

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 1 Word Study (Foundations & Heggerty) Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

## Curriculum Scope and Sequence

|                     |                                     |                                  |                           |
|---------------------|-------------------------------------|----------------------------------|---------------------------|
| <b>Content Area</b> | <b>Phonics and Word Study (ELA)</b> | <b>Course Title/Grade Level:</b> | <b>Level 1/ 1st Grade</b> |
|---------------------|-------------------------------------|----------------------------------|---------------------------|

| <b>Topic/Unit Name</b> |                                | <b>Suggested Pacing<br/>(Days/Weeks)</b> | <b>Page Number</b> |
|------------------------|--------------------------------|--|--------------------|
| <b>Topic/Unit #1</b>   | Level 1 Orientation and Unit 1 | 3 weeks                                  | 6                  |
| <b>Topic/Unit #2</b>   | Level 1 Unit 2                 | 2-4 weeks                                | 11                 |
| <b>Topic/Unit #3</b>   | Level 1 Unit 3                 | 2 weeks                                  | 16                 |
| <b>Topic/Unit #4</b>   | Level 1 Unit 4                 | 2 weeks                                  | 20                 |
| <b>Topic/Unit #5</b>   | Level 1 Unit 5                 | 1 week                                   | 25                 |
| <b>Topic/Unit #6</b>   | Level 1 Unit 6                 | 3 weeks                                  | 29                 |
| <b>Topic/Unit #7</b>   | Level 1 Unit 7                 | 3 weeks                                  | 34                 |
| <b>Topic/Unit #8</b>   | Level 1 Unit 8                 | 2 weeks                                  | 39                 |
| <b>Topic/Unit #9</b>   | Level 1 Unit 9                 | 2 weeks                                  | 44                 |
| <b>Topic/Unit #10</b>  | Level 1 Unit 10                | 3 weeks                                  | 49                 |
| <b>Topic/Unit #11</b>  | Level 1 Unit 11                | 3 weeks                                  | 55                 |
| <b>Topic/Unit #12</b>  | Level 1 Unit 12                | 3 weeks                                  | 60                 |
| <b>Topic/Unit #13</b>  | Level 1 Unit 13                | 3 weeks                                  | 66                 |
| <b>Topic/Unit #14</b>  | Level 1 Unit 14                | 2 weeks                                  | 72                 |

## STANDARDS

### NJSLS (ELA/L)

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print all upper- and lowercase letters.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

- F. Use frequently occurring adjectives.
- G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- H. Use determiners (e.g., articles, demonstratives).
- I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

#### Interdisciplinary Connections:

- **6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.**

*(Example: Students will work together to create rules for Foundations time including how to respect materials and peers.)*

• **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

*(Example: Students will learn how their role in the class community impacts others in the class. This includes being a good partner during center activities and using shared materials wisely.)*

Read texts that are connected to science/ social studies/ health content topics.

Create texts in interactive writing connected to science/ social studies/ health content topics.

| <b>Career Readiness, Life Literacies, and Key Skills:</b>  | <b>Computer Science and Design Thinking:</b>  |
|--|---|
| <p><b>9.4.2.DC.3:</b> Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).<br/><i>(Example: Students will use appropriate navigation skills to safely use learning applications such as Starfall, ABCMouse.com, or RAZKids to reinforce taught skills.)</i></p> | <p><b>8.1.2.CS.1:</b> Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.<br/><i>(Example: Students will operate Chromebooks and iPads to engage in various digital learning tasks.)</i></p> |

|   |                                       |   |                |
|---|---------------------------------------|---|----------------|
| <b>Topic/Unit 1<br/>Title</b>   | <b>Level 1 Orientation and Unit 1</b> | <b>Approximate Pacing</b>   | <b>3 weeks</b> |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>  |                                       |   |                |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do I segment sounds in words?</li> <li>● What are short vowel sounds?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Words can be broken down into single sounds (phonemes).</li> <li>● A vowel makes its short sound when it is closed in by consonants.</li> </ul>  |                                       |   |                |
| <b>STUDENT LEARNING OBJECTIVES</b>  |                                       |   |                |
| <b>Key Knowledge</b>  |                                       | <b>Process/Skills/Procedures/Application of Key Knowledge</b>   |                |
| <p><b>Students will know- Foundations:</b></p> <ul style="list-style-type: none"> <li>● concept of “echoing” teacher</li> <li>● the difference between a letter and a sound</li> <li>● letter-keyword-sounds and formations for all consonants and short vowel sounds</li> <li>● letter formation <ul style="list-style-type: none"> <li>○ sky line, plane line, grass line, worm line</li> </ul> </li> <li>● identify the difference between a vowel and a consonant <ul style="list-style-type: none"> <li>○ vowels are open mouth sounds and can make a long or short sound</li> <li>○ consonants are closed mouth sounds</li> <li>○ clip the consonant sounds so that there is not a short u sound at the end</li> </ul> </li> <li>● place the letters in the alphabet in alphabetical order</li> <li>● identify the sounds of /k/ <ul style="list-style-type: none"> <li>○ -ck makes the /k/ sound at the end of the word</li> <li>○ K makes the /k/ sound before the e,i,y</li> <li>○ C makes the /k/ sound at the beginning of the word</li> </ul> </li> </ul> |                                       | <p><b>Students will be able to - Foundations:</b></p> <ul style="list-style-type: none"> <li>● echo the teacher</li> <li>● differentiate between letter vs sound</li> <li>● identify the letter, keyword, and sound for each letter in the alphabet</li> <li>● clip the consonant sounds</li> <li>● extend the vowel sounds</li> <li>● identify the 5 major vowels</li> <li>● use proper letter formation to trace and write letters</li> <li>● understand concept alphabetical order</li> </ul> <p><b>Students will be able to - Heggerty (Phonemic Awareness):</b></p> <ul style="list-style-type: none"> <li>● recognize rhyming words</li> <li>● isolate onset phonemes (initial sound) in spoken words</li> <li>● isolate the onset phoneme in a series of words</li> <li>● blend individual words into compound words</li> <li>● blend syllables into spoken words</li> <li>● isolate final phonemes in spoken words</li> <li>● segment compound words into individual words</li> </ul> |                |

|   |  |
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| <ul style="list-style-type: none"> <li>● identify a letter after echoing it's sound for all consonants and short vowel sounds <ul style="list-style-type: none"> <li>○ Say /m/ find the letter that says /m/</li> <li>○ say /ă/ find the vowel that says /ă/</li> </ul> </li> <li>● identify the short vowel sounds and stretch out the key word to hear the vowel sounds <ul style="list-style-type: none"> <li>○ vowel extensions</li> </ul> </li> </ul> <p><b>Students will know - Heggerty (Phonemic Awareness):</b></p> <ul style="list-style-type: none"> <li>● understand what rhyming is and rhyme words <ul style="list-style-type: none"> <li>○ rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil</li> </ul> </li> <li>● identifying rhymes</li> <li>● identifying onsets (beginning sounds)</li> <li>● understand that phonemes go together to make words</li> <li>● understand that phonemes can be added, substituted, and deleted</li> <li>● understand the concept of a syllable</li> <li>● understand that syllables can be added, substituted, and deleted</li> <li>● understand the concept of a compound word</li> <li>● understand how to isolate final sounds</li> <li>● understand that words go together to make sentences</li> <li>● hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)</li> </ul> | <ul style="list-style-type: none"> <li>● segment spoken words into syllables</li> <li>● add words to make compound words</li> <li>● add syllables to words or word parts</li> <li>● delete words from compound words</li> <li>● delete syllables from spoken words</li> <li>● substitute a word or syllable in 2 and 3-syllable words</li> <li>● name letters A-Z</li> <li>● name letter sounds A-Z</li> <li>● repeat a sentence aloud</li> <li>● count the number of words in a sentence</li> </ul> |
|---|--|

**ASSESSMENT OF LEARNING**

|   |   |
|---|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p> | <ul style="list-style-type: none"> <li>● Unit Test (p.100 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 2. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul> |
|---|---|

|  |   |
|--|---|
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>• The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>• The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>                 | <ul style="list-style-type: none"> <li>• The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year (Sept/Jan/June)</li> </ul>  |

## RESOURCES

**Core instructional materials:**

- Foundations Teacher’s Manual Level 1
  - page 100 Unit 1 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher’s manual)
- [Level 1 Trick Words](#)

**Supplemental materials:**

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades* by Michael Heggarty
- *Heggerty Phonemic Awareness* - weeks 1-3
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)



### Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.

### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.

Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**


Writing Workshop Connections


**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

**Modifications for Learners**

See [appendix](#)

|  |                       |  |           |
|--|-----------------------|--|-----------|
| Topic/Unit 2<br>Title  | <b>Level 1 Unit 2</b> | Approximate Pacing   | 2-4 weeks |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |                       |  |           |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do I blend sounds to make words?</li> <li>● How can I change sounds in a word to make new words?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Words are made up of sounds.</li> <li>● I can change the first (initial), middle (medial), or last (final) sound in a word to make new words.</li> </ul>   |                       |  |           |
| <b>STUDENT LEARNING OBJECTIVES</b>   |                       |  |           |
| <b>Key Knowledge</b>   |                       | <b>Process/Skills/Procedures/Application of Key Knowledge</b>  |           |
| <p><b>Students will know - Foundations:</b></p> <ul style="list-style-type: none"> <li>● trick words: the,a,and,is his,of <ul style="list-style-type: none"> <li>○ trick words are not tapped out</li> <li>○ they are high frequency words that need to be memorized for reading and spelling</li> </ul> </li> <li>● CVC words can be tapped out</li> <li>● letter sound correspondence- hear a sound and match it to the correct letter <ul style="list-style-type: none"> <li>○ say /ks/ students find x</li> </ul> </li> <li>● sentences are comprised of words</li> <li>● scoop sentences to read with fluency <ul style="list-style-type: none"> <li>○ scooping words is a visual way to show where we take a breath to build fluency and prosody</li> </ul> </li> <li>● mark short vowels with a breve (ă )</li> </ul> |                       | <p><b>Students will be able to - Foundations:</b></p> <ul style="list-style-type: none"> <li>● identify trick words: the, a, and, is, his, of</li> <li>● segment cvc words by tapping each sound <ul style="list-style-type: none"> <li>○ each finger gets one sound map-- /m/ /ă/ /p/</li> <li>○ tap the sounds in cvc words to read real words</li> <li>○ understand that qu- /kw/ one finger tap <ul style="list-style-type: none"> <li>■ q and u are buddies and stick together</li> </ul> </li> </ul> </li> <li>● identify words in sentence</li> <li>● understand that sentences start with a capital letter and end with punctuation marks <ul style="list-style-type: none"> <li>○ use sentence frames as a visual tool</li> </ul> </li> <li>● mark qu- with a circle around it </li> </ul> <p><b>Students will be able to - Heggerty (Phonemic Awareness):</b></p> |           |

- marking words helps student understand what type of vowel sound is occurring and helps students analysis the words
- mark qu- with a circle around it  - /kw/ sound
  - q and u are buddies they stick together, “q always likes to have u with him”

**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
- identifying and producing rhymes
- identifying onsets (beginning sounds)
- understand the concept of a phoneme
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand the concept of a syllable
- understand that syllables can be added, substituted, and deleted
- understand the concept of a compound word
- understand how to isolate final sounds
- understand that words go together to make sentences
- hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)

- recognize rhyming words
- produce a rhyming word with a nonsense word
- isolate the onset phoneme in a series of words
- blend syllables into spoken words
- blend onset with rime into spoken words
- isolate final phonemes in spoken words
- segment spoken words into syllables
- segment spoken words into onset rime
- add syllables to words or word parts
- add initial phonemes to spoken words
- delete syllables from spoken words
- delete initial phonemes from spoken words
- substituting a word or syllable in 2 and 3-syllable words
- substituting the initial phonemes in spoken words
- name letters A-Z
- name letter sounds A-Z
- repeat a sentence aloud
- count the number of words in a sentence

**ASSESSMENT OF LEARNING**

**Summative Assessment**  
(Assessment at the end of the learning period)

- Unit Test (p.126 in *Teacher's Manual*)
  - This assessment can be given whole group.
  - You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 3. If not, please review and reteach tricky concepts and then reassess.

|  |   |
|--|---|
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**Supplemental materials:**

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- *Heggerty Phonemic Awareness - weeks 4-6*
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- Simplex Spelling with Reverse Phonics: Lite
- Sky Fish Phonics
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#### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- **Have students “tap out” CVC words in the text.**
- **Have students identify consonants and vowels in a word.**
- **Have students practice reading with fluency by scooping phrases.**
- **Have students locate and read trick words in text (the, a, and, is, his, of).**
- **Have students listen to a word and determine if it has a long or short sound.**

#### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.

- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- **Have students spell out CVC words.**
- **Have students spell the trick words: a, the, a, and, is, his, of**
- **Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.**
- **Have students use end punctuation properly in interactive writing experiences.**

#### Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

#### Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

#### Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

### **Modifications for Learners**

See [appendix](#)

|  |                |  |  |         |
|--|----------------|--|--|---------|
| Topic/Unit 3<br>Title  | Level 1 Unit 3 |  | Approximate Pacing   | 2 weeks |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |                |  |  |         |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why do I need to learn trick words?</li> <li>● What are consonant digraphs?</li> <li>● How do I know when to change my reading rate?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Trick words are words that are found frequently in texts and may or may not follow phonetic rules. They should be memorized in order to be read with automaticity.</li> <li>● Consonant digraphs are consonants that when paired together make one new sounds.</li> <li>● Reading fluency impacts comprehension.</li> </ul>  |                |  |  |         |
| <b>STUDENT LEARNING OBJECTIVES</b>   |                |  |  |         |
| <b>Key Knowledge</b>   |                |  | <b>Process/Skills/Procedures/Application of Key Knowledge</b>  |         |
| <p><b>Students will know - Foundations:</b></p> <ul style="list-style-type: none"> <li>● trick words: as,has.to,into,we,he,she,be,me,for,or</li> <li>● digraph sounds <ul style="list-style-type: none"> <li>○ two consonant letters that make one sound</li> <li>○ sh,ch,wh,th,ck</li> <li>○ ck-- comes at the end of a one syllable word after a short vowel</li> <li>○ digraphs get one tap</li> <li>○ mark a digraph with one line under to represent the two consonants make one sound</li> </ul> </li> <li>● c,k, and ck make the same sound /k/ <ul style="list-style-type: none"> <li>○ c comes before a,o,and u</li> <li>○ k comes before e, y, and i</li> <li>○</li> </ul> </li> </ul> <p><b>Students will know - Heggerty (Phonemic Awareness):</b></p> |                |  | <p><b>Students will be able to - Foundations:</b></p> <ul style="list-style-type: none"> <li>● identify trick words: as, has, to, into, we, she, be, me, for, or</li> <li>● identify, produce and understand digraph sounds</li> <li>● identify letters/letter combinations that produce the same sound</li> </ul> <p><b>Students will be able to - Heggerty (Phonemic Awareness):</b></p> <ul style="list-style-type: none"> <li>● recognize rhyming words in a series of words</li> <li>● isolate onset phoneme (initial sound) in spoken words</li> <li>● isolate the onset phoneme in a series of words</li> <li>● blend body-coda into spoken words</li> <li>● blend phonemes (sounds) into spoken words</li> <li>● isolate final phonemes in spoken words</li> <li>● segment spoken words into onset rime</li> <li>● segment spoken words into phonemes</li> </ul> |         |



|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● understand what rhyming is and rhyme words <ul style="list-style-type: none"> <li>○ rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil</li> </ul> </li> <li>● identifying and producing rhymes</li> <li>● identifying onsets (beginning sounds)</li> <li>● understand the concept of a phoneme</li> <li>● understand that phonemes go together to make words</li> <li>● understand that phonemes can be added, substituted, and deleted</li> <li>● understand the concept of a syllable</li> <li>● understand that syllables can be added, substituted, and deleted</li> <li>● understand the concept of a compound word</li> <li>● understand how to isolate final sounds</li> <li>● understand that words go together to make sentences</li> <li>● hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)</li> </ul> | <ul style="list-style-type: none"> <li>● add initial phonemes to spoken words</li> <li>● delete initial phonemes from spoken words</li> <li>● substitute the initial phonemes in spoken words</li> <li>● recite nursery rhymes</li> </ul> |
|---|---|

**ASSESSMENT OF LEARNING**

|  |   |
|--|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <ul style="list-style-type: none"> <li>● Unit Test (p.152 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 4. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>                                     |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |

**Benchmark Assessments**  
(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)

- The Primary Spelling Inventory (*Words Their Way*) will be given 3 X per year (Sept/Jan/June)

## RESOURCES

### Core instructional materials:

- Foundations Teacher's Manual Level 1
  - page 152 Unit 3 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 1 Trick Words](#)

### Supplemental materials:

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades* by Michael Heggarty
- *Heggerty Phonemic Awareness - Weeks 7-8*
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

### Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of).
- Have students listen to a word and determine if it has a long or short sound.
- **Have students identify words with digraphs wh, ch, sh, th, and ck.**
- **Have students “tap out” CVC words with digraphs in the text.**
- **Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for)**

#### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- **Have students hear and record the digraphs wh, ch, sh, th, and ck in words.**

- Have students spell CVC words with digraphs.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for)

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts & Decodable Texts

Assorted leveled texts can be used for differentiation

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

**Modifications for Learners**

See [appendix](#)

| Topic/Unit 4<br>Title  | Level 1 Unit 4 |  | Approximate Pacing  | 2 weeks |
|--|----------------|--|---|---------|
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |                |  |   |         |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can learning a spelling pattern help me with writing?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>• The English language is based on phonetic spelling patterns.</li> </ul> |                |  |   |         |
| <b>STUDENT LEARNING OBJECTIVES</b>   |                |  |   |         |
| <b>Key Knowledge</b>   |                |  | <b>Process/Skills/Procedures/Application of Key Knowledge</b> |         |

**Students will know - Foundations:**

- trick words: you,your,I,they,was,one,said
- understand bonus letter
  - f,s,z,l are doubled at the end of a one syllable word after a short vowel-
  - they make one sound
    - miss,fizz,puff,hill
  - z is not as common
  - mark the bonus letter with a star
  - bonus letters get one tap
- bonus letter l changes the sound of short ä
  - all-ball
  - glued or welded sound- they are more than one sound, but glued very closely together
    - glued sounds are marked by boxing the sound

**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
- identifying and producing rhymes
- identifying onsets (beginning sounds)
- understand the concept of a phoneme
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand the concept of a syllable
- understand that syllables can be added, substituted, and deleted
- understand the concept of a compound word
- understand how to isolate final sounds
- understand that words go together to make sentences

