P352X K-5 SA,AA

Fundations Level 3 Pacing Calendar 2026-27

Marking Period 4: March 1 - May 7 (8 weeks)

Fundations LEVEL 3
Unit 8 (weeks 2-3), Unit 9, Unit 10 (weeks 1-3)

Unit 8
Essential Questions:
- What is the consonant-le syllable?
- What is the consonant-le syllable exception?
- What sounds do sion and tion make?

Enduring Objectives/ Understandings:
- Consonant-le syllable is a final stable syllable. It is found at the end of multisyllabic words.
- In words ending with stle, both t and e are silent. The l is the only letter sounded in the syllable; the s is considered part of the previous syllable.
- Tion says /shun/ and sion says /shun/ or /zhun/.

Unit 9
Essential Questions:
- What is the r-controlled syllable?
- What is the exception to the r-controlled rule?
- What additional sounds does ar and or make?
- How does the 1-1-1 spelling rule apply to r-controlled words?

Enduring Objectives/ Understandings:
- The r-controlled syllable contains a single vowel followed by an r (ar, er, ir, or, ur).
- If the r is followed by another r, the preceding vowel is often short.
- At the end of a multisyllabic word /ɚr/ can be spelled with er, ar, or or.
- When the baseword is a closed or r-controlled syllable with only one consonant following the one vowel, you double the final
consonant on the baseword if adding a vowel suffix.

Unit 10
Essential Questions:
- What is a double vowel syllable and how do I identify it?
- What letter combinations make the long a sound?
- What letter combinations make the long a sound?

Enduring Objectives/ Understandings:
- A double vowel syllable contains a vowel digraph or diphthong.
- Letter combinations that make the long a sound: eigh, ea, ei
- Letter combinations that make the long e sound: ea, ie, ei

Pacing

MARCH 1	MARCH 2	MARCH 3	MARCH 4	MARCH 5
Unit 8, Week 2, Days 1-5				

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)

Large Letter Cards
Echo & Baby Echo
Sound Cards
Large Writing Grid
Student Notebook
Letter Tiles
Dry Erase Tablet

Formative Assessments
- Ongoing classroom observations during Fundations Lessons

Summative Assessments
- Unit 8 Test (p. 353 in *Teacher's Manual*); Due: March 16, 2027
- Unit 9 Test (p. 393 in *Teacher's Manual*); Due: April 8, 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 3
Unit 8 (weeks 2-3), Unit 9, Unit 10 (weeks 1-3)

Unit 8 - Students will know:
● consonant-le syllable-- this is a stable syllable,there is no
variation to this syllable-- Cle
○ Cle is always at then end of a mutisyllabic word
○ it is always three letters
○ the e is silent and there is a schwa between consonant
and the letter l
○ variations can be
■ zle, cle, ble, fle, ple, dle,
■ babble, purple, dimple, table
● divide the words by taking off the Cle of the word
○ maple-- ma/ple
○ apple-- ap/ple
○ you need to have the two consonant in apple to keep
the first syllable closed
● ck with Cle-- some words have ck in the first syllable of the word that ends in Cle- you keep the ck together when you divide the words
○ tackle, pickle
● suffixes with Cle
○ is you add a vowel suffix to a word that ends with a Cle
you need to drop the e before you add it
■ settle-- settling
○ if you had a consonant suffix to a word with a Cle then
you just add the suffix
■ settle-- settlement
● Cle exceptions - stle --in words that end in stle- the st makes the /sh/ sound-- castle, whistle
● final syllable and Cle
○ when words end with a schwa and an l, it is hard to
know whether it is a Cle or a schwa syllable
○ some words end with a schwa syllable and you just
need to know if it looks right
■ bagel, model
● -tion and -sion
○ both of this endings make the /shun/ sound
○ -sion also makes the /Zhun/ sound
○ both of these ends are stable syllables
○ vacation, mansion, vision

