

Fundations Level 1 Curriculum Map

Standards (Grade 1)

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Print legibly all upper- and lowercase letters.
 - b. Use end punctuation for sentences.
 - c. Capitalize the names of months and people.

PACING

Dates	Fundations Skills	Trick Words	Essential Questions
ORIENTATION (TG p62)			
Get oriented and prepare for the year ahead			
Sept 6 & 7			
UNIT 1 (TG p66)			
Review/teach letter-keyword-sound, Lower-case letter formation			
Dates	Fundations Skills	Trick Words	Essential Questions
Week 1 Sept 8-14	Letter-keyword-sound Letter formation Pencil grip		How are sounds represented by letters? How do I segment sounds in words?
Week 2 Sept 15-21	Letter-keyword-sound Letter formation Pencil grip ABC Order		

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Week 3 Sept 22-28 UNIT TEST	Letter-keyword-sound Letter formation Pencil grip ABC Order		How do I form lower-case letters?
UNIT 2 (TG p102) Blend & read CVC words, Segment and spell CVC words, Sentence Structure, Trick Word introduction, Vocabulary -Word of the Day			
Dates	Fundations Skills	Trick Words	Essential Questions
Week 1 Sept 29 – Oct 5	Letter-keyword-sound Letter formation Pencil grip Blending & segmenting ABC order Word Awareness		How do I blend sounds to make words? How can I change sounds to make new words? How do words make a sentence? How will practice help me read and spell better?
Week 2 Oct 6-14	Letter-keyword-sound Letter formation Pencil grip Blending & Segmenting Word Awareness Sentence Structure Fluency-phrasing	the, a, and, is, his, of	
Week 3 Oct 17-21 UNIT TEST	Review		
UNIT 3 (TG p 128) Review/teach digraphs wh, ch, sh, th, ck, Narrative Story Form - character, setting, main event, Trick Word introduction, Vocabulary -Word of the Day			
Dates	Fundations Skills	Trick Words	Essential Questions
Week 1 Oct 22-28	Letter-keyword-sound Letter formation Pencil grip Sentence Structure Fluency	as, has, to, into	What do readers do when they come to a word they don't know?
Week 2 Oct 31-4 UNIT TEST	Letter-keyword-sound Letter formation Pencil grip Sentence Structure Fluency – phrasing Narrative Story	we, he, she, be, me, or, for	Why do I need to learn “trick words?” How do I phrase my words when reading?

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UNIT 4 (TG p154)			
Bonus letters – f, l, s, Glued sound – all, Sentence fluency, Trick Word introduction, Vocabulary -Word of the Day			
Dates	Foundations Skills	Trick Words	Essential Questions
Week 1 Nov 7-14	Letter-keyword-sound Letter formation Pencil grip Sentence fluency Narrative Story Fluency-phrasing	you, your, I, they	How can learning a spelling pattern help me when reading and writing? How do I use story elements to retell a story?
Week 2 Nov 15-23 UNIT TEST	Letter-keyword-sound Letter formation Pencil grip Sentence fluency Narrative Story	was, one, said	Why do I have to pay attention to punctuation and capitalization when reading and writing? How do I make sure I understand when I read?
USE THANKSGIVING WEEK TO REVIEW LAGGING SKILLS IN PREVIOUS UNITS			

UNIT 5 (TG p180)			
Glued sounds – am, an, Sentence fluency, Trick Word introduction, Capitalization, punctuation, Sentence fluency, Trick Word introduction, Vocabulary -Word of the Day			
Dates	Foundations Skills	Trick Words	Essential Questions
Week 1 Nov 28 – Dec 2 UNIT TEST *ENDS TERM 1	Letter formation Letter sound Pencil grip Word awareness Sentence fluency Fluency-phrasing Narrative Story	from, have, do, does	What do readers do when they come to a word they don't know? How will practice help me read and spell better? How do I know how to phrase my words when reading? Why is reading fluently important?
UNIT 6 (TG p196)			
Baseword & suffix, Suffix -s, Plurals, Narrative Story Structure, Sentence fluency, Trick Word introduction, Vocabulary -Word of the Day			
Dates	Foundations Skills	Trick Words	Essential Questions
Week 1 Dec 5-9	Letter formation Letter sound Pencil grip Sentence Fluency Fluency-phrasing Narrative Story	are, were	How do patterns (adding suffix to a baseword) help me learn to read words I do not know? How will practice help me read and spell better?
Week 2 Dec 12-16	Letter formation Letter sound Pencil grip Sentence Fluency Fluency-phrasing Narrative Story	who, what, when	How do I know how to phrase my words when reading?
Week 3 Dec 19-23 UNIT TEST	Letter formation Letter sound Pencil grip Sentence Fluency Fluency-phrasing Narrative Story	where, there, here	