**Students will be able to - Foundations:**

- identify trick words: you, your, l, they, was, one, said
- demonstrate and apply understanding of bonus letter rule
  - mark bonus letters with a star
  - identify the bonus letter l as changing the sound of the short ä
- demonstrate and apply understanding of glued sounds
  - mark glued sounds with a box

**Students will be able to - Heggerty (Phonemic Awareness):**

- recognize rhyming words in a series of words
- produce a rhyming word with a rime or familiar word
- isolate the onset phoneme in a series of words
- blend phonemes (sounds) into spoken words
- isolate medial phonemes in spoken words
- phoneme categorization
- segment spoken words into phonemes
- add initial phonemes to spoken words
- delete initial phonemes from spoken words
- substitute the initial phonemes in spoken words
- name letters A-Z
- name letter sounds A-Z

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)</li> </ul> |  |
|---|--|

**ASSESSMENT OF LEARNING**

|  |   |
|--|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <ul style="list-style-type: none"> <li>• Unit Test (p.178 in <i>Teacher’s Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 5. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>                                     |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>• The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>• The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>                 | <ul style="list-style-type: none"> <li>• The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year (Sept/Jan/June)</li> </ul>  |

**RESOURCES**

|   |
|---|
| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>• Foundations Teacher’s Manual Level 1 <ul style="list-style-type: none"> <li>○ page 178 Unit 4 Resources</li> </ul> </li> <li>• Wilson PLC <a href="http://www.wilsonlanguage.com/register">http://www.wilsonlanguage.com/register</a> (look for the registration code on the first page of teacher’s manual)</li> <li>• <a href="#">Level 1 Trick Words</a></li> </ul> |
|---|

### **Supplemental materials:**

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades* by Michael Heggerty
- *Heggerty Phonemic Awareness- weeks 9-10*
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

### **Technology Resources**

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

### **Shared Reading Connections**

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.

- Have students locate and read trick words in text (the, a, and, is, his, of).
- Have students listen to a word and determine if it has a long or short sound.
- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for)
- **Have students locate and read words that have a Bonus Letter**
- **Have students “tap out” CVC words with Bonus Letters**
- **Have students locate and read words with the glued sound “all”**
- **Have students “tap out” words with the glued sound “all”**
- **Have students locate and read trick words in text (you, your, I, they, was, one, said)**

#### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for)
- **Have students spell words that have a Bonus Letter**
- **Have students spell words with the glued sound “all”**
- **Have students spell trick words in text (you, your, I, they, was, one, said)**

#### Reading Workshop Connections



**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

#### **Modifications for Learners**

See [appendix](#)

|   |                |  |        |
|---|----------------|--|--------|
| Topic/Unit 5<br>Title   | Level 1 Unit 5 | Approximate Pacing   | 1 week |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>  |                |  |        |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why is reading fluently important?</li> <li>● Why is reading accurately important?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Reading fluency impacts comprehension</li> <li>● Reading accuracy impacts comprehension</li> </ul>  |                |  |        |
| <b>STUDENT LEARNING OBJECTIVES</b>  |                |  |        |
| <b>Key Knowledge</b>  |                | <b>Process/Skills/Procedures/Application of Key Knowledge</b>  |        |
| <p><b>Students will know - Foundations:</b></p> <ul style="list-style-type: none"> <li>● trick words: from,have,do does</li> <li>● understand the glued sounds am, an <ul style="list-style-type: none"> <li>○ glued sounds are on the green cards</li> <li>○ am, an are nasal sounds and the sound comes out your nose and distorts the vowel sound slightly</li> <li>○ they are marked by a box around them</li> <li>○ tap these sounds with two fingers together to the thumb</li> <li>○ say each letter when saying the letter-keyword- sound <ul style="list-style-type: none"> <li>■ because they are nasal sounds spelling these sounds can be harder than reading them</li> </ul> </li> </ul> </li> </ul> <p><b>Students will know - Heggerty (Phonemic Awareness):</b></p> <ul style="list-style-type: none"> <li>● understand what rhyming is and rhyme words <ul style="list-style-type: none"> <li>○ rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil</li> </ul> </li> <li>● identifying and producing rhymes</li> <li>● identifying onsets (beginning sounds)</li> <li>● understand the concept of a phoneme</li> </ul> |                | <p><b>Students will be able to - Foundations:</b></p> <ul style="list-style-type: none"> <li>● identify trick words: from, have, do, does</li> <li>● understand and apply knowledge of glued sounds <ul style="list-style-type: none"> <li>○ am, an</li> <li>○ tap out glued sounds using 2 fingers to represent the glued sound</li> <li>○ identify the glued sound by the keyword</li> </ul> </li> </ul> <p><b>Students will be able to - Heggerty (Phonemic Awareness):</b></p> <ul style="list-style-type: none"> <li>● produce a rhyming word with a rime or familiar word</li> <li>● isolate onset phoneme in spoken words</li> <li>● blend phonemes into spoken words</li> <li>● isolate medial phonemes in spoken words</li> <li>● segment spoken words into phonemes</li> <li>● add initial phonemes to spoken words</li> <li>● delete initial phonemes from spoken words</li> <li>● substitute the initial phonemes in spoken words</li> <li>● name letters A-Z</li> <li>● name letter sounds A-Z</li> </ul> |        |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● understand that phonemes go together to make words</li> <li>● understand that phonemes can be added, substituted, and deleted</li> <li>● understand the concept of a syllable</li> <li>● understand that syllables can be added, substituted, and deleted</li> <li>● understand the concept of a compound word</li> <li>● understand how to isolate final sounds</li> <li>● understand that words go together to make sentences</li> <li>● hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)</li> <li>● understand the concept of a medial sound</li> </ul> |  |
|--|--|

**ASSESSMENT OF LEARNING**

|  |   |
|--|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <ul style="list-style-type: none"> <li>● Unit Test (p.194 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 6. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>                                     |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
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| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards</p>  | <ul style="list-style-type: none"> <li>● The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year (Sept/Jan/June)</li> </ul>  |

grade level standards; given  
2-3 X per year)

## RESOURCES

### Core instructional materials:

- Foundations Teacher's Manual Level 1
  - page 194 Unit 5 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 1 Trick Words](#)

### Supplemental materials:

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades* by Michael Heggarty
- *Heggerty Phonemic Awareness-* week 11
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- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

### Technology Resources

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  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
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### Shared Reading Connections

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- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.

- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
- Have students listen to a word and determine if it has a long or short sound.
- Have students identify words with digraphs wh, ch, sh, th, and ck.
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- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for)
- Have students locate and read words that have a Bonus Letter
- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “**an**”, and “**am**”
- Have students “tap out” words with the glued sound “all”, “**an**”, and “**am**”
- **Have students locate and read trick words in text (from, have, do, does)**

#### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said)

- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”
- Have students spell trick words in text (**from, have, do, does**)

Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

**Modifications for Learners**

See [appendix](#)

| Topic/Unit 6<br>Title  | Level 1 Unit 6 | Approximate Pacing  | 3 weeks |
|--|----------------|---|---------|
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |                |   |         |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does adding a suffix affect a word?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Suffixes slightly change the meaning of a base word.</li> </ul> |                |   |         |
| <b>STUDENT LEARNING OBJECTIVES</b>   |                |   |         |
| <b>Key Knowledge</b>   |                | <b>Process/Skills/Procedures/Application of Key Knowledge</b> |         |

**Students will know - Foundations:**

- trick words: were,are,who,what,when,where,there,here
- base word and suffix
  - base word is a word that can stand alone and carries meaning
  - a suffix is added to the end of a base word and changes the the word slightly
- understand suffix -s makes two sounds /s/ and /z/ and maked the word plural
- mark the suffix by circling -s and then above it write the sound that the suffix -s is making
- mark the baseword by underlining/scoop it
- the sentence frame that is yellow is used for suffixes

**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
- identifying and producing rhymes
- identifying onsets (beginning sounds)
- understand the concept of a phoneme
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand the concept of a syllable
- understand that syllables can be added, substituted, and deleted
- understand the concept of a compound word
- understand how to isolate final sounds
- understand that words go together to make sentences
- hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)
- understand the concept of a medial sound

**Students will be able to - Foundations:**

- identify trick words: were, are, who, what, when where, there, here
- understand concept of base word
  - mark base word by underlining it
- understand concept of suffix
  - mark suffix by circling it
  - use yellow sentence frame

**Students will be able to - Heggerty (Phonemic Awareness):**

- recognize rhyming words
- recognize rhyming words in a series of words
- produce a rhyming word with a rime or familiar word
- isolate onset phoneme in spoken words
- isolate the onset phoneme in a series of words
- phoneme categorization
- blend phonemes into spoken words
- isolate final phonemes in spoken words
- isolate medial phonemes in spoken words
- phoneme location
- segment spoken words into phonemes
- add initial phonemes to spoken words
- delete initial phonemes from spoken words
- substitute the initial phonemes in spoken words
- name letters A-Z
- name letter sounds A-Z

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• understand the concept of a digraph</li> </ul> |  |
|---|--|

**ASSESSMENT OF LEARNING**

|  |   |
|--|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <ul style="list-style-type: none"> <li>• Unit Test (p.230 in <i>Teacher’s Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 7. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>                                     |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>• The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>• The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>                 | <ul style="list-style-type: none"> <li>• The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year (Sept/Jan/June)</li> </ul>  |

**RESOURCES**

|   |
|---|
| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>• Foundations Teacher’s Manual Level 1 <ul style="list-style-type: none"> <li>○ page 230 Unit 6 Resources</li> </ul> </li> <li>• Wilson PLC <a href="http://www.wilsonlanguage.com/register">http://www.wilsonlanguage.com/register</a> (look for the registration code on the first page of teacher’s manual)</li> <li>• <a href="#">Level 1 Trick Words</a></li> </ul> |
| <p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades</i> by Michael Heggarty</li> </ul>   |



- *Heggerty Phonemic Awareness*- weeks 12-14
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

#### Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

#### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
- Have students listen to a word and determine if it has a long or short sound.
- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.

- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does)
- Have students locate and read words that have a Bonus Letter
- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “an”, and “am”
- Have students “tap out” words with the glued sound “all”, “an”, and “am”
- **Have students locate and read words that have a base word and suffix “s”**
- **Have students locate nouns and plural nouns in the text.**
- **Have students locate action words or verbs in the text.**
- **Have students locate and read trick words in text (are, were, who, what, when, where, there, here)**

#### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”
- **Have students add the suffix “s” to base words to make new words (plurals and actions)**
- **Have students spell trick words in text (are, were, who, what, when, where, there, here)**

Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

**Modifications for Learners**

See [appendix](#)

|   |                       |  |                |
|---|-----------------------|--|----------------|
| Topic/ Unit 7<br>Title  | <b>Level 1 Unit 7</b> | <b>Approximate Pacing</b>  | <b>3 weeks</b> |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>  |                       |  |                |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why is reading fluently important?</li> <li>● Why is reading accurately important?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Reading fluency impacts comprehension.</li> <li>● Reading accuracy impacts comprehension.</li> </ul>  |                       |  |                |
| <b>STUDENT LEARNING OBJECTIVES</b>  |                       |  |                |
| <b>Key Knowledge</b>  |                       | <b>Process/Skills/Procedures/Application of Key Knowledge</b>  |                |
| <p><b>Students will know - Foundations:</b></p> <ul style="list-style-type: none"> <li>● trick words: why,by,my,try,put,two,too,very,also,some,come</li> <li>● glued sounds ang,ong,ing ung <ul style="list-style-type: none"> <li>○ tap these glued sounds with three fingers together to the thumb- there are three sounds that are glued together so each finger represents each sound</li> <li>○ say each letter when saying the letter-keyword- sound</li> <li>○ mark these sounds with a box</li> <li>○ glued sounds are on the green cards</li> </ul> </li> <li>● understand glued sounds ank,ink,onk,unk <ul style="list-style-type: none"> <li>○ mark sounds with box</li> </ul> </li> <li>● understand ang,ong,ung,ing,ank,onk,ink,unk in base words and with suffixes <ul style="list-style-type: none"> <li>○ winks,sings</li> </ul> </li> </ul> <p><b>Students will know - Heggerty (Phonemic Awareness):</b></p> <ul style="list-style-type: none"> <li>● understand what rhyming is and rhyme words</li> </ul> |                       | <p><b>Students will be able to - Foundations:</b></p> <ul style="list-style-type: none"> <li>● identify trick words: why, by, my, try, put, two, too, very, also, some, come</li> <li>● identify glued sounds: ang, ong, ing, ung <ul style="list-style-type: none"> <li>○ use one tap to represent these sounds</li> <li>○ mark sounds with a box</li> </ul> </li> <li>● identify glued sounds: ank, ink, onk, unk <ul style="list-style-type: none"> <li>○ use one tap to represent these sounds</li> <li>○ mark sounds with a box</li> </ul> </li> </ul> <p><b>Students will be able to - Heggerty (Phonemic Awareness):</b></p> <ul style="list-style-type: none"> <li>● recognize rhyming words</li> <li>● recognize rhyming words in a series of words</li> <li>● produce a rhyming words with a rime or familiar word</li> <li>● isolate onset phoneme in spoken words</li> <li>● isolate the onset phoneme in a series of words</li> </ul> |                |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>○ rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil</li> <li>● identifying and producing rhymes</li> <li>● identifying onsets (beginning sounds)</li> <li>● understand the concept of a phoneme</li> <li>● understand that phonemes go together to make words</li> <li>● understand that phonemes can be added, substituted, and deleted</li> <li>● understand the concept of a syllable</li> <li>● understand that syllables can be added, substituted, and deleted</li> <li>● understand the concept of a compound word</li> <li>● understand how to isolate final sounds</li> <li>● understand that words go together to make sentences</li> <li>● hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)</li> <li>● understand the concept of a medial sound</li> <li>● understand the concept of a digraph</li> </ul> | <ul style="list-style-type: none"> <li>● phoneme categorization</li> <li>● blend phonemes into spoken words</li> <li>● isolate final phonemes in spoken words</li> <li>● isolate medial phonemes in spoken words</li> <li>● segment spoken words into phonemes</li> <li>● add initial phonemes to spoken words</li> <li>● delete initial phonemes from spoken words</li> <li>● substitute the initial phonemes in spoken words</li> <li>● name letters A-Z</li> <li>● name letter sounds A-Z</li> </ul> |
|--|---|

**ASSESSMENT OF LEARNING**

|  |   |
|--|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <ul style="list-style-type: none"> <li>● Unit Test (p.266 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 8. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>                                     |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |

**Benchmark Assessments**  
(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)

- The Primary Spelling Inventory (*Words Their Way*) will be given 3 X per year (Sept/Jan/June)

## RESOURCES

### Core instructional materials:

- Foundations Teacher's Manual Level 1
  - page 266 Unit 7 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 1 Trick Words](#)

### Supplemental materials:

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades* by Michael Heggarty
- Heggerty Phonemic Awareness- weeks 15-17
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

### Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
- Have students listen to a word and determine if it has a long or short sound.
- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here)
- Have students locate and read words that have a Bonus Letter
- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students locate and read words that have a base word and suffix “s”
- Have students locate nouns and plural nouns in the text.
- Have students locate action words or verbs in the text.
- **Have students locate and read trick words in text (why, by, my, try, put, two, too, very, also, some, come)**

Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”, “**ang**”, “**ing**”, “**ong**”, “**ung**”, “**ank**”, “**ink**”, “**onk**”, “**unk**”
- Have students add the suffix “s” to base words to make new words (plurals and actions)
- Have students spell trick words in text (**why, by, my, try, put, two, too, very, also, some, come**)

#### Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

#### Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

#### Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.



**Modifications for Learners**

See [appendix](#)

| Topic/ Unit 8<br>Title  | Level 1 Unit 8 | Approximate Pacing | 2 weeks |
|---|----------------|--------------------|---------|
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>  |                |                    |         |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How does the letter “r” impact vowel sounds?</li></ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"><li>• When the “r” follows a vowel, it changes the sound of the vowel.</li></ul> |                |                    |         |

## STUDENT LEARNING OBJECTIVES

### Key Knowledge

#### ***Students will know - Foundations:***

- trick words: would, could, should, her, over, number
- concept of blends vs. digraphs
  - blend is two or more consonants together that make their own sound- the sounds can be pulled apart-- sl, tr
  - they can be in the beginning or ends of words
  - digraph is 2 consonants that make one sound
  - mark the blends with a line under each consonant representing each sound
- digraph blends
  - blends next to a digraph-- lunch , shred
- r-controlled vowels ar, or, er, ir, ur
  - the vowel is followed by the letter r-- it controls the vowel and makes a new sounds
  - er, ir, ur all make the same sound

#### ***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
- identifying and producing rhymes
- identifying onsets (beginning sounds)
- understand the concept of a phoneme
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand the concept of a syllable
- understand that syllables can be added, substituted, and deleted
- understand the concept of a compound word

### Process/Skills/Procedures/Application of Key Knowledge

#### ***Students will be able to - Foundations:***

- identify trick words: would, could, should, her, over, number
- understand concept of a blend
  - tap as two individual sounds
- understand concept of a digraph
  - tap as one sounds
- understand concept of a digraph blend
- identify words with r controlled vowels

#### ***Students will be able to - Heggerty (Phonemic Awareness):***

- recognize rhyming words
- recognize rhyming words in a series of words
- produce a rhyming word with a rime or familiar word
- isolate onset phoneme in spoken words
- isolate the onset phoneme in a series of words
- phoneme categorization
- blend phonemes into spoken words
- isolate final phonemes in spoken words
- isolate medial phonemes in spoken words
- phoneme location
- segment spoken words into phonemes
- add initial phonemes to spoken words
- add final phonemes to spoken words
- delete initial phonemes from spoken words
- delete final phonemes from spoken words
- substitute the rime in spoken words
- name letters A-Z
- name letter sounds A-Z

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● understand how to isolate final sounds</li> <li>● understand that words go together to make sentences</li> <li>● hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)</li> <li>● understand the concept of a medial sound</li> <li>● understand the concept of a digraph</li> </ul> |  |
|---|--|

**ASSESSMENT OF LEARNING**

|  |   |
|--|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <ul style="list-style-type: none"> <li>● Unit Test (p. 294 in <i>Teacher’s Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 9. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>                                    |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>                 | <ul style="list-style-type: none"> <li>● The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year (Sept/Jan/June)</li> </ul>  |

**RESOURCES**

|   |
|---|
| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>● Foundations Teacher’s Manual Level 1 <ul style="list-style-type: none"> <li>○ page 294 Unit 8 Resources</li> </ul> </li> </ul> |
|---|

- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 1 Trick Words](#)

#### **Supplemental materials:**

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades* by Michael Heggarty
- *Heggerty Phonemic Awareness-* weeks 18-19
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

#### Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

#### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.

- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
- Have students listen to a word and determine if it has a long or short sound.
- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come)
- Have students locate and read words that have a Bonus Letter
- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students locate and read words that have a base word and suffix “s”
- Have students locate nouns and plural nouns in the text.
- Have students locate action words or verbs in the text.
- **Have students locate and read words with consonant blends.**
- **Have students “tap out” CVC words with blends.**
- **Have students locate and read words with r controlled vowels.**
- **Have students locate and read trick words in text (would, could, should, her, over, number)**

#### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.

- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students add the suffix “s” to base words to make new words (plurals and actions)
- **Have students spell CVC words with blends**
- **Have students spell trick words in text (would, could, should, her, over, number)**

#### Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

#### Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

#### Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

### Modifications for Learners

See [appendix](#)

|   |                       |   |         |
|---|-----------------------|---|---------|
| Topic/ Unit 9<br>Title  | <b>Level 1 Unit 9</b> | Approximate Pacing  | 2 weeks |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>  |                       |   |         |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why is it important to know syllable types?</li> <li>● When is a vowel sound short?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Knowing the types of syllables allows readers to understand the sound the vowels make so they can decode words.</li> <li>● Vowels are short in closed syllables.</li> </ul>  |                       |   |         |
| <b>STUDENT LEARNING OBJECTIVES</b>  |                       |   |         |
| <b>Key Knowledge</b>  |                       | <b>Process/Skills/Procedures/Application of Key Knowledge</b>   |         |
| <p><b>Students will know - Foundations:</b></p> <ul style="list-style-type: none"> <li>● trick words: say,says,see,between,each</li> <li>● concept of a syllable <ul style="list-style-type: none"> <li>○ a syllable is part of a word that can be pushed out in one breath- it has one vowel sound</li> <li>○ cat- one syllable catnip-- 2 syllables</li> </ul> </li> <li>● closed syllable-- has one vowel that is followed by at least one consonant (closed in) and the vowel is short- the vowel is marked with a breve <ul style="list-style-type: none"> <li>○ sŭch, ĩt</li> </ul> </li> </ul> |                       | <p><b>Students will be able to- Foundations:</b></p> <ul style="list-style-type: none"> <li>● identify trick words: say, says, see, between, each</li> <li>● break words apart into syllables</li> <li>● understand concept of a closed syllable <ul style="list-style-type: none"> <li>○ mark closed syllables with a c</li> </ul> </li> <li>● identify vowel teams: ai, ay, ee, ea, ey, oi, oy</li> <li>● add suffixes to the end of words</li> </ul> <p><b>Students will be able to - Heggerty (Phonemic Awareness):</b></p> <ul style="list-style-type: none"> <li>● recognize rhyming words</li> <li>● recognize rhyming words in a series of words</li> </ul> |         |

- a closed syllable is marked by underlining the syllable putting a c under it ( for closed syllable) and marking the vowel
- concept of vowel teams- two letters working together to make one sound
  - ai, ay they both make the long vowel sound /ā/
  - ai-bait ay-play
  - ee,ea,ey they make the long vowel sound /ē/
  - ee-jeep ea-eat ey-key
  - oi, oy do not make a long vowel sound
  - oi- coin oy-boy
- understand that you can add suffixes to the end of words with vowel teams

***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
- identifying and producing rhymes
- identifying onsets (beginning sounds)
- understand the concept of a phoneme
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand the concept of a syllable
- understand that syllables can be added, substituted, and deleted
- understand the concept of a compound word
- understand how to isolate final sounds
- understand that words go together to make sentences
- hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)
- understand the concept of a medial sound
- understand the concept of a digraph

- isolate onset phoneme in spoken words
- blend phonemes into spoken words
- isolate final phonemes in spoken words
- isolate medial phonemes in spoken words
- phoneme categorization
- segment spoken words into phonemes
- add final phonemes to spoken words
- add a rime to the end of a word
- delete final phonemes from spoken words
- delete the rime from the end of a word
- substitute the final phonemes in spoken words



| <b>ASSESSMENT OF LEARNING</b>   |   |
|---|---|
| <b>Summative Assessment</b><br>(Assessment at the end of the learning period)   | <ul style="list-style-type: none"> <li>● Unit Test (p.322 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 10. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>                                    |
| <b>Formative Assessments</b><br>(Ongoing assessments during the learning period to inform instruction)  | <ul style="list-style-type: none"> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
| <b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)   | <ul style="list-style-type: none"> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |
| <b>Benchmark Assessments</b><br>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)  | <ul style="list-style-type: none"> <li>● The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year (Sept/Jan/June)</li> </ul>  |
| <b>RESOURCES</b>  |   |
| <b>Core instructional materials:</b>  |   |
| <ul style="list-style-type: none"> <li>● Foundations Teacher's Manual Level 1 <ul style="list-style-type: none"> <li>○ page 322 Unit 9 Resources</li> </ul> </li> <li>● Wilson PLC <a href="http://www.wilsonlanguage.com/register">http://www.wilsonlanguage.com/register</a> (look for the registration code on the first page of teacher's manual)</li> <li>● <a href="#">Level 1 Trick Words</a></li> </ul> |   |
| <b>Supplemental materials:</b>  |   |
| <ul style="list-style-type: none"> <li>● <i>Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades</i> by Michael Heggarty</li> <li>● <i>Heggerty Phonemic Awareness-</i> weeks 20-21</li> <li>● <a href="#">Learning Trick Words Strategy</a></li> </ul>   |   |

- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

#### Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

#### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
- Have students listen to a word and determine if it has a long or short sound.
- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number)

- Have students locate and read words that have a Bonus Letter
- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students locate and read words that have a base word and suffix “s”
- Have students locate nouns and plural nouns in the text.
- Have students locate action words or verbs in the text.
- Have students locate and read words with consonant blends.
- Have students “tap out” CVC words with blends.
- Have students locate and read words with r controlled vowels.
- **Have students locate closed syllables in a text (eg such, bat)**
- **Have students locate words that have common vowel teams.**
- **Have students locate open syllables in a text (eg. she, go)**
- **Have students locate and read trick words in text (say, says, see, between, each)**

#### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs

- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students add the suffix “s” to base words to make new words (plurals and actions)
- Have students spell CVC words with blends
- **Have students BEGIN to hear and record common vowel teams in words.**
- **Have students spell trick words in text (say, says, see, between, each)**

#### Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

#### Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

#### Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

### **Modifications for Learners**

See [appendix](#)

|  |                        |  |                |
|--|------------------------|--|----------------|
| Topic/ Unit 10<br>Title  | <b>Level 1 Unit 10</b> | <b>Approximate Pacing</b>  | <b>3 weeks</b> |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |                        |  |                |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I make a word plural?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>• Adding the suffix -s or -es to the end of a word makes it plural.</li> </ul>   |                        |  |                |
| <b>STUDENT LEARNING OBJECTIVES</b>   |                        |  |                |
| <b>Key Knowledge</b>   |                        | <b>Process/Skills/Procedures/Application of Key Knowledge</b>  |                |
| <p><b>Students will know - Foundations:</b></p> <ul style="list-style-type: none"> <li>• trick words: any,many,how,now,down,out,about,our</li> <li>• vowel teams- <ul style="list-style-type: none"> <li>○ oa,oe,ow all make the long vowel sound /ō/</li> <li>○ ow also makes another sound /ou/</li> <li>○ oa-boat oe-toe ow- snow ow-plow</li> <li>○ ou,oo</li> <li>○ ou makes two sounds ou - trout /ou/ ou- soup /ü/</li> <li>○ oo makes two sounds oo-school /ü/ oo- book /u/</li> <li>○ ue, ew</li> <li>○ ue makes two sounds ue- blue /ü/ ue- rescue /ū/</li> <li>○ ew ew- chew /ü/</li> <li>○ au, aw both make the same sound</li> <li>○ au- August aw- saw</li> </ul> </li> <li>• concept of suffixes -ed,-ing <ul style="list-style-type: none"> <li>○ suffixes can be added to the end of base words</li> <li>○ mark a suffix by circling it</li> <li>○ -ed suffix makes two sounds /ed/ or /id/ and makes the base word past tense or already happened <ul style="list-style-type: none"> <li>■ rented</li> </ul> </li> </ul> </li> </ul> |                        | <p><b>Students will be able to - Foundations:</b></p> <ul style="list-style-type: none"> <li>• identify trick words: any, many, how, now, down, out, about, our</li> <li>• recognize vowel teams in words and make appropriate sound</li> <li>• recognize the vowel teams that make more than one sound</li> <li>• add suffixes -ed, -ing appropriately <ul style="list-style-type: none"> <li>○ mark suffix by circling it</li> <li>○ recognize that -ed makes more than one sound</li> </ul> </li> </ul> <p><b>Students will be able to - Heggerty (Phonemic Awareness):</b></p> <ul style="list-style-type: none"> <li>• recognize rhyming words</li> <li>• recognize rhyming words in a series of words</li> <li>• produce a rhyming word with a nonsense word</li> <li>• isolate onset phoneme in spoken words</li> <li>• blend phonemes into spoken words</li> <li>• isolate final phonemes in spoken words</li> <li>• isolate medial phonemes in spoken words</li> <li>• segment spoken words into phonemes</li> <li>• add final phonemes to spoken words</li> <li>• add a rime to the end of a word</li> </ul> |                |

- -ing is added to action word words and means happening now
  - renting

**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
- identifying and producing rhymes
- identifying onsets (beginning sounds)
- understand the concept of a phoneme
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand the concept of a syllable
- understand that syllables can be added, substituted, and deleted
- understand the concept of a compound word
- understand how to isolate final sounds
- understand that words go together to make sentences
- hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)
- understand the concept of a medial sound
- understand the concept of a digraph

- delete final phonemes from spoken words
- delete the rime from the end of a word
- substitute the final phonemes in spoken words

**ASSESSMENT OF LEARNING**

**Summative Assessment**  
(Assessment at the end of the learning period)

- Unit Test (p.358 in *Teacher's Manual*)
  - This assessment can be given whole group.
  - You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 11. If not, please review and reteach tricky concepts and then reassess.

**Formative Assessments**  
(Ongoing assessments during)

- The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.

|   |   |
|---|---|
| the learning period to inform instruction)  | <ul style="list-style-type: none"> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul>  |
| <b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency) | <ul style="list-style-type: none"> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>• The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |
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## RESOURCES

### Core instructional materials:

- Foundations Teacher’s Manual Level 1
  - page 358 Unit 10 Resources
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### Supplemental materials:

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### Technology Resources

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  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite

- Sky Fish Phonics
- The Electric Companies Wordball!
- Wonster Words

### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
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- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each)
- Have students locate and read words that have a Bonus Letter
- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students locate and read words that have a base word and suffix “s”
- Have students locate nouns and plural nouns in the text.
- Have students locate action words or verbs in the text.
- Have students locate and read words with consonant blends.



- Have students “tap out” CVC words with blends.
- Have students locate and read words with r controlled vowels.
- Have students locate closed syllables in a text (eg such, bat)
- Have students locate open syllables in a text (eg. she, go)
- **Have students locate words that have common vowel teams.**
- **Have students locate words with digraph blends (eg. shrimp)**
- **Have students “tap out” words with 5 sounds (eg. b-l-a-s-t)**
- **Have students locate and read words with inflected endings (-ed, -ing)**
- **Have students locate and read trick words in text (any, many, how, now, down, out, about, our)**

#### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students add the suffix “s” to base words to make new words (plurals and actions)
- Have students spell CVC words with blends
- **Have students BEGIN to hear and record common vowel teams in words.**

- **Have students spell words with digraph blends (eg. shrimp)**
- **Have students spell words with 5 sounds (eg. b-l-a-s-t)**
- **Have students hear and record inflected endings (-ed, -ing) on words**
- **Have students spell trick words in text (any, many, how, now, down, out, about, our)**

#### Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

#### Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

#### Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

### **Modifications for Learners**

See [appendix](#)

|  |                        |   |                |
|--|------------------------|---|----------------|
| Topic/ Unit 11<br>Title  | <b>Level 1 Unit 11</b> | <b>Approximate Pacing</b>   | <b>3 weeks</b> |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |                        |   |                |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we explore the relationship of letters/patterns to sounds for reading and spelling?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>• We can learn the rules of spelling patterns of the English Language.</li> </ul>                    |                        |   |                |
| <b>STUDENT LEARNING OBJECTIVES</b>   |                        |   |                |
| <b>Key Knowledge</b>   |                        | <b>Process/Skills/Procedures/Application of Key Knowledge</b>   |                |
| <p><b><i>Students will know- Foundations:</i></b></p> <ul style="list-style-type: none"> <li>• trick words: friend, other, another, none, nothing</li> <li>• concept of vowel-consonant -e syllable <ul style="list-style-type: none"> <li>○ vowel sound is long- “e” is the busiest letter in the alphabet, it is always helping out, it keeps its mouth</li> </ul> </li> </ul> |                        | <p><b><i>Students will be able to - Foundations:</i></b></p> <ul style="list-style-type: none"> <li>• identify trick words: friend, other, another, none, nothing</li> <li>• understand concept of vowel-consonant -e <ul style="list-style-type: none"> <li>○ mark the syllable type by underlining and labeling it</li> </ul> </li> </ul> |                |

closed, but it jumps over the consonant and gives the vowel the power to make the long vowel sound

- u-e makes two different sounds--
  - u-e like in rule makes the /oo/ sound
  - u-e like mule makes the /ū/ sound
- mark the syllable type by underlining the word, labeling it underneath with v-e, marking the vowel with a macron and crossing out the final e
  - hop--- hope mad---made
- closed syllables and vowel-consonant-e
  - closed--- dish, mad, lunch,
  - vowel-consonant-e hope, bike, made
- concept of vowel-consonant-e words with suffixes
  - just the suffix -s to these words
  - hopes,cakes

**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
- identifying and producing rhymes
- identifying onsets (beginning sounds)
- understand the concept of a phoneme
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand the concept of a syllable
- understand that syllables can be added, substituted, and deleted
- understand the concept of a compound word
- understand how to isolate final sounds
- understand that words go together to make sentences

- distinguish between closed syllables and vowel- consonant -e
- add suffix -s to vowel-consonant -e words appropriately

**Students will be able to - Heggerty (Phonemic Awareness):**

- recognize rhyming words
- produce a rhyming word with a rime or familiar word
- produce a rhyming word with a nonsense word
- blend phonemes into spoken words
- isolate medial phonemes in spoken words
- phoneme categorization
- segment spoken words into phonemes
- add the second phoneme to make a consonant blend
- delete the second phoneme from a consonant blend
- substitute the medial (vowel) phonemes in spoken words

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)</li> <li>• understand the concept of a medial sound</li> <li>• understand the concept of a digraph</li> </ul> |  |
|--|--|

### ASSESSMENT OF LEARNING

|  |   |
|--|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <ul style="list-style-type: none"> <li>• Unit Test (p.396 in <i>Teacher’s Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 12. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>                                    |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>• The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>• The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>                 | <ul style="list-style-type: none"> <li>• The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year (Sept/Jan/June)</li> </ul>  |

### RESOURCES

|  |
|--|
| <p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>• Foundations Teacher’s Manual Level 1 <ul style="list-style-type: none"> <li>○ page 396 Unit 11 Resources</li> </ul> </li> <li>• Wilson PLC <a href="http://www.wilsonlanguage.com/register">http://www.wilsonlanguage.com/register</a> (look for the registration code on the first page of teacher’s manual)</li> <li>• <a href="#">Level 1 Trick Words</a></li> </ul> |
|--|

### **Supplemental materials:**

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades* by Michael Heggarty
- *Heggerty Phonemic Awareness- weeks 25-27*
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

### Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
- Have students listen to a word and determine if it has a long or short sound.

- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our)
- Have students locate and read words that have a Bonus Letter
- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students locate and read words that have a base word and suffix “s”
- Have students locate nouns and plural nouns in the text.
- Have students locate action words or verbs in the text.
- Have students locate and read words with consonant blends.
- Have students “tap out” CVC words with blends.
- Have students locate and read words with r controlled vowels.
- Have students locate closed syllables in a text (eg such, bat)
- Have students locate open syllables in a text (eg. she, go)
- Have students locate words that have common vowel teams.
- Have students locate words with digraph blends (eg. shrimp)
- Have students “tap out” words with 5 sounds (eg. b-l-a-s-t)
- Have students locate and read words with inflected endings (-ed, -ing)
- **Have students locate and read words with the vowel- consonant- e pattern**
- **Have students locate and read trick words in text (friend, other, another, none, nothing)**

#### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.

- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students add the suffix “s” to base words to make new words (plurals and actions)
- Have students spell CVC words with blends
- Have students BEGIN to hear and record common vowel teams in words.
- Have students spell words with digraph blends (eg. shrimp)
- Have students spell words with 5 sounds (eg. b-l-a-s-t)
- Have students hear and record inflected endings (-ed, -ing) on words
- **Have students spell words with the vowel- consonant- e pattern**
- **Have students spell trick words in text (friend, other, another, none, nothing)**

#### Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

#### Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

#### Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

#### **Modifications for Learners**



See [appendix](#)

|   |                        |   |                |
|---|------------------------|---|----------------|
| Topic /Unit 12<br>Title   | <b>Level 1 Unit 12</b> | <b>Approximate Pacing</b>   | <b>3 weeks</b> |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>  |                        |   |                |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can I read and write multisyllabic words?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Explore the rules of syllable division for multisyllabic words and compound words.</li> </ul>  |                        |   |                |
| <b>STUDENT LEARNING OBJECTIVES</b>  |                        |   |                |
| <b>Key Knowledge</b>  |                        | <b>Process/Skills/Procedures/Application of Key Knowledge</b>   |                |
| <p><b><i>Students will know - Foundations:</i></b></p> <ul style="list-style-type: none"> <li>● trick words: people, month, little, been, own, want, Mr., Mrs.</li> <li>● syllable division-- words are made up of parts or syllables, syllables are parts of words that have one push of air- you can read longer words by reading one part at a time             <ul style="list-style-type: none"> <li>○ knowing where to divide the words between syllables allows you to read and spell longer words</li> </ul> </li> <li>● compound words- divide the between the words-- bath tub- a two syllable word</li> <li>● when words have two consonants between the vowels you divide between the two consonants             <ul style="list-style-type: none"> <li>○ napkin-- nap kin    dentist-- den tist</li> </ul> </li> <li>● if there is only one consonant between the words the consonant is going to go with the first syllable and make the syllables closed             <ul style="list-style-type: none"> <li>○ limit-- lim it (2 closed syllables)</li> <li>○ topic--top ic (2 closed syllables)</li> </ul> </li> </ul> |                        | <p><b><i>Students will be able to - Foundations:</i></b></p> <ul style="list-style-type: none"> <li>● identify trick words: people, mont, little, been, own, want, Mr., Mrs.</li> <li>● divide words into syllables</li> <li>● understand and apply rules for breaking apart words into syllables</li> <li>● break apart compound words in between the two words</li> <li>● understand concept of when to divide words that have a vowel-consonant -e with a closed syllable</li> <li>● correctly produce the /ic/ sound as a /k/ sound when a two syllable word ends in -ic -</li> </ul> <p><b><i>Students will be able to - Heggerty (Phonemic Awareness):</i></b></p> <ul style="list-style-type: none"> <li>● recognize rhyming words</li> <li>● produce a rhyming word with a rime or familiar word</li> <li>● blend syllables into spoken words</li> <li>● isolate final phonemes in spoken words</li> <li>● isolate medial phonemes in spoken words</li> </ul> |                |

