

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 3 Foundations 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>	Phonics and Word Study (ELA)	<b>Course Title/Grade Level:</b>	Level 3/ 3rd Grade
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Topic/Unit Name	Suggested Pacing (Days/Weeks)	Page Numbers
Topic/Unit #1	Level 3 Orientation and Unit 1	3 weeks 6
Topic/Unit #2	Level 3 Unit 2	3 weeks 10
Topic/Unit #3	Level 3 Unit 3	1 week 14
Topic/Unit #4	Level 3 Unit 4	2 weeks 18
Topic/Unit #5	Level 3 Unit 5	2 weeks 21
Topic/Unit #6	Level 3 Unit 6	3 weeks 25
Bonus Unit	Level 3 OPTIONAL Bonus Unit	2 weeks 29
Topic/Unit #7	Level 3 Unit 7	2 weeks 33
Topic/Unit #8	Level 3 Unit 8	3 weeks 36
Topic/Unit #9	Level 3 Unit 9	3 weeks 39
Topic/Unit #10	Level 3 Unit 10	3 weeks 44
Topic/Unit #11	Level 3 Unit 11	2 weeks 48
Topic/Unit #12	Level 3 Unit 12	2 weeks 51
Topic/Unit #13	Level 3 Unit 13	2 weeks 54
Topic/Unit #14	Level 3 Unit 14	2 weeks 57

## STANDARDS

### NJSLS (ELA/L)

- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - B. Decode words with common Latin suffixes.
  - C. Decode multisyllable words.
  - D. Read grade-appropriate irregularly spelled words.
- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
  - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - B. Form and use regular and irregular plural nouns.
  - C. Use abstract nouns (e.g., childhood).
  - D. Form and use regular and irregular verbs.
  - E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - F. Ensure subject-verb and pronoun-antecedent agreement.
  - G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - H. Use coordinating and subordinating conjunctions.
  - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize appropriate words in titles.
  - B. Use commas in addresses.
  - C. Use commas and quotation marks in dialogue.
  - D. Form and use possessives.
  - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word

parts) in writing words.

G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.

B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

#### Interdisciplinary Connections:

**6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

**6.1.5.CivicsPR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

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

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

Career Readiness, Life Literacies, and Key Skills:	Computer Science and Design Thinking:
<p><b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity <i>(Example: Students will work together to determine the meaning of words with the same prefix, suffix, Greek or Latin root).</i></p> <p><b>9.4.5.CT.3:</b> Describe how digital tools and technology may be used to solve problems. <i>(Example: Students will be able to use websites to help solve unknown words, word origins, and additional words that fit a particular pattern).</i></p> <p><b>9.4.5.TL.5:</b> Collaborate digitally to produce an artifact. <i>(Example: Groups can create a slide deck to teach the class about a particular prefix, suffix, Greek or Latin root).</i></p>	<p><b>8.2.5.ITH.4:</b> Describe a technology/tool that has made the way people live easier or has led to a new business or career. <i>(Example: Students research tech tools that support word origins. This helps us better understand the history of our language, how to properly pronounce words, and gives us a deeper understanding of word meanings).</i></p> <p><b>8.2.5.ETW.3:</b> Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved. <i>(Example: Websites such as ones that provide word origins and definitions need to be constantly updated as our vocabulary increases with new words being created).</i></p>

Topic/Unit 1 Title	<b>Level 3 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>● What is a closed syllable and what are exceptions to a closed syllable?</li> <li>● What is the sound of tch and when do I use it?</li> <li>● What effect does w and qu have on the sound of the letter a?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● A closed syllable has one vowel only and must be closed in by at least one consonant giving the vowel the short sound.</li> <li>● Glued sounds are closed syllable exceptions.</li> <li>● The trigraph tch makes the /ch/ sound is used directly after a short vowel.</li> <li>● A makes the / ɔ / sound after w and qu.</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:</b></p> <ul style="list-style-type: none"> <li>● the short vowel sounds and key words <ul style="list-style-type: none"> <li>○ a-apple /a/</li> <li>○ i-itch /i/</li> <li>○ u-up /u/</li> <li>○ e- Ed /e/</li> <li>○ o-octopus /o/</li> </ul> </li> <li>● vowels are open mouth sounds and can make a long or short sound</li> <li>● difference between a digraph and a blend <ul style="list-style-type: none"> <li>○ digraph to letters that make one sound</li> <li>○ blend 2 or 3 consonants together where each consonant makes their sound</li> <li>○ digraph blend is a digraph with another consonant- nch like in <u>lunch</u></li> </ul> </li> <li>● the bonus letters- ff,ll,ss</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify the key words that match the short vowel sounds.</li> <li>● distinguish between the different short vowel sounds.</li> <li>● explain what a vowel is.</li> <li>● identify the difference between a digraph and blend.</li> <li>● explain bonus letters.</li> <li>● tap words to segment words into phonemes.</li> <li>● define a closed syllable.</li> <li>● define glued sounds.</li> <li>● identify all the sounds of /k/.</li> <li>● identify spellings for the /ch/ sound.</li> <li>● mark closed syllables.</li> <li>● identify glued sounds as closed syllable exceptions.</li> <li>● spell sound alike words: <ul style="list-style-type: none"> <li>○ right/write</li> <li>○ know/no</li> <li>○ which/witch</li> </ul> </li> </ul>	

- at the end of a one syllable word with a short vowel you double the f, s, and s -- miss, hill, stuff
- tap words to segment words into phonemes to help with spelling and reading
- closed syllable-
  - one short vowel, closed in by at least 1 or more consonants
- glued sounds- easier to read words when we “glue” the sound together
  - -ng words, -nk ( bang, swing)
  - am, an, (land) ham
- sounds of the /k/
  - -ck makes the /k/ sound at the end of the word
  - K makes the /k/ sound before the e,i,y
  - C makes the /k/ sound at the beginning of the word
- spellings for the sounds /ch/
  - -tch- comes at the end if words after a short vowel- catch, switch
- mark closed syllable words by labeling the vowel and putting a C under the syllable
- understand that the a sound in all is not short
  - there are times that the a in certain words make the short /o/ sound-
  - like in wash, squash
- closed syllable exceptions- these sounds break the rules for closed syllable and the i and o make their long sound
  - old- cold
  - ild- wild
  - ind- find
  - olt- colt
  - ost- post

- form lowercase loop letters: l, e, h, b, f, k

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Unit Test (page 109 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> (Ongoing assessments during the learning period to inform instruction)</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> </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> </ul>
<p><b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)</li> </ul>

**RESOURCES**

**Core instructional materials:**

- Foundations Teacher’s Manual Level 3
  - page 84 Orientation Resources
  - page 110 Unit 1 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher’s manual)
- [Level 3 Sound Alike Words](#)

**Supplemental materials:**

- *Words Their Way* teacher’s manual
- *Words Their Way* letter name sort book
  - Sorts 33-34
- *Words Their Way* within word sort book



- Sorts 10-22; Sorts 33-35; Sorts 37-38; and Sort 42
- *Fountas and Pinnell Phonics Lessons Grade 3*

### Technology Resources

### Shared Reading Connections

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

### 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

**Assorted leveled texts can be used to differentiate instruction**

### 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](#)

<b>Topic/Unit 2 Title</b>	<b>Level 3 Unit 2</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 read and spell words with suffixes?</li> <li>● How do I make words plural?</li> <li>● How do I identify 1-1-1 words and how will that help me spell?</li> <li>● When do I double the final consonant?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Isolate the baseword when reading or spelling words with suffixes, reading the baseword first, and then reading the whole word with the suffix added.</li> <li>● The suffixes -es and -s are added to nouns to form a plural or action words and other verbs.</li> <li>● Some plurals are formed in an unusual or irregular way.</li> <li>● A 1-1-1 word has 1 closed syllable, 1 vowel, and 1 consonant after the vowel. If adding a vowel suffix to these words, double the final consonant. If adding a consonant suffix, add just the suffix.</li> <li>● Double the final consonant of a baseword if adding a vowel suffix to a word.</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:</b></p> <ul style="list-style-type: none"> <li>● baseword - words that can stand alone, they do not need to have a suffix or a prefix on it- it has meaning</li> <li>● suffixes <ul style="list-style-type: none"> <li>○ vowel suffixes- start with a vowel</li> <li>○ consonant suffixes - start with a consonant</li> </ul> </li> <li>● plural suffixes - means more than one <ul style="list-style-type: none"> <li>○ -s ( makes things plural) suffix makes two sounds -s or -z examples- bugs (z) blocks (s) <ul style="list-style-type: none"> <li>■ consonant suffix</li> </ul> </li> <li>○ -es - says /iz/ -- benches <ul style="list-style-type: none"> <li>■ when baseword ends with, m s,x,z,ch,sh)</li> <li>■ vowel suffix</li> </ul> </li> </ul> </li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify basewords.</li> <li>● categorize suffixes as vowel or consonant suffixes</li> <li>● double the final consonant of a baseword if adding a vowel suffix to a word.</li> <li>● add -es and -s suffixes to nouns to form a plural or action words and other verbs.</li> <li>● identify irregular plurals.</li> <li>● add the suffix -ing to words to show that an action is happening now.</li> <li>● add the suffix -ed to show that an action has already happened.</li> <li>● use the suffixes -er and -est to show comparisons.</li> <li>● identifies the difference between the suffixes -less and -ful.</li> </ul>	

- irregular plurals- some words are irregular when we make them plural- don't just add the suffix
  - man- men
  - woman-women
  - child- children
- -s and -es suffixes as action words
  - can be added to action words
  - examples- runs and fixes
- -ing, -ed suffixes
  - both are vowel suffixes
  - -ing --happening now
  - -ed --past tense
    - makes three sounds-- /id/ /d/ and /t/
- -er , -est suffixes
  - vowel suffixes
  - -er -- comparisons or makes a person
  - -est-- comparisons of 3 or more things
- -less, -ful
  - consonant suffixes
  - -ful -- full of something
  - less-- says /liss/ means without
- 1-1-1 or doubling the final consonant rule
  - 1 syllable + 1 short vowel + 1 consonant after the vowel and you add a vowel suffix you double the final consonant
  - cup + ing= cupping
  - cup + ful = cupful
- mark the words by circling the suffixes
- basewords and basewords with suffixes that sound the same
  - guest, guessed
  - missed, mist
- homophones- words that sound alike
  - son/sun
  - some/sum

- identify 1-1-1 words and know to double the final consonant.
- mark words by circling the suffix.
- spell sound alike words correctly:
  - son/sun
  - banned/band
  - guest/guessed
  - some/sum
  - missed/mist
- form “up and down” cursive letters: i, j, p, r, s, t, u, w.

- band/banned

### ASSESSMENT OF LEARNING

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

- Unit Test (page 147 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.

**Formative Assessments**  
(Ongoing assessments during the learning period to inform instruction)

- Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist
- You will also see evidence of the application of skills in reading and writing workshop tasks

**Alternative Assessments** (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)

- Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist
- You will also see evidence of the application of skills in reading and writing workshop tasks

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

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

### RESOURCES

**Core instructional materials:**

- Foundations Teacher's Manual Level 3
  - page 148 Unit 2 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 3 Sound Alike Words](#)

**Supplemental materials:**

- *Words Their Way* teacher's manual
- *Words Their Way* syllables and affixes sort book
  - Sorts 3-10
  - Sorts 52-53
- *Fountas and Pinnell Phonics Lessons* Grade 3

### Shared Reading Connections

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

### 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

**Assorted leveled texts can be used to differentiate instruction**

### 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 Title	<b>Level 3 Unit 3</b>	<b>Approximate Pacing</b>	<b>1 week</b>
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are some syllable types?</li> <li>● How do I know when a word has more than one syllable?</li> <li>● What are some ways to divide syllables?</li> <li>● What sounds can s make?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Syllable types: <ul style="list-style-type: none"> <li>○ v-e syllables - the vowel is long and the e is silent</li> <li>○ closed syllable - 1 vowel closed in by at least one consonant the vowel is short</li> <li>○ open syllable- 1 vowel not closed in by consonant the vowel is long</li> </ul> </li> <li>● A word that has more than one syllable has more than one vowel and the vowels are separated.</li> <li>● Syllables can be divided: <ul style="list-style-type: none"> <li>○ between 2 consonants</li> <li>○ when only one consonant, divide after the consonant to keep the first syllable short and closed</li> <li>○ 3 consonants in the middle of the word with a digraph, keep the digraph together</li> <li>○ 3 consonants in the middle no digraph, almost always the consonants go to the second syllable</li> </ul> </li> <li>● S can either say /s/ or /z/.</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:</b></p> <ul style="list-style-type: none"> <li>● syllable types <ul style="list-style-type: none"> <li>○ v-e syllables - the vowel is long and the e is silent <ul style="list-style-type: none"> <li>■ rope, made</li> </ul> </li> <li>○ closed syllable - 1 vowel closed in by at least one consonant the vowel is short <ul style="list-style-type: none"> <li>■ ax, block</li> </ul> </li> <li>○ open syllable- 1 vowel not closed in by consonant the vowel is long</li> </ul> </li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify syllables.</li> <li>● identify syllable types.</li> <li>● divide syllables appropriately.</li> <li>● identify compound words.</li> <li>● spell sound alike words correctly: <ul style="list-style-type: none"> <li>○ plain/plane</li> </ul> </li> <li>● form the “2 o’clock” lowercase cursive letters correctly: c, a, o</li> </ul>	

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ he, she</li> </ul> </li> <li>● syllables are words or parts of words with a vowel sound <ul style="list-style-type: none"> <li>○ we divide words into syllables to make reading and spelling easier</li> </ul> </li> <li>● sounds of /z/ ( s and z)</li> <li>● syllable division - we have rules to divide words into syllables <ul style="list-style-type: none"> <li>○ divide between the 2 consonants <ul style="list-style-type: none"> <li>■ napkin-- nap/kin</li> </ul> </li> <li>○ when only one consonant, divide after the consonant to keep the first syllable short and closed <ul style="list-style-type: none"> <li>■ habit-- hab/it</li> </ul> </li> <li>○ 3 consonants in the middle of the word with a digraph, keep the digraph together <ul style="list-style-type: none"> <li>■ nutshell-- nut/shell</li> <li>■ rocket-- rock/et</li> </ul> </li> <li>○ 3 consonants in the middle no digraph, almost always the consonants go to the second syllable <ul style="list-style-type: none"> <li>■ contract-- con/tract</li> <li>■ explode-- ex/plode</li> </ul> </li> </ul> </li> <li>● compound words- 2 words together to make one word</li> </ul>	
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Unit Test (page 165 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> (Ongoing assessments during the learning period to inform instruction)</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> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to</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> </ul>

demonstrate their knowledge, understanding and proficiency)	
<b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)</li> </ul>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>Fundations Teacher’s Manual Level 3 <ul style="list-style-type: none"> <li>page 166 Unit 3 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 3 Sound Alike Words</a></li> </ul>	
<p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li><i>Words Their Way</i> teacher’s manual</li> <li><i>Words Their Way</i> syllables and affixes sort book <ul style="list-style-type: none"> <li>Sorts 12-17</li> </ul> </li> <li><i>Fountas and Pinnell Phonics Lessons Grade 3</i></li> </ul> <p><u>Shared Reading Connections</u>  <b>Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.</b></p> <ul style="list-style-type: none"> <li>Students can go on word hunts to find words that have the features you have studied.</li> <li>Students can go on words hunts to find trick words that you have studied.</li> <li>Students can actively apply decoding skills as you read the text.</li> <li>Students can practice scooping and reading texts with fluency.</li> </ul> <p><u>Reading Workshop Connections</u>  <b>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.</b></p> <ul style="list-style-type: none"> <li>Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.</li> </ul>	



Leveled Texts

**Assorted leveled texts can be used to differentiate instruction**

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](#)

<b>Topic/Unit 4 Title</b>	<b>Level 3 Unit 4</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>● What is the exception to the vowel-consonant-e syllable?</li> <li>● What is the spelling rule for adding suffixes to vowel-consonant-e (or silent e spelling rule)?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Whenever words end in v, an e is added because words in the English language never end with the letter v.</li> <li>● When adding a consonant suffix to a word that ends in a silent e, just add the suffix. If the suffix begins with a vowel, drop the e from the baseword and add the suffix.</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:</b></p> <ul style="list-style-type: none"> <li>● exception to the vowel-consonant-e syllable <ul style="list-style-type: none"> <li>○ ive is an exception to the rule- the i is short in words with -ive</li> <li>○ v does not like to be at the the end of words</li> <li>○ give, olive</li> </ul> </li> <li>● -ive as a suffix makes adjectives- describing someone or something <ul style="list-style-type: none"> <li>○ act--active</li> </ul> </li> <li>● words can have two suffixes <ul style="list-style-type: none"> <li>○ active-actively</li> </ul> </li> <li>● V-e words and make them plural or adding a consonant suffix - just add the suffix <ul style="list-style-type: none"> <li>○ cake-cakes</li> <li>○ hope-hopeful</li> </ul> </li> <li>● v-e words and adding vowel suffixes- drop the e before you add the vowel suffix</li> <li>● mark the words by circling the suffix and placing an e above the suffix ( indicates that the e has been dropped)</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify the exception to the vowel-consonant-e syllable</li> <li>● distinguish between -ive being part of a word or a suffix</li> <li>● identify words that have two suffixes</li> <li>● pluralize v-e words.</li> <li>● apply the silent e spelling rule.</li> <li>● mark v-e words with a suffix.</li> <li>● distinguish between 1-1-1 word and a v-e word</li> <li>● identify basewords when reading.</li> <li>● spell sound alike words correctly: <ul style="list-style-type: none"> <li>○ mail/male</li> <li>○ mind/mined</li> <li>○ find/fined</li> </ul> </li> <li>● form lowercase cursive letters correctly: d, g, q</li> </ul>	

<ul style="list-style-type: none"> <li>● difference between 1-1-1 word and a v-e word (do we double the final consonant or drop the e)</li> <li>● multisyllabic words following the e rule- follow the syllable words to divide the word then decide if we need to drop the e <ul style="list-style-type: none"> <li>○ inspire--inspiring</li> </ul> </li> <li>● homophones - with spelling rules <ul style="list-style-type: none"> <li>○ mind/mined</li> <li>○ find/fined</li> </ul> </li> <li>● identify the base word for reading- knowing the base word allows for easier reading because you identify the vowel sound <ul style="list-style-type: none"> <li>○ taping -- tapping ( tape and tap)</li> <li>○ stripped-- striped ( strip and stripe)</li> </ul> </li> </ul>	
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Unit Test (page 193 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> (Ongoing assessments during the learning period to inform instruction)</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> </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> </ul>
<p><b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X 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 3</li> </ul>
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- page 194 Unit 4 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 3 Sound Alike Words](#)

#### **Supplemental materials:**

- *Words Their Way* teacher's manual
- *Words Their Way* within word sort book
  - Sorts 6, 9, and 10
- *Fountas and Pinnell Phonics Lessons Grade 3*

#### Technology Resources

#### Shared Reading Connections

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

#### 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

**Assorted leveled texts can be used to differentiate instruction**

#### 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 Title	<b>Level 3 Unit 5</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 know when a word contains the schwa sound?</li> <li>● What is the difference between an accented and unaccented syllable and how do I identify them?</li> <li>● How do I decode or encode words that contain the schwa sound?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Schwa is when a vowel has an unexpected sound. It is not a phoneme, but a phonetic variant or reduced vowel.</li> <li>● In multisyllabic words, sometimes one syllable is emphasized. The syllable that is said clearly is called the accented syllable. The syllable that is not said clearly is called the unaccented syllable.</li> <li>● When a two-syllable word ends in the consonant n and has a schwa before it, the vowel sound might sound like a short /u/ or a short /i/, or disappears completely.</li> <li>● In an unaccented second syllable, when the letter e is followed by t, the e sounds like a short /i/.</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:</b></p> <ul style="list-style-type: none"> <li>● schwa- vowels can sometimes make an unexpected sound- the a,e,i, and o can make a short u sound or short i <ul style="list-style-type: none"> <li>○ travel-- trav ( closed) and then -el ( the e is not making it's short vowel sound but is "schwaed" and makes the short u sound</li> </ul> </li> <li>● accented syllables-- the syllable is said more clearly</li> <li>● when a syllable has a schwa or does not sound the way the syllable should the syllable is not accented <ul style="list-style-type: none"> <li>○ travel-- trav- el -- the accent is on the first syllable</li> <li>○ sev-en, wag- on ( the second syllable has the schwa)</li> <li>○ mark the schwa with an upside down e</li> </ul> </li> <li>● homophones <ul style="list-style-type: none"> <li>○ weather/whether</li> </ul> </li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify the schwa sound in a word.</li> <li>● distinguish between accented and unaccented syllables.</li> <li>● rely on spelling generalizations to decode or encode words containing schwa.</li> <li>● mark words with schwa using the syllable rules.</li> <li>● find words in the dictionary quickly.</li> <li>● spell sound alike words correctly: <ul style="list-style-type: none"> <li>○ weather/whether</li> <li>○ father/farther</li> </ul> </li> <li>● form lowercase cursive letters correctly: n, m, v, y</li> </ul>	

<ul style="list-style-type: none"> <li>● words with schwa are harder to spell because the vowel is uncertain</li> <li>● often the second syllable that ends in an n either has an o or an e-- wagon, seven ( this information helps students make a generalization to help with spelling)</li> <li>● mark the words with schwa using the syllable rules <ul style="list-style-type: none"> <li>○ syllables are scooped, no schwa marked with an abreve and schwaed syllables have an upside down e on it</li> <li>○ no schwa- insist-- in/sist</li> <li>○ schwa-- random-- ran/dom /dim/ ( second syllable has a schwa)</li> </ul> </li> <li>● spelling of -et -- /it/ if the second syllable has an e in it, it can be schwaed to sound like short i <ul style="list-style-type: none"> <li>○ if you hear /it/ in the second syllable it is usually spelled -et</li> <li>○ rocket, jacket</li> </ul> </li> <li>● dictionary skills-- use alphabetic skills to determine where the words would fall in a dictionary</li> </ul>	
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Unit Test (page 221 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> (Ongoing assessments during the learning period to inform instruction)</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> </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> </ul>

**Benchmark Assessments**

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

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

**RESOURCES****Core instructional materials:**

- Foundations Teacher's Manual Level 3
  - page 222 Unit 5 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 3 Sound Alike Words](#)

**Supplemental materials:**

- *Words Their Way* teacher's manual
- *Words Their Way* Syllables and Affixes sort book
  - Sorts 20-39
- *Fountas and Pinnell Phonics Lessons* Grade 3

Shared Reading Connections

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

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

**Assorted leveled texts can be used to differentiate instruction**

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 Title	<b>Level 3 Unit 6</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>● What is an open syllable and what are the open syllable exceptions?</li> <li>● When does y work as a vowel?</li> <li>● How do I know when reading if c or g make the soft sound?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● An open syllable has only one vowel which is the last letter in the syllable. The vowel sound is long.</li> <li>● Open syllable exception: <ul style="list-style-type: none"> <li>○ the schwa occurs with an a a the beginning or end of a word, and with i in the middle syllable.</li> <li>○ when i is in the middle syllable followed by a consonant, it has a schwa short u or short i sound</li> <li>○ when i is in the middle syllable followed by a vowel, the i sounds like a long e.</li> </ul> </li> <li>● Y works as a vowel in open syllables, saying long i at the end of one-syllable words, and long e at the end of most multisyllabic words.</li> <li>● C followed by e, i, or y says /s/.</li> <li>● G followed by e, i , or y says /j/.</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:</b></p> <ul style="list-style-type: none"> <li>● open syllable- one vowel at the end of a syllable, no consonants closing it it, the vowel is long- he, she, ha</li> <li>● mark open syllables with a macron over the vowel, underline the syllable and mark with an O</li> <li>● long u makes two sounds- it says its name /u/ and /oo/ (like in boo)</li> <li>● combining different syllables to create multisyllabic words- an open syllable can be the first or the second syllable in a word <ul style="list-style-type: none"> <li>○ robot-- ro/bot</li> <li>○ unit-- u/nit</li> <li>○ menu-- men/u</li> </ul> </li> <li>● y- at the end of a syllable can make two sounds</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify open syllables in words.</li> <li>● mark open syllables in words.</li> <li>● identify the two sounds long u makes.</li> <li>● combine different syllables to create multisyllabic words</li> <li>● identify the two sounds y at the end of a syllable can make.</li> <li>● identify multiple spellings for long vowels</li> <li>● identify if the c in a word makes a soft sound.</li> <li>● identify if the g in a word makes a soft sound.</li> <li>● identify the schwa sound the letter a makes in an open syllable.</li> <li>● identify the schwa sound the letter i makes in an open syllable.</li> </ul>	

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| <ul style="list-style-type: none"> <li>○ y at the end of a one syllable word makes the long i sound- my, by, try</li> <li>○ y at the end of a two syllable word makes the long e sound- candy, baby</li> <li>● multisyllabic words that have a y at the end and a short vowel in the first syllable need an extra consonant in the middle</li> <li>● multiple spellings for long vowel sounds <ul style="list-style-type: none"> <li>○ long a-- open syllable, aCe</li> <li>○ long i-- open syllable, iCe, y</li> <li>○ long e-- open syllable, eCe, y</li> </ul> </li> <li>● soft sounds of c and g <ul style="list-style-type: none"> <li>○ c makes it soft sound /s/ when it is followed by a e,i, or y -- cent, race, cinder</li> <li>○ g makes it soft sound /j/ when it is also followed by an e, i or y-- gem, stage, giant</li> </ul> </li> <li>● schwa with an open syllable a <ul style="list-style-type: none"> <li>○ the open syllable a is schwaed in the initial and final position of words - the a makes the short /u/ sound</li> <li>○ extra, alone, amaze -- in all of these words that a is schwaed making the short u sound</li> </ul> </li> <li>● mark a schwaed a syllable by crossing off the O in an open syllable and placing an upside down e over the a</li> <li>● there can be more than one schwa in a multisyllabic word <ul style="list-style-type: none"> <li>○ abandon -- schwa is in the first and last syllable</li> </ul> </li> <li>● schwa can also happen in an open syllable with the vowel i <ul style="list-style-type: none"> <li>○ the vowel i in the middle of a syllable is often unstressed and can make the short /u/ or short /i/ sound</li> <li>○ compliment-- the i in the middle of this word is making the short u sound</li> <li>○ confident, apricot-- the i is schwaed making the short u sound in the middle of a word</li> </ul> </li> <li>● i in the middle of a word can also make the e sound when it comes before a vowel</li> </ul> | <ul style="list-style-type: none"> <li>● identify what spelling patterns make the long e sound.</li> <li>● spell sound alike words correctly: <ul style="list-style-type: none"> <li>○ hi/high</li> <li>○ by/buy/bye</li> <li>○ oh/owe</li> </ul> </li> <li>● form final two lowercase cursive letters correctly: z and x</li> </ul> |
|---|--|

- champion-- the i in the middle of the word is making the e sound
- mark the i with an e with a macron on top of the syllable
- patio-- i makes the long e sound before the o

### ASSESSMENT OF LEARNING

<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>● Unit Test (page 259 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 the Bonus Unit. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>
<b>Formative Assessments</b> (Ongoing assessments during 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> </ul>
<b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X 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 3             <ul style="list-style-type: none"> <li>○ page 260 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 3 Sound Alike Words</a></li> </ul>
<p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Words Their Way</i> teacher's manual</li> </ul>

- *Words Their Way* Syllables and Affixes sort book
  - Sorts 18-19
  - Sorts 40-41
- *Fountas and Pinnell Phonics Lessons* Grade 3

#### Shared Reading Connections

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

#### 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

**Assorted leveled texts can be used to differentiate instruction**

#### 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](#)

<b>Bonus Unit</b>	<b>Level 3 Bonus Unit</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>● What are closed-syllable and open-syllable prefixes?</li> <li>● What are closed-syllable roots?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Prefixes are added at the beginning of the word to change its meaning.</li> <li>● A root is a grouping of letters that gives the base meaning of a word.</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:</b></p> <ul style="list-style-type: none"> <li>● mark nonsense words with appropriate markings</li> <li>● prefix dis-, en,em, in, im, , il, com, ex, mis, non, trans, un <ul style="list-style-type: none"> <li>○ they are all closed syllables</li> <li>○ dis- means not, opposite of</li> <li>○ un-- means not</li> <li>○ ex- /eks/ -- means out</li> <li>○ mis- means wrong, ill</li> <li>○ non- means not</li> <li>○ trans-- means across</li> <li>○ con-means together</li> <li>○ in,im, em,en, means in</li> </ul> </li> <li>● prefix - de, pro, re, pre, e <ul style="list-style-type: none"> <li>○ they are all open syllables</li> <li>○ de- means down</li> <li>○ pro- means forward</li> <li>○ re- means again</li> <li>○ pre- means before</li> <li>○ e- means out ( in the family of ex)</li> </ul> </li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify and add suffixes to the end of words.</li> <li>● identify and add prefixes to the beginning of words.</li> <li>● tap and build prefixes.</li> <li>● identify Latin roots in words.</li> <li>● match a root to its meaning.</li> </ul>	

<ul style="list-style-type: none"> <li>● knowing the meaning of the prefixes helps you make meaning out of the words</li> <li>● roots- parts of words that come from Latin or Greek language and they can not stand alone, they must have prefixes and suffixes attached to them</li> <li>● Latin roots ( comes from the Latin language) -- <ul style="list-style-type: none"> <li>○ struct-- to build</li> <li>○ fract-- to break</li> <li>○ fect-- to make</li> <li>○ ject-- to throw</li> <li>○ duct-- to lead, guide</li> <li>○ junct-- to join</li> <li>○ min-- -- small</li> <li>○ sist-- to stand, to say, stay firm</li> <li>○ spec-- to see, look</li> <li>○ lect-- to choose</li> <li>○ scrib-- to write</li> <li>○ tract-- to pull, dragl</li> <li>○ dict-- to say</li> </ul> </li> <li>● suffixes- ed, ing, <ul style="list-style-type: none"> <li>○ ed- past tense</li> <li>○ -ing happening now</li> </ul> </li> </ul>	
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Unit Test (page 287 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> (Ongoing assessments during the learning period to inform instruction)</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> </ul>
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to</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> </ul>

demonstrate their knowledge, understanding and proficiency)	
<b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)</li> </ul>
<b>RESOURCES</b>	
<p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>• Foundations Teacher’s Manual Level 3 <ul style="list-style-type: none"> <li>◦ page 288 Bonus Unit 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 3 Sound Alike Words</a></li> </ul>	
<p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Words Their Way</i> teacher’s manual</li> <li>• <i>Words Their Way</i> Syllables and Affixes sort book <ul style="list-style-type: none"> <li>◦ Sorts 47-49</li> </ul> </li> <li>• <i>Words Their Way</i> Derivational Relations sort book <ul style="list-style-type: none"> <li>◦ Sorts 18-22</li> </ul> </li> <li>• <i>Fountas and Pinnell Phonics Lessons</i> Grade 3</li> </ul>	
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> <li>• Downloadable free apps <ul style="list-style-type: none"> <li>◦ ABCmouse.com</li> <li>◦ Learn with Homer</li> <li>◦ Simplex Spelling with Reverse Phonics: Lite</li> <li>◦ Sky Fish Phonics</li> <li>◦ The Electric Company Wordball!</li> <li>◦ Wonster Words Learning</li> </ul> </li> </ul>	
<p><u>Shared Reading Connections</u></p>	

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

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

**Assorted leveled texts can be used to differentiate instruction**

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 Title	<b>Level 3 Unit 7</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>● When do I add suffixes to words ending in y?</li> <li>● When do I change y to i when adding a suffix and pluralizing words ending in y?</li> <li>● How do I pluralize words ending in o in an open syllable?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● If y follows a consonant in an open syllable, change the y to i when adding any suffix.</li> <li>● When the suffix begins with i, do not change the y to i, just add the suffix.</li> <li>● If a word ends in a y, after a consonant, change the y to an i and add -es to form the plural.</li> <li>● Add -es to pluralize words ending in o in an open syllable.</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:</b></p> <ul style="list-style-type: none"> <li>● y as a suffix <ul style="list-style-type: none"> <li>○ says long e when it is a suffix</li> <li>○ cloudy, rainy</li> </ul> </li> <li>● y spelling rule <ul style="list-style-type: none"> <li>○ when you add a suffix to a word that ends in y, the y changes to an i -- except of the suffix starts with an i or there is a vowel before the y</li> </ul> </li> <li>● mark the words by placing a long e with a macron over the i ( the y that was changed to an i) to show that that i is making the e long e sound <ul style="list-style-type: none"> <li>○ empty-- emptied</li> <li>○ dry-- dried</li> <li>○ study-- studied</li> </ul> </li> <li>● making words plural that end in a y <ul style="list-style-type: none"> <li>○ change the y to i and add the -es /iz/ -- the i still makes the e sound</li> </ul> </li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● apply the y and suffix spelling rule.</li> <li>● identify the two sounds the letter y makes when it is a vowel.</li> <li>● pluralize words that end with the letter y.</li> <li>● pluralize words that end with the letter o.</li> <li>● spell sound alike words correctly: <ul style="list-style-type: none"> <li>○ flour/flower</li> <li>○ thrown/throne</li> </ul> </li> <li>● form upper-case skyline round cursive letters correctly: <ul style="list-style-type: none"> <li>○ A, O, C, G, E</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ baby-- babies</li> <li>● if the word ends in an o as an open syllable, you just add -es suffix <ul style="list-style-type: none"> <li>○ potatoes</li> <li>○ tomatoes</li> </ul> </li> </ul>	
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Unit Test (page 315 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> (Ongoing assessments during the learning period to inform instruction)</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> </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> </ul>
<p><b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X 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 3 <ul style="list-style-type: none"> <li>○ page 316 Unit 7 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 3 Sound Alike Words</a></li> </ul>
<p><b>Supplemental materials:</b></p>

- *Words Their Way* teacher's manual
- *Words Their Way* Syllables and Affixes sort book
  - Sort 18-19
- *Fountas and Pinnell Phonics Lessons* Grade 3

#### Shared Reading Connections

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

#### 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

**Assorted leveled texts can be used to differentiate instruction**

#### 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 Title	<b>Level 3 Unit 8</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>● What is the consonant-le syllable?</li> <li>● What is the consonant-le syllable exception?</li> <li>● What sounds do sion and tion make?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Consonant-le syllable is a final stable syllable. It is found at the end of multisyllabic words.</li> <li>● In words ending with stle, both t and e are silent. The l is the only letter sounded in the syllable; the s is considered part of the previous syllable.</li> <li>● Tion says /shun/ and sion says /shun/ or /zhun/.</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:</b></p> <ul style="list-style-type: none"> <li>● consonant-le syllable-- this is a stable syllable, there is no variation to this syllable-- Cle <ul style="list-style-type: none"> <li>○ Cle is always at the end of a multisyllabic word</li> <li>○ it is always three letters</li> <li>○ the e is silent and there is a schwa between consonant and the letter l</li> <li>○ variations can be <ul style="list-style-type: none"> <li>■ zle, cle, ble, fle, ple, dle,</li> <li>■ babble, purple, dimple, table</li> </ul> </li> </ul> </li> <li>● divide the words by taking off the Cle of the word <ul style="list-style-type: none"> <li>○ maple-- ma/ple</li> <li>○ apple-- ap/ple</li> <li>○ you need to have the two consonants in apple to keep the first syllable closed</li> </ul> </li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● spell and identify words with the consonant-le syllable.</li> <li>● mark the consonant-le syllable in words.</li> <li>● spell words with ck after a short vowel.</li> <li>● spell words with k after a consonant.</li> <li>● identify the different ways to spell the // sound in a final syllable.</li> <li>● spell consonant-le syllables with suffixes.</li> <li>● mark consonant-le syllables with suffixes.</li> <li>● spell words with the consonant-le exception; spell words with the letter combination stle.</li> <li>● mark consonant-le exception words.</li> <li>● differentiate between consonant-le or a schwa spelling with words that end with //.</li> <li>● distinguish between and spell words with the welded sounds sion and tion.</li> <li>● spell sound alike words correctly:</li> </ul>	

<ul style="list-style-type: none"> <li>● ck with Cle-- some words have ck in the first syllable of the word that ends in Cle- you keep the ck together when you divide the words <ul style="list-style-type: none"> <li>○ tackle, pickle</li> </ul> </li> <li>● suffixes with Cle <ul style="list-style-type: none"> <li>○ is you add a vowel suffix to a word that ends with a Cle you need to drop the e before you add it <ul style="list-style-type: none"> <li>■ settle-- settling</li> </ul> </li> <li>○ if you had a consonant suffix to a word with a Cle then you just add the suffix <ul style="list-style-type: none"> <li>■ settle-- settlement</li> </ul> </li> </ul> </li> <li>● Cle exceptions - stle --in words that end in stle- the st makes the /sh/ sound-- castle, whistle</li> <li>● final syllable and Cle <ul style="list-style-type: none"> <li>○ when words end with a schwa and an l, it is hard to know whether it is a Cle or a schwa syllable</li> <li>○ some words end with a schwa syllable and you just need to know if it looks right <ul style="list-style-type: none"> <li>■ bagel, model</li> </ul> </li> </ul> </li> <li>● -tion and -sion <ul style="list-style-type: none"> <li>○ both of this endings make the /shun/ sound</li> <li>○ -sion also makes the /Zhun/ sound</li> <li>○ both of these ends are stable syllables</li> <li>○ vacation, mansion, vision</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ principal/principle</li> <li>○ wear/where</li> <li>○ week/weak</li> <li>○ weight/wait</li> <li>○ meet/meat</li> <li>● form upper-case cursive letters correctly: <ul style="list-style-type: none"> <li>○ F, T, B, P, R, L</li> </ul> </li> </ul>
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Unit Test (page 353 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> (Ongoing assessments during the learning period to inform instruction)</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> </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> </ul>
<p><b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)</li> </ul>

## RESOURCES

### Core instructional materials:

- Foundations Teacher’s Manual Level 3
  - page 354 Unit 8 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher’s manual)
- [Level 3 Sound Alike Words](#)

### Supplemental materials:

- *Words Their Way* teacher’s manual
- *Words Their Way syllables and affixes sort book*
  - Sort 33

### Technology Resources

- Foundations Fun Hub

### Shared Reading Connections

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

### 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

**Assorted leveled texts can be used to differentiate instruction**

#### 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 Title	<b>Level 3 Unit 9</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>● What is the r-controlled syllable?</li> <li>● What is the exception to the r-controlled rule?</li> <li>● What additional sounds does ar and or make?</li> <li>● How does the 1-1-1 spelling rule apply to r-controlled words?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● The r-controlled syllable contains a single vowel followed by an r (ar, er, ir, or, ur).</li> <li>● If the r is followed by another r, the preceding vowel is often short.</li> <li>● At the end of a multisyllabic word /ər/ can be spelled with er, ar, or or.</li> <li>● When the baseword is a closed or r-controlled syllable with only one consonant following the one vowel, you double the final consonant on the baseword if adding a vowel suffix.</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:</b></p> <ul style="list-style-type: none"> <li>● r-controlled syllables <ul style="list-style-type: none"> <li>○ this syllable is contains one vowel followed by an r</li> <li>○ ar- car</li> <li>○ it- bird</li> <li>○ or- horn</li> <li>○ ur- burn</li> <li>○ er- her</li> </ul> </li> <li>● mark the r-controlled syllables by circling them and then an R under the syllable</li> <li>● multisyllabic words with mixed syllables and r-controlled <ul style="list-style-type: none"> <li>○ teach syllable division</li> <li>○ if the r-controlled is in the first syllable you divide after the r -- party-- par/ty</li> </ul> </li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● read and spell r-controlled syllables in isolation and when combined with other syllables.</li> <li>● mark r-controlled syllables.</li> <li>● identify the three spelling patterns for the /ər/ sound.</li> <li>● try the different spelling patterns to see what looks right: er, ir, ur</li> <li>● refer to a dictionary or spell checker to check spelling.</li> <li>● spell sound alike words correctly: <ul style="list-style-type: none"> <li>○ heard/herd</li> <li>○ berry/bury</li> <li>○ warn/worn</li> </ul> </li> <li>● form upper-case cursive letters correctly: <ul style="list-style-type: none"> <li>○ H, K, N, M, D, W</li> </ul> </li> </ul>	



- if it is a compound word, always divide between the words-- shortstop-- short/stop
- er, ir, and ur all make the same sound -- use what looks right method-- hint: er is most common and often seen in the second syllable of words-- winter, sister,
- words ending in v-- words in the English language never end in just a v-- so if the word ends in a v the letter e follows the v
  - nerve, curve
- homophones: heard/herd
- r-controlled syllable exceptions-- if a word has double r in the middle the vowel before the r is often short
  - carry, berry
  - mark these words by crossing out the r under the syllable
  - note: some words have multiple pronunciations based on dialect-- hurry
- -ar and -or as the /er/ sound
  - both -ar and -or can make the /er/ sound at the end of a word-- check their notebooks for correct spelling
  - solar, beggar
- -er and -or can be a suffix that makes the /er/ sound
  - singer, actor-- hint: -or is often used with a root
  - -er suffix means one who, or a comparison
- war and wor
  - w changes the sound of -or and -ar-- it make the /or/ or /er/ sound like in these words-- work /er/ or warm /or/
- -ward-- suffix
  - westward, backward
  - marked in words by circling it
- 1-1-1 with r-controlled syllables
  - 1 syllable words with an r controlled syllable at the end follow the 1-1-1 rule-- 1 syllable, 1 consonant

<p>(r-controlled) and adding a vowel suffix you double the final r in the word</p> <ul style="list-style-type: none"> <li>○ stir-- stirring</li> <li>○ the extra r lets you know that it is an r-controlled syllable-- compare these words--</li> <li>○ stare--stared</li> <li>○ star--starry</li> <li>○ mark the extra r with a star over it</li> </ul>	
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Unit Test (page 393 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>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</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> </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> </ul>
<p><b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X 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 3 <ul style="list-style-type: none"> <li>○ page 394 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 3 Sound Alike Words</a></li> </ul>
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### **Supplemental materials:**

- *Words Their Way* teacher's manual
- *Words Their Way Within Word* sort book
  - Sorts 23-29
- *Words Their Way Syllables and Affixes* sort book
  - Sorts 28-32
  - Sort 35

### Technology Resources

- Foundations Fun Hub

### Shared Reading Connections

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

### 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

**Assorted leveled texts can be used to differentiate instruction**

### 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 Title	<b>Level 3 Unit 10</b>		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>● What is a double vowel syllable and how do I identify it?</li> <li>● What letter combinations make the long a sound?</li> <li>● What letter combinations make the long e sound?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● A double vowel syllable contains a vowel digraph or diphthong.</li> <li>● Letter combinations that make the long a sound: eigh, ea, ei</li> <li>● Letter combinations that make the long e sound: ea, ie, ei</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:</b></p> <ul style="list-style-type: none"> <li>● double vowel syllable <ul style="list-style-type: none"> <li>○ two vowels together make one sound- they are like a team</li> <li>○ mark with a D for double vowel syllable</li> <li>○ ee,ea,ey,ay,ai,ow,oa,oe,ou,ue,ew,oo,oi,oy,au,aw</li> </ul> </li> <li>● eigh, ei, ea -- vowel teams <ul style="list-style-type: none"> <li>○ these vowel teams make the long /a/ sound</li> <li>○ eight, vein, steak</li> <li>○ circle the vowel teams</li> </ul> </li> <li>● there are multiple ways to spell many sounds now <ul style="list-style-type: none"> <li>○ long /a/ ay,ai, a-e,eight,ei,ea,</li> </ul> </li> <li>● ei, ie vowel teams <ul style="list-style-type: none"> <li>○ make the long /e/ sound</li> <li>○ piece, ceiling</li> <li>○ a few words end with -ie--- goalie, rookie</li> </ul> </li> <li>● -ea vowel team can also make the short vowel sound-- bread</li> </ul>			<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify and mark a double vowel syllable</li> <li>● identify letter combinations that make the long /a/ sound</li> <li>● identify letter combinations that make the long /e/ sound</li> <li>● identify the sounds for the following vowel teams: igh, ui, oo</li> <li>● add suffixes to words ending with a vowel team.</li> <li>● explain the “D” syllable exception.</li> <li>● spell sound alike words correctly: <ul style="list-style-type: none"> <li>○ sail/sale</li> <li>○ led/lead</li> <li>○ pail/pale</li> <li>○ break/brake</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>● homophones <ul style="list-style-type: none"> <li>○ lead/led</li> <li>○ break/ brake</li> </ul> </li> <li>● ui vowel team <ul style="list-style-type: none"> <li>○ this team also makes the /oo/ sound like in boo</li> <li>○ suit</li> </ul> </li> <li>● -igh vowel team <ul style="list-style-type: none"> <li>○ makes long /i/ sound</li> <li>○ comes at then end of words usually followed by a t</li> <li>○ night, bright, high, sight</li> </ul> </li> <li>● oo vowel team <ul style="list-style-type: none"> <li>○ makes the /u/ sound like in look, book</li> </ul> </li> <li>● D syllable exceptions <ul style="list-style-type: none"> <li>○ some words have double vowels but they are not vowel teams and you do not keep the vowels together, but rather you divide between the vowels</li> <li>○ create-- cre/ate</li> </ul> </li> </ul>	
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**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Unit Test (page 433 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 11. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</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> </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> </ul>
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure</p>	<ul style="list-style-type: none"> <li>● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)</li> </ul>

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

## RESOURCES

### Core instructional materials:

- Foundations Teacher's Manual Level 3
  - page 434 Unit 10 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 3 Sound Alike Words](#)

### Supplemental materials:

- *Words Their Way* teacher's manual
- *Words Their Way* Within Word sort book
  - Sorts 11-22
  - Sorts 31-33
- *Words Their Way* Syllables and Affixes sort book
  - Sorts 15-16

### Technology Resources

- Foundations Fun Hub

### Shared Reading Connections

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

### 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

**Assorted leveled texts can be used to differentiate instruction**

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](#)

<b>Topic/ Unit 11 Title</b>	<b>Level 3 Unit 11</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 read and spell contractions?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● A contraction is a reduced form of two words.</li> <li>● In a contraction, the apostrophe replaces the letters you take away.</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:</b></p> <ul style="list-style-type: none"> <li>● contractions with not and is-- for reading and spelling <ul style="list-style-type: none"> <li>○ an apostrophe card replaces the letters that are eliminated from the contraction</li> <li>○ does + not = doesn't</li> <li>○ should, could and would + not</li> </ul> </li> <li>● contractions with is <ul style="list-style-type: none"> <li>○ what+ is</li> </ul> </li> <li>● other contractions are introduced the same way using the apostrophe card to replace letters <ul style="list-style-type: none"> <li>○ can't, mustn't, don't</li> </ul> </li> <li>● will not creates unusual contractions <ul style="list-style-type: none"> <li>○ will not= won't</li> </ul> </li> <li>● it's vs its <ul style="list-style-type: none"> <li>○ identify the meaning for it's ( it + is) and possessive its</li> </ul> </li> <li>● will, are, would, have, has, had contractions <ul style="list-style-type: none"> <li>○ they're,we're , you're, he'll, she'll, they'll, I'd, we'd, she'd, we've, they've, you've, it's, he's, I'd, they'd ( contractions with had)</li> </ul> </li> <li>● let's and I'm-- taught just like the other contractions</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify and form contractions.</li> <li>● identify and create unusual contractions.</li> <li>● explain the difference between it's and its.</li> <li>● spell sound alike words correctly: <ul style="list-style-type: none"> <li>○ it's/its</li> <li>○ there/their/they're</li> </ul> </li> </ul>	
<b>ASSESSMENT OF LEARNING</b>			



<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>● Unit Test (page 463 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>
<b>Formative Assessments</b> (Ongoing assessments during 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> </ul>
<b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)</li> </ul>

## RESOURCES

### Core instructional materials:

- Foundations Teacher's Manual Level 3
  - page 464 Unit 11 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 3 Sound Alike Words](#)

### Supplemental materials:

- *Words Their Way* teacher's manual
- *Words Their Way* sort books
- *Fountas and Pinnell Phonics Lessons* Grade 3

### Technology Resources

- Foundations Fun Hub

### Shared Reading Connections

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

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

**Assorted leveled texts can be used to differentiate instruction**

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](#)

<b>Topic/ Unit 12 Title</b>	<b>Level 3 Unit 12</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 know if a word makes the soft c or g sound when decoding ?</li> <li>● What are the spelling options when encoding words that have the soft c or g sound?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● The letter c says /s/ when followed by e, i, or y.</li> <li>● The letter g says /j/ when followed by e, i, or y.</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:</b></p> <ul style="list-style-type: none"> <li>● soft sounds of c and g <ul style="list-style-type: none"> <li>○ c and g make their soft sound when an e,i, or y follows the c or g</li> <li>○ mark words with the soft sounds by placing an /s or/ j/ over the c or g when it is making its soft sound-- if the c or g is making their hard sound place a /k/ or /g/ sound over it</li> </ul> </li> <li>● homophones <ul style="list-style-type: none"> <li>○ cell/sell</li> <li>○ peace/piece</li> </ul> </li> <li>● -nce and -nge words <ul style="list-style-type: none"> <li>○ words that have have an nce or- nge-- the e at the end makes the c or g makes it soft sound</li> <li>○ these are not vCe words- the e is not making the vowel long</li> <li>○ prince, plunge</li> <li>○ mark these words by crossing out the e but marking vowel with abrevia</li> </ul> </li> <li>● -dge</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● decode and encode words that have the soft c and soft g sound.</li> <li>● spell sound alike words correctly: <ul style="list-style-type: none"> <li>○ cell/sell</li> <li>○ cent/sent/scent</li> <li>○ peace/piece</li> <li>○ scene/seen</li> </ul> </li> </ul>	

- says /j/ when it comes at the end of a one syllable words after a short vowel

### ASSESSMENT OF LEARNING

<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>● Unit Test (page 491 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>
<b>Formative Assessments</b> (Ongoing assessments during 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> </ul>
<b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)</li> </ul>

### RESOURCES

#### Core instructional materials:

- Foundations Teacher's Manual Level 3
  - page 492 Unit 12 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 3 Sound Alike Words](#)

#### Supplemental materials:

- *Words Their Way* teacher's manual
- *Words Their Way* Sort books

#### Technology Resources

- Foundations Fun Hub

### Shared Reading Connections

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

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- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

### 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

**Assorted leveled texts can be used to differentiate instruction**

### 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](#)

<b>Topic/ Unit 13 Title</b>	<b>Level 3 Unit 13</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>● What other sound can the digraph ch make?</li> <li>● What sound does the digraph ph make?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● Ch can make the sound /k/ in Greek words.</li> <li>● The digraph ph makes the /f/ sound/.</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:</b></p> <ul style="list-style-type: none"> <li>● ch -- ch can make another sound in Greek words <ul style="list-style-type: none"> <li>○ says /k/ like in chorus</li> </ul> </li> <li>● ph digraph-- says the /f/ sound like in phone, graph</li> <li>● silent letters-- letters together where one of them is silent- they can be in initial or final positions of words <ul style="list-style-type: none"> <li>○ use the blank cards to teach that one letter is silent- place a w and r card and then replace the w with a blank cad to show that the w is silent</li> <li>○ gh- says /g/ ghost</li> <li>○ wr- says /r/ write</li> <li>○ rh- says /r/ rhyme</li> <li>○ gn- says /n/ gnat</li> <li>○ mn- says /m/ column</li> <li>○ kn- says /n/ knife</li> <li>○ mb- says /m/ lamb</li> <li>○ mark the words by underlining the silent letters and crossing off the letter that is silent</li> </ul> </li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify the sounds made by the digraphs, ch and ph</li> <li>● identify which letter is silent in a word.</li> <li>● spell sound alike words correctly: <ul style="list-style-type: none"> <li>○ knew/new</li> <li>○ know/nose</li> <li>○ knight/night</li> </ul> </li> </ul>	
<b>ASSESSMENT OF LEARNING</b>			

<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>● Unit Test (page 521 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>
<b>Formative Assessments</b> (Ongoing assessments during 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> </ul>
<b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)</li> </ul>

## RESOURCES

### Core instructional materials:

- Foundations Teacher's Manual Level 3
  - page 522 Unit 13 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 3 Sound Alike Words](#)

### Supplemental materials:

- *Words Their Way* teacher's manual
- *Fountas and Pinnell Phonics Lessons* Grade 3

### Technology Resources

- Foundations Fun Hub

### Shared Reading Connections

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

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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

**Assorted leveled texts can be used to differentiate instruction**

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](#)



<b>Topic/ Unit 14 Title</b>	<b>Level 3 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>● What sound does the glued sounds ture and tu make?</li> <li>● What other letter combinations make the /sh/ sound?</li> </ul> <p><b>Enduring Objectives/ Understandings:</b></p> <ul style="list-style-type: none"> <li>● The glued sound ture says /cher/ as in pasture.</li> <li>● The glued sound tu says /choo/ as in spatula.</li> <li>● Additional letter combinations that make the /sh/ sound are ti (patient) and ci (glacier) when they are attached to some advanced suffix endings.</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:</b></p> <ul style="list-style-type: none"> <li>● ture and tu <ul style="list-style-type: none"> <li>○ two glued sounds</li> <li>○ ture-- /cher/-- pasture</li> <li>○ tu-/ choo/ -- actual</li> <li>○ mark the -tureand -tu by boxing it</li> </ul> </li> <li>● advanced suffixes <ul style="list-style-type: none"> <li>○ al- /ul/</li> <li>○ -ent- /ent/</li> <li>○ ous- /us/</li> <li>○ an- /an/</li> <li>○ er- er</li> <li>○ mark suffixes by circling them</li> </ul> </li> <li>● ci, ti in the middle of words <ul style="list-style-type: none"> <li>○ found in the middle of words often before suffix</li> <li>○ makes the /sh/ sound</li> <li>○ patient</li> <li>○ spacious</li> <li>○ mark a /sh/ over the ci, ti, in the middle of words</li> </ul> </li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify the glued sounds for ture and tu.</li> <li>● identify the additional letter combinations that make the /sh/ sound.</li> <li>● identify advanced suffixes.</li> <li>● decode words with ci and ti in the middle of words.</li> <li>● spell sound alike words correctly: <ul style="list-style-type: none"> <li>○ stationary/stationery</li> <li>○ straight/strait</li> <li>○ eight/ate</li> <li>○ side/sighed</li> </ul> </li> </ul>	

<b>ASSESSMENT OF LEARNING</b>	
<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>● Unit Test (page 551 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 15. If not, please review and reteach tricky concepts and then reassess.</li> </ul> </li> </ul>
<b>Formative Assessments</b> (Ongoing assessments during 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> </ul>
<b>Benchmark Assessments</b> (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 Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X 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 3               <ul style="list-style-type: none"> <li>○ page 552 Unit 14 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 3 Sound Alike Words</a></li> </ul>	
<b>Supplemental materials:</b>	
<ul style="list-style-type: none"> <li>● <i>Words Their Way</i> teacher's manual</li> <li>● <i>Words Their Way</i> sort books</li> <li>● <i>Fountas and Pinnell Phonics Lessons</i> Grade 3</li> </ul>	
<u>Technology Resources</u>	

### Shared Reading Connections

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

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

### 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

**Assorted leveled texts can be used to differentiate instruction**

### 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](#)