P352X K-5 SA,AA

Fundations Level K Pacing Calendar 2026-27

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

Fundations LEVEL K Unit 1	Pacing			
Essential Questions: ● Why is it important to learn the letters of the alphabet? ● Why is it important to know alphabet letter sounds? ● How can sounds (phonemes) be changed/manipulated? **Enduring Objectives/ Understandings:** ● All letters of the alphabet have a name, lowercase shape, uppercase shape, and a sound associated with them. ● Letter and sound knowledge will help me be a better reader and writer. ● Phonemes (sounds) can be manipulated and changed.		**SEPT. 10**	**SEPT. 11**	**Instructional materials:** ● Fundations Teacher's Manual Level K ● 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 K Orientation		

Formative Assessments

● Ongoing classroom observations during Fundations Lessons

Summative Assessments

● Mid Unit Check (p.123 in *Teacher's Manual*) – MP1 (Due: October 28, 2026)
  ➔ Unit Test (p. 184 in *Teacher's Manual*) – MP2 (Due: December 23, 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 K
Unit 1

Students will know - Fundations:

- concept of “echoing”
- letter formation grid
  - sky line, plane line, grass line, worm line
- display proper formation of lower case letters using the formation grid
- letter-keyword-sound
  - identify the difference between a letter and a sound
- 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 consonant sounds so a short vowel is not at the end
- match letters to dictated sounds
- identify what a word is and identify words in a sentence
- understand that sentences are words put together to say something
- understand that sentences start w/ a capital letter and end w/ a punctuation mark
  - use sentence frames as a visual for understanding sentences
- understand what an asking and a telling sentence is
- understand that names begin with a capital letter
- understand that letters have an uppercase shape and a lowercase shape
- understand what rhyming is and rhyme words
  - rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil
- understand that the initial sound in a word is the very first sound in a word /s/ /t/ /o/ /p/ ---- initial sound is /s/
- understand that the finial sound in a word is the last sound you hear in a word-- /m/ /a/ /sh/--- final sound is /sh/
- understand that qu- says /kw/ one tap
- understand that x says /ks/ one tap

Students will know - Heggerty (Phonemic Awareness):

- understand what rhyming is and rhyme words
  - rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil
- understand the concept of a phoneme
- understand concept of a sentence
- understand the concept of a syllable
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand that syllables can be added, substituted, and deleted
- understand that words go together to make sentences
- identify rhymes
- identify onset phonemes
- concept of a compound word
- hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)

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, Week 4, Days 1-4				
Italian Heritage/ Indigenous Peoples' Day, schools closed	**OCT. 13**	**OCT. 14**	**OCT. 15**	**OCT. 16**
Unit 1, Week 4, Day 5; Unit 1, Week 5, Days 1-3				
OCT. 19	**OCT. 20**	**OCT. 21**	**OCT. 22**	**OCT. 23**
Unit 1, Week 5, Days 4-5; Unit 1, Week 6, Days 1-3				
OCT. 26	**OCT. 27**	**OCT. 28**	**OCT. 29**	**OCT. 30**
Unit 1, Week 6, Day 4-5: **Mid Unit Check** (p.123 in *Teacher’s Manual*) - DUE: 10/28/26 Unit 1, Week 7, Days 1-2				
NOV. 2	Election Day, remote day for all students	**NOV. 4**	**NOV. 5**	**NOV. 6**
Unit 1, Week 7, Days 3-5				