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UNIT 7 (TG p232)			
Glued sounds – ng (ang, ing, ong, ung), nk (ank, ink, onk, unk)			
Dates	Fundations Skills	Trick Words	Essential Questions
Week 1 Jan 3-9	Letter formation Letter sound Pencil grip Rhyming Sentence Fluency Baseword/suffix Fluency-phrasing Narrative Story	why, by, my, try	How do letter patterns help me learn to read words I do not know? How will practice help me read and spell better?
Week 2 Jan 10-17	Letter formation Letter sound Pencil grip Sentence Fluency Baseword/suffix Narrative Story	put, two	Why do I have to pay attention to punctuation and capitalization when writing and reading? Why is reading fluently and accurately important?
Week 3 Jan 18-24 UNIT TEST	Letter formation Letter sound Pencil grip Sentence Fluency Baseword/suffix Narrative Story	very, too, also, some, come	

UNIT 8 (TG p270)			
Blend vs. digraph, digraph blend, r-controlled vowels			
Dates	Fundations Skills	Trick Words	Essential Questions
Week 1 Jan 25- Jan 31	Letter formation Letter sound Pencil grip Sentence fluency Baseword/suffix Narrative Story Fluency-phrasing	would, could, should	How do letter patterns help me learn to read and write words I do not know? How does adding a suffix to a base word change the meaning of the word?
Week 2 Feb 1-7 UNIT TEST	Letter formation Letter sound Pencil grip Sentence fluency Baseword/suffix Narrative Story Fluency-phrasing	her, over, number	How do I make sure that I understand what I read?

UNIT 9 (TG p298)			
Review of previous word patterns, closed syllable, open syllable, vowel teams -ai, ay, ee, ea, ey, oi. oy			
Dates	Fundations Skills	Trick Words	Essential Questions
Week 1 Feb 8-14	Letter formation Letter sound Pencil grip Sentence fluency	say, says,	What is a syllable?

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	Syllables Fluency -phrasing Narrative Story		How will knowing syllable types help me read unfamiliar words?
Week 2 Feb 15-March 3 UNIT TEST <i>A few extra days because of split between vacation</i>	Letter formation Letter sound Pencil grip Baseword/suffix Sentence fluency Narrative Story Fluency-phrasing	see, between, each	How can I improve my speed, accuracy, and expression when reading? How do strong readers sound? *END OF TERM 2 on March 10 but for marking purposes – end here

UNIT 10 (TG p324)

Blending & segmenting up to five sounds in a closed syllable, vowel teams, suffixes -ed, -ing

Dates	Fundations Skills	Trick Words	Essential Questions
Week 1 March 6-10	Letter formation Letter sound Pencil grip Sentence fluency Syllables Narrative Story Fluency-phrasing	any, many	How do I segment and blend sounds in longer words? What is a syllable type and how can it help me read unfamiliar words? How will practice help me read and spell better?
Week 2 March 13-20	Letter formation Letter sound Pencil grip Sentence fluency Syllables Vowel Teams Fluency-phrasing	how, now, down	
Week 3 March 21-27 UNIT TEST	Letter formation Letter sound Pencil grip Sentence fluency Vowel Teams Fluency-phrasing	out, about, our	

UNIT 11 (TG p362)

Vowel-consonant-e syllable, s as /z/, suffix -s

Dates	Fundