P352X K-5 SA,AA

Fundations Level K Pacing Calendar 2026-27

Marking Period 2: November 9 - January 8 (7 weeks)

Fundations LEVEL K Unit 1 (continued), Unit 2 (week 1)	Pacing					
Unit 1 **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. **Unit 2** **Essential Questions:** ● How will knowing about letters and sounds help me be a better reader? **Enduring Objectives/ Understandings:** ● Words can be broken down into individual sounds. ● Readers blend sounds together to read words.	**NOV. 9**	**NOV. 10**	Veterans Day, schools closed	Afternoon and Evening Parent-Teacher Conferences	**NOV. 13**	**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
	Unit 1, Week 8, Days 1-3					

Formative Assessments
● Ongoing classroom observations during Fundations Lessons

Summative Assessments
✓ Mid-Unit 1 Check (p.123 in *Teacher's Manual*) – MP1 (Due: October 28, 2026)
● Unit 1 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, Unit 2 (week 1)	Pacing				
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)	**NOV. 16**	**NOV. 17**	**NOV. 18**	**NOV. 19**	**NOV. 20**
	Unit 1, Week 8, Days 4-5; Unit 1, Week 9, Days 1-3				
	NOV. 23	**NOV. 24**	**NOV. 25**	Thanksgiving Recess, schools closed	Thanksgiving Recess, schools closed
	Unit 1, Week 9, Days 4-5				
	NOV. 30	**DEC. 1**	**DEC. 2**	**DEC. 3**	**DEC. 4**
	Unit 1, Week 10, Days 1-5				
	DEC. 7	**DEC. 8**	**DEC. 9**	**DEC. 10**	**DEC. 11**
	Unit 1, Week 11, Days 1-5				
	DEC. 14	**DEC. 15**	**DEC. 16**	**DEC. 17**	**DEC. 18**
	Unit 1, Week 12, Days 1-5				
	DEC. 21	**DEC. 22**	**DEC. 23**		
	Unit 1 Test (p. 184 in *Teacher’s Manual*) - DUE: 12/23/26				
	JAN. 4	**JAN. 5**	**JAN. 6**	**JAN. 7**	**JAN. 8**
	Unit 2, Week 1, Days 1-5				