- concept of combining vowel-consonant- e words with closed syllables-- still look for how many consonants between the vowels if there are two then you divide between the two consonants
  - mistake-- mis take
  - tadpole--tad pole
  - fireman-- fire man
- concept of -ic -- two syllable words that end with /ɪc/ sound the /k/ sound is spelled with a c
  - public, comic, plastic

**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
- identifying and producing rhymes
- identifying onsets (beginning sounds)
- understand the concept of a phoneme
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand the concept of a syllable
- understand that syllables can be added, substituted, and deleted
- understand the concept of a compound word
- understand how to isolate final sounds
- understand that words go together to make sentences
- hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)
- understand the concept of a medial sound
- understand the concept of a digraph

- segment spoken words into syllables
- add syllables to words or word parts
- add initial phonemes to spoken words
- delete syllables from spoken words
- delete initial phonemes from spoken words
- substitute the initial phoneme in spoken words
- substitute the medial (vowel) phonemes in spoken words

**ASSESSMENT OF LEARNING**

|  |   |
|--|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <ul style="list-style-type: none"> <li>● Unit Test (p.434 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 13. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>                                    |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>                 | <ul style="list-style-type: none"> <li>● The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year (Sept/Jan/June)</li> </ul>  |

**RESOURCES**

**Core instructional materials:**

- Foundations Teacher's Manual Level 1
  - page 434 Unit 12 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 1 Trick Words](#)

**Supplemental materials:**

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades* by Michael Heggarty
- *Heggerty Phonemic Awareness- weeks 28-30*
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

### Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.
- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
- Have students listen to a word and determine if it has a long or short sound.
- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing)
- Have students locate and read words that have a Bonus Letter

- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students locate and read words that have a base word and suffix “s”
- Have students locate nouns and plural nouns in the text.
- Have students locate action words or verbs in the text.
- Have students locate and read words with consonant blends.
- Have students “tap out” CVC words with blends.
- Have students locate and read words with r controlled vowels.
- Have students locate closed syllables in a text (eg such, bat)
- Have students locate open syllables in a text (eg. she, go)
- Have students locate words that have common vowel teams.
- Have students locate words with digraph blends (eg. shrimp)
- Have students “tap out” words with 5 sounds (eg. b-l-a-s-t)
- Have students locate and read words with inflected endings (-ed, -ing)
- Have students locate and read words with the vowel- consonant- e pattern
- **Have students practice reading two syllable words with closed syllables (eg. catnip, dentist)**
- **Have students locate and read trick words in text (people, month, little, been, own, want, Mr., Mrs.)**

### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.

- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students add the suffix “s” to base words to make new words (plurals and actions)
- Have students spell CVC words with blends
- Have students BEGIN to hear and record common vowel teams in words.
- Have students spell words with digraph blends (eg. shrimp)
- Have students spell words with 5 sounds (eg. b-l-a-s-t)
- Have students hear and record inflected endings (-ed, -ing) on words
- Have students spell words with the vowel- consonant- e pattern
- **Have students spell two syllable words by breaking word into one syllable at a time.**
- **Have students spell words with two closed syllables (catnip, dentist, napkin)**
- **Have students spell words with a closed syllable and a different syllable type (reptile, mistake)**
- **Have students spell trick words in text (people, month, little, been, own, want, Mr., Mrs.)**

#### Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

#### Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

#### Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

### **Modifications for Learners**

See [appendix](#)

| Topic/ Unit 13<br>Title  | Level 1 Unit 13 | Approximate Pacing | 3 weeks |
|--|-----------------|--------------------|---------|
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |                 |                    |         |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do I edit my own writing?</li><li>• How do phonics skills help me decode words quickly and accurately?</li></ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"><li>• Apply the phonetic spelling patterns of the English language to my reading and writing.</li></ul> |                 |                    |         |

## STUDENT LEARNING OBJECTIVES

### Key Knowledge

#### ***Students will know - Foundations:***

- trick words: work, word, write, being, their, first, look, good, new
- concept of adding -s, -ed, -ing to multisyllabic words
  - you can add these suffixes to the end of two syllable words that end in a consonant
    - inventing, invents, invented
    - finishing -fin ish ing
  - you **can not** add -ed or -ing to words that end in vowel-consonant- e words because then the base word changes
    - invites, dislikes
- concept of -es suffixes- makes word plural
  - can add -es to words to make it plural when the base word ends with ch, sh, s, x
  - dishes, lunches, boxes, misses
- concept of vowel suffixes and consonant suffixes
  - if a suffixes begins with a vowel it is considered a vowel suffix-- -ing, -ed, -es

#### ***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
- identifying and producing rhymes
- identifying onsets (beginning sounds)
- understand the concept of a phoneme
- understand that phonemes go together to make words
- understand that phonemes can be added, substituted, and deleted
- understand the concept of a syllable

### Process/Skills/Procedures/Application of Key Knowledge

#### ***Students will be able to - Foundations:***

- identify trick words: work, word, write, being, their, first, look, good, new
- correctly add an -s, -ed, -ing ending to multisyllabic words
  - understand appropriate rules when adding -s, -ed, -ing
- correctly make words that end in -ch, -sh, -s, -x plural by adding -es

#### ***Students will be able to - Heggerty (Phonemic Awareness):***

- recognize rhyming words
- produce a rhyming word with a rime or familiar word
- blend syllables into spoken words
- isolate final phonemes in spoken words
- isolate final syllables in spoken words
- segment spoken words into syllables
- add syllables to words or word parts
- add initial phonemes to spoken words
- add final phonemes to spoken words
- delete syllables from spoken words
- delete initial phonemes from spoken words
- delete final phonemes from spoken words
- substitute the initial phonemes in spoken words
- substitute the rime in spoken words
- substitute the second letter of a consonant blend



|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• understand that syllables can be added, substituted, and deleted</li> <li>• understand the concept of a compound word</li> <li>• understand how to isolate final sounds</li> <li>• understand that words go together to make sentences</li> <li>• hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)</li> <li>• understand the concept of a medial sound</li> <li>• understand the concept of a digraph</li> </ul> |  |
|--|--|

**ASSESSMENT OF LEARNING**

|  |   |
|--|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <ul style="list-style-type: none"> <li>• Unit Test (p.472 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 14. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>                                    |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>• The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>• Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>• You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>• The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>                 | <ul style="list-style-type: none"> <li>• The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year (Sept/Jan/June)</li> </ul>  |

## RESOURCES

### Core instructional materials:

- Foundations Teacher's Manual Level 1
  - page 472 Unit 13 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 1 Trick Words](#)

### Supplemental materials:

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades* by Michael Heggarty
- *Heggerty Phonemic Awareness- weeks 31-33*
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

### Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.

- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
- Have students listen to a word and determine if it has a long or short sound.
- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing, people, month, little, been, own, want, Mr., Mrs.)
- Have students locate and read words that have a Bonus Letter
- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students locate and read words that have a base word and suffix “s”
- Have students locate nouns and plural nouns in the text.
- Have students locate action words or verbs in the text.
- Have students locate and read words with consonant blends.
- Have students “tap out” CVC words with blends.
- Have students locate and read words with r controlled vowels.
- Have students locate closed syllables in a text (eg such, bat)
- Have students locate open syllables in a text (eg. she, go)
- Have students locate words that have common vowel teams.
- Have students locate words with digraph blends (eg. shrimp)
- Have students “tap out” words with 5 sounds (eg. b-l-a-s-t)
- Have students locate and read words with inflected endings (-ed, -ing)
- Have students locate and read words with the vowel- consonant- e pattern
- Have students practice reading two syllable words with closed syllables (eg. catnip, dentist)
- **Have students locate plural nouns with the -es suffix.**
- **Have students locate -ed, -s, and -ing inflected endings in multisyllabic words.**

- **Have students locate and read trick words in text (work, word, write, being, their, first, look, good, new)**

### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing, people, month, little, been, own, want, Mr., Mrs.)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students add the suffix “s” to base words to make new words (plurals and actions)
- Have students spell CVC words with blends
- Have students BEGIN to hear and record common vowel teams in words.
- Have students spell words with digraph blends (eg. shrimp)
- Have students spell words with 5 sounds (eg. b-l-a-s-t)
- Have students hear and record inflected endings (-ed, -ing) on words
- Have students spell words with the vowel- consonant- e pattern
- Have students spell two syllable words by breaking word into one syllable at a time.
- Have students spell words with two closed syllables (catnip, dentist, napkin)
- Have students spell words with a closed syllable and a different syllable type (reptile, mistake)

- **Have students spell words with -es ending (waxes, foxes)**
- **Have students spell trick words (work, word, write, being, their, first, look, good, new)**

#### Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

#### Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

#### Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

### **Modifications for Learners**

See [appendix](#)

|  |                        |  |                |
|--|------------------------|--|----------------|
| Topic/ Unit 14<br>Title  | <b>Level 1 Unit 14</b> | <b>Approximate Pacing</b>  | <b>2 weeks</b> |
| <b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>   |                        |  |                |
| <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do I use new vocabulary words that have been taught?</li> <li>● How can I get my writing ready to share with the world?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Writers make sure their writing is ready to share with the world by thinking about capitalization, spacing, spelling, and punctuation.</li> </ul>   |                        |  |                |
| <b>STUDENT LEARNING OBJECTIVES</b>   |                        |  |                |
| <b>Key Knowledge</b>   |                        | <b>Process/Skills/Procedures/Application of Key Knowledge</b>  |                |
| <p><b>Students will know - Foundations:</b></p> <ul style="list-style-type: none"> <li>● Review concepts from all previous units</li> </ul> <p><b>Students will know - Heggerty (Phonemic Awareness):</b></p> <ul style="list-style-type: none"> <li>● understand what rhyming is and rhyme words <ul style="list-style-type: none"> <li>○ rhyming words are words that end with same vowel sound and consonant sound --- boil, toil, coil</li> </ul> </li> <li>● identifying and producing rhymes</li> <li>● identifying onsets (beginning sounds)</li> <li>● understand the concept of a phoneme</li> <li>● understand that phonemes go together to make words</li> <li>● understand that phonemes can be added, substituted, and deleted</li> </ul> |                        | <p><b>Students will be able to - Foundations:</b></p> <ul style="list-style-type: none"> <li>● Apply concepts from all previous units when reading and writing</li> </ul> <p><b>Students will be able to - Heggerty (Phonemic Awareness):</b></p> <ul style="list-style-type: none"> <li>● recognize rhyming words</li> <li>● produce a rhyming word with a rime or familiar word</li> <li>● produce a rhyming word with a nonsense word</li> <li>● blend syllables into spoken words</li> <li>● isolate final syllables in spoken words</li> <li>● phoneme location</li> <li>● segment spoken words into syllables</li> <li>● add initial phonemes to spoken words</li> </ul> |                |

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| <ul style="list-style-type: none"> <li>● understand the concept of a syllable</li> <li>● understand that syllables can be added, substituted, and deleted</li> <li>● understand the concept of a compound word</li> <li>● understand how to isolate final sounds</li> <li>● understand that words go together to make sentences</li> <li>● hand motions/multisensory component that correlates with each skill (blending, isolating, segmenting, deleting, substituting)</li> <li>● understand the concept of a medial sound</li> <li>● understand the concept of a digraph</li> </ul> | <ul style="list-style-type: none"> <li>● add a rime to the end of a word</li> <li>● delete initial phonemes from spoken words</li> <li>● delete the rime from the end of a word</li> <li>● substitute the final phonemes in spoken words</li> <li>● substitute the medial (vowel) phonemes in spoken words</li> </ul> |
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**ASSESSMENT OF LEARNING**

|  |   |
|--|---|
| <p><b>Summative Assessment</b><br/>(Assessment at the end of the learning period)</p>  | <ul style="list-style-type: none"> <li>● Unit Test (p.500 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> <li>○ This assessment can be given whole group.</li> <li>○ You need 80% of students to demonstrate mastery (80%). If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>  |
| <p><b>Formative Assessments</b><br/>(Ongoing assessments during the learning period to inform instruction)</p>   | <ul style="list-style-type: none"> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> </ul> |
| <p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p> | <ul style="list-style-type: none"> <li>● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist</li> <li>● You will also see evidence of the application of skills in reading and writing workshop tasks</li> <li>● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.</li> </ul> |
| <p><b>Benchmark Assessments</b><br/>(used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>                 | <ul style="list-style-type: none"> <li>● The Primary Spelling Inventory (<i>Words Their Way</i>) will be given 3 X per year (Sept/Jan/June)</li> </ul>  |

## RESOURCES

### Core instructional materials:

- Foundations Teacher's Manual Level 1
  - page 500 Unit 14 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 1 Trick Words](#)

### Supplemental materials:

- *Phonemic Awareness: The Skills That They Need to Help Them Succeed! Primary Grades* by Michael Heggarty
- *Heggerty Phonemic Awareness- weeks 34-35*
- [Learning Trick Words Strategy](#)
- [Short Vowels Tent Game](#)
- [Heggerty Hand Motions Tutorials](#)

### Technology Resources

- Downloadable free apps
  - ABCmouse.com
  - articulation station
  - Bob Book #1 Reading Magic
  - Learn with Homer
  - Simplex Spelling with Reverse Phonics: Lite
  - Sky Fish Phonics
  - The Electric Companies Wordball!
  - Wonster Words

### Shared Reading Connections

**Please incorporate Shared Reading lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of sentences on a page, words in a sentence, and letters in a word. They should demonstrate 1:1 match by pointing to each word during Shared Reading experiences.
- Have students locate certain letters in a text.
- Have students identify the first letter/ last letter in a word.
- Have students get their mouth ready by making the first sound in a word when attempting an unknown word.



- Have students check the first letter and picture when attempting an unknown word.
- Have students monitor their reading by checking the first letter of the word they said with the text.
- Have students “tap out” CVC words in the text.
- Have students identify consonants and vowels in a word.
- Have students practice reading with fluency by scooping phrases.
- Have students locate and read trick words in text (the, a, and, is, his, of, you, your, I, they, was, one, said).
- Have students listen to a word and determine if it has a long or short sound.
- Have students identify words with digraphs wh, ch, sh, th, and ck.
- Have students “tap out” CVC words with digraphs in the text.
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing, people, month, little, been, own, want, Mr., Mrs., work, word, write, being, their, first, look, good, new)
- Have students locate and read words that have a Bonus Letter
- Have students “tap out” CVC words with Bonus Letters
- Have students locate and read words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students “tap out” words with the glued sound “all”, “an”, and “am”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students locate and read words that have a base word and suffix “s”
- Have students locate nouns and plural nouns in the text.
- Have students locate action words or verbs in the text.
- Have students locate and read words with consonant blends.
- Have students “tap out” CVC words with blends.
- Have students locate and read words with r controlled vowels.
- Have students locate closed syllables in a text (eg such, bat)
- Have students locate open syllables in a text (eg. she, go)
- Have students locate words that have common vowel teams.
- Have students locate words with digraph blends (eg. shrimp)
- Have students “tap out” words with 5 sounds (eg. b-l-a-s-t)
- Have students locate and read words with inflected endings (-ed, -ing)
- Have students locate and read words with the vowel- consonant- e pattern
- Have students practice reading two syllable words with closed syllables (eg. catnip, dentist)
- Have students locate plural nouns with the -es suffix.
- Have students locate -ed, -s, and -ing inflected endings in multisyllabic words.

- **Have students locate and read trick words in text (water, may, called, way, day)**

#### Interactive Writing Connections

**Please incorporate Interactive Writing lessons into your Word Study (Foundations and Heggerty) block. This component will help students learn to apply what phonics skills they are learning into authentic texts.**

- Students should be demonstrating concepts about print knowledge by counting the number of words in a sentence and writing left to right, top to bottom, with return sweep.
- Have students demonstrate knowledge of words by using proper spacing between words.
- Have students hear and record initial consonant sounds in words.
- Have students hear and record final consonant sounds in words.
- Have students hear and record easy to hear consonant sounds in words.
- Have students use proper letter formation when writing.
- Have students spell out CVC words.
- Have students spell the trick words: a, the, a, and, is, his, of
- Have students use an uppercase letter at the beginning of a sentence in interactive writing experiences.
- Have students use end punctuation properly in interactive writing experiences.
- Have students hear and record the digraphs wh, ch, sh, th, and ck in words
- Have students spell CVC words with digraphs
- Have students locate and read trick words in text (to, into, we, he, she, be, me, or, for, you, your, I, they, was, one, said, from, have, do, does, are, were, who, what, when, where, there, here, why, by, my, try, put, two, too, very, also, some, come, would, could, should, her, over, number, say, says, see, between, each, any, many, how, now, down, out, about, our, friend, other, another, none, nothing, people, month, little, been, own, want, Mr., Mrs., work, word, write, being, their, first, look, good, new)
- Have students spell words that have a Bonus Letter
- Have students spell words with the glued sound “all”, “am”, and “an”, “ang”, “ing”, “ong”, “ung”, “ank”, “ink”, “onk”, “unk”
- Have students add the suffix “s” to base words to make new words (plurals and actions)
- Have students spell CVC words with blends
- Have students BEGIN to hear and record common vowel teams in words.
- Have students spell words with digraph blends (eg. shrimp)
- Have students spell words with 5 sounds (eg. b-l-a-s-t)
- Have students hear and record inflected endings (-ed, -ing) on words
- Have students spell words with the vowel- consonant- e pattern
- Have students spell two syllable words by breaking word into one syllable at a time.
- Have students spell words with two closed syllables (catnip, dentist, napkin)
- Have students spell words with a closed syllable and a different syllable type (reptile, mistake)

- Have students spell words with -es ending (waxes, foxes)
- **Have students spell trick words (water, may, called, way, day)**

#### Reading Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. \*Keep in mind text level expectations.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

#### Leveled Texts & Decodable Texts

**Assorted leveled texts can be used for differentiation**

#### Writing Workshop Connections

**You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.**

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

#### **Modifications for Learners**

See [appendix](#)