable and how do I identify them?
- How do I decode or encode words that contain the schwa sound?

Enduring Objectives/ Understandings:
- Schwa is when a vowel has an unexpected sound. It is not a phoneme, but a phonetic variant or reduced vowel.
- In multisyllabic words, sometimes one syllable is emphasized. The syllable that is said clearly is called the accented syllable. The syllable that is not said clearly is called the unaccented syllable.
- When a two-syllable word ends in the consonant n and has a schwa before it, the vowel sound might sound like a short /u/ or a short /i/, or disappears completely.
- In an unaccented second syllable, when the letter e is followed by t, the e sounds like a short /i/.

Unit 6
Essential Questions:
- What is an open syllable and what are the open syllable exceptions?
- When does y work as a vowel?
- How do I know when reading if c or g make the soft sound?

Enduring Objectives/ Understandings:
- An open syllable has only one vowel which is the last letter in the syllable. The vowel sound is long.
- Open syllable exception:
  - the schwa occurs with an a a the beginning or end of a word, and with i in the middle syllable.
  - when i is in the middle syllable followed by a consonant, it has a schwa short u or short i sound
  - when i is in the middle syllable followed by a vowel, the i sounds like a long e.
- Y works as a vowel in open syllables, saying long i at the end of one-syllable words, and long e at the end of most multisyllabic words.
- C followed by e, i, or y says /s/.
- G followed by e, i , or y says /j/.

NOV. 9	NOV. 10	Veterans Day, schools closed	Afternoon and Evening Parent-Teacher Conferences	NOV. 13

Unit 3, Week 1, Day 5
Unit 3 Test (p. 165 in Teacher's Manual) - DUE: 11/10/26

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 3 Test (p.165 in *Teacher's Manual*); Due: November 10, 2026
- Unit 4 Test (p.193 in *Teacher's Manual*); Due: December 3, 2026
- Unit 5 Test (p. 221 in *Teacher's Manual*); Due: December 21, 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 4, Unit 5, Unit 6 (week 1)

Unit 4 - Students will know:

- exception to the vowel-consonant-e syllable
  - ive is an exception to the rule- the i is short in words with -ive
  - v does not like to be at the the end of words
  - give, olive
- -ive as a suffix makes adjectives- describing someone or something
  - act--active
- words can have two suffixes
  - active-actively
- V-e words and make them plural or adding a consonant suffix - just add the suffix
  - cake-cakes
  - hope-hopeful
- v-e words and adding vowel suffixes- drop the e before you add the vowel suffix
- mark the words by circling the suffix and placing an e above the suffix (indicates that the e has been dropped)
- difference between 1-1-1 word and a v-e word (do we double the final consonant or drop the e)
- multisyllabic words following the e rule- follow the syllable words to divide the word then decide if we need to drop the e
  - inspire--inspiring
- homophones - with spelling rules
  - mind/mined
  - find/fined
- identify the base word for reading- knowing the base word allows for easier reading because you identify the vowel sound
  - taping -- tapping (tape and tap)
  - stripped-- striped (strip and stripe)

Unit 5 - Students will know:

- schwa- vowels can sometimes make an unexpected sound- the a,e,i, and o can make a short u sound or short i
  - travel-- trav (closed) and then -el (the e is not making it's short vowel sound but is "schwaed" and makes the short u sound
- accented syllables-- the syllable is said more clearly
- when a syllable has a schwa or does not sound the way the syllable should the syllable is not accented
  - travel-- trav- el -- the accent is on the first syllable
  - sev-en, wag- on (the second syllable has the schwa)
  - mark the schwa with an upside down e
- homophones
  - weather/whether
- words with schwa are harder to spell because the vowel is uncertain
- often the 2nd syllable that ends in an n either has an o or an e-- wagon, seven (this info helps students make a generalization to help w/ spelling)
- mark the words with schwa using the syllable rules
  - syllables are scooped, no schwa marked with an abreva and schwaed syllables have an upside down e on it
  - no schwa- insist-- in/sist
  - schwa-- random-- ran/dom /dim/ (second syllable has a schwa)
- spelling of -et -- /it/ if the 2nd syllable has an e in it, it can be schwaed to sound like short i
  - if you hear /it/ in the second syllable it is usually spelled -et
  - rocket, jacket
- dictionary skills-- use alphabetic skills to determine where the words would fall in a dictionary

Unit 6 - Students will know:

- open syllable- one vowel at the end of a syllable, no consonants closing it it, the vowel is long- he, she, ha
- mark open syllables with a macron over the vowel, underline the syllable and mark with an O
- long u makes two sounds- it says its name /u/ and /oo/ (like in boo)
- combining different syllables to create multisyllabic words- an open syllable can be the first or the second syllable in a word
  - robot-- ro/bot
  - unit-- u/nit
  - menu-- men/u
- y- at the end of a syllable can make two sounds
  - y at the end of a one syllable word makes the long i sound- my, by, try
  - y at the end of a two syllable word makes the long e sound- candy, baby
- multisyllabic words that have a y at the end and a short vowel in the first syllable need an extra consonant in the middle
- multiple spellings for long vowel sounds
  - long a-- open syllable, aCe
  - long i-- open syllable, iCe, y
  - long e-- open syllable, eCe, y
- soft sounds of c and g
  - c makes it soft sound /s/ when it is followed by a e,i, or y -- cent, race, cinder
  - g makes it soft sound /j/ when it is also followed by an e, i or y-- gem, stage, giant
- schwa with an open syllable a
  - the open syllable a is schwaed in the initial and final position of words - the a makes the short /u/ sound
- extra, alone, amaze -- in all of these words that a is schwaed making the short u sound
- mark a schwaed a syllable by crossing off the O in an open syllable and placing an upside down e over the a
- there can be more than one schwa in a multisyllabic word
  - abandon -- schwa is in the first and last syllable
- schwa can also happen in an open syllable with the vowel i
  - the vowel i in the middle of a syllable is often unstressed and can make the short /u/ or short /i/ sound
  - compliment-- the i in the middle of this word is making the short u sound
  - confident, apricot-- the i is schwaed making the short u sound in the middle of a word
- i in the middle of a word can also make the e sound when it comes before a vowel
  - champion-- the i in the middle of the word is making the e sound
  - mark the i with an e with a macron on top of the syllable
  - patio-- i makes the long e sound before the o

Pacing

NOV. 16	**NOV. 17**	**NOV. 18**	**NOV. 19**	**NOV. 20**
Unit 4, Week 1, Days 1-5				
NOV. 23	**NOV. 24**	**NOV. 25**	Thanksgiving Recess, schools closed	Thanksgiving Recess, schools closed
Unit 4, Week 2, Days 1-2				
NOV. 30	**DEC. 1**	**DEC. 2**	**DEC. 3**	**DEC. 4**
Unit 4, Week 2, Days 3-5 **Unit 4 Test** (p. 193 in Teacher's Manual) - DUE: 12/3/26				
DEC. 7	**DEC. 8**	**DEC. 9**	**DEC. 10**	**DEC. 11**
Unit 5, Week 1, Days 1-5				
DEC. 14	**DEC. 15**	**DEC. 16**	**DEC. 17**	**DEC. 18**
Unit 5, Week 2, Days 1-5				
DEC. 21	**DEC. 22**	**DEC. 23**		
Unit 5 Test (p. 221 in *Teacher's Manual*) - DUE: 12/21/26				
JAN. 4	**JAN. 5**	**JAN. 6**	**JAN. 7**	**JAN. 8**
Unit 6, Week 1, Days 1-5				