Unit 9 - Students will know:
● r-controlled syllables
○ this syllable is contains one vowel followed by an r
○ ar- car
○ it- bird
○ or- horn
○ ur- burn
○ er- her
● mark the r-controlled syllables by circling them and then an R under the syllable
● multisyllabic words with mixed syllables and r-controlled
○ teach syllable division
○ if the r-controlled is in the first syllable you divide after the r -- party-- par/ty
○ if it is a compound word, always divide between the words-- shortstop-- short/stop
● er, ir, and ur all make the same sound -- use what looks right method-- hint: er is most common and often seen in the second syllable of words-- winter, sister,
● words ending in v-- words in the English language never end in just a v-- so if the word ends in a v the letter e follows the v
○ nerve, curve
● homophones: heard/herd
● r-controlled syllable exceptions-- if a word has double r in the middle the vowel before the r is often short
○ carry, berry
○ mark these words by crossing out the r under the syllable
○ note: some words have multiple pronunciations based on dialect-- hurry
● -ar and -or as the /er/ sound
○ both -ar and -or can make the /er/ sound at the end of a word-- check their notebooks for correct spelling
○ solar, beggar
● -er and -or can be a suffix that makes the /er/ sound
○ singer, actor-- hint: -or is often used with a root
○ -er suffix means one who, or a comparison
● war and wor
○ w changes the sound of -or and and -ar-- it make the /or/ or /er/ sound like in these words-- work /er/ or warm /or/
● -ward-- suffix
○ westward, backward
○ marked in words by circling it
● 1-1-1 with r-controlled syllables
○ 1 syllable words with an r controlled syllable at the end follow the 1-1-1 rule-- 1 syllable, 1 consonant (r-controlled) and adding a vowel suffix you double the final r in the word
○ stir-- stirring
○ the extra r lets you know that it is an r-controlled syllable-- compare these words--
○ stare--stared
○ star--starry
○ mark the extra r with a star over it

Pacing

MARCH 8	Eid al-Fitr, schools closed	**MARCH 10**	**MARCH 11**	**MARCH 12**
Unit 8, Week 3, Days 1-4				
MARCH 15	**MARCH 16**	**MARCH 17**	**MARCH 18**	**MARCH 19**
Unit 8, Week 3, Day 5 **Unit 8 Test** (p. 353 in *Teacher's Manual*) - DUE: 3/16//27 Unit 9, Week 1, Days 1-3				
MARCH 22	**MARCH 23**	**MARCH 24**	**MARCH 25**	Good Friday, schools closed
Unit 9, Week 1, Days 4-5 Unit 9, Week 2, Days 1-2				

Fundations LEVEL 3
Unit 8 (weeks 2-3), Unit 9, Unit 10 (weeks 1-3)

Unit 10 - Students will know:

- double vowel syllable
  - two vowels together make one sound- they are like a team
  - mark with a D for double vowel syllable
  - ee,ea,ey,ay,ai,ow,oa,oe,ou,ue,ew,oo,oi,oy,au,aw
- eigh, ei, ea -- vowel teams
  - these vowel teams make the long /a/ sound
  - eight, vein, steak
  - circle the vowel teams
- there are multiple ways to spell many sounds now
  - long /a/ ay,ai, a-e,eight,ei,ea,
- ei, ie vowel teams
  - make the long /e/ sound
  - piece, ceiling
  - a few words end with -ie--- goalie, rookie
- -ea vowel team can also make the short vowel sound-- bread
- homophones
  - lead/led
  - break/ brake
- ui vowel team
  - this team also makes the /oo/ sound like in boo
  - suit
- -igh vowel team
  - makes long /i/ sound
  - comes at then end of words usually followed by a t
  - night, bright, high, sight
- oo vowel team
  - makes the /u/ sound like in look, book
- D syllable exceptions
  - some words have double vowels but they are not vowel teams and you do not keep the vowels together, but rather you divide between the vowels
  - create-- cre/ate

Pacing

MARCH 29	**MARCH 30**	**MARCH 31**	**APRIL 1**	**APRIL 2**
Unit 9, Week 2, Days 3-5 Unit 9, Week 3, Days 1-2				
APRIL 5	**APRIL 6**	**APRIL 7**	**APRIL 8**	**APRIL 9**
Unit 9, Week 3, Days 3-5 **Unit 9 Test** (p. 393 in *Teacher's Manual*) - DUE: 4/8/27				
APRIL 12	**APRIL 13**	**APRIL 14**	**APRIL 15**	**APRIL 16**
Unit 10, Week 1, Days 1-5				
APRIL 19	**APRIL 20**	**APRIL 21**	Spring Recess, schools closed	Spring Recess, schools closed
Unit 10, Week 2, Days 1-3				
MAY 3	**MAY 4**	**MAY 5**	**MAY 6**	**MAY 7**
Unit 10, Week 2, Days 4-5 Unit 10, Week 3, Days 1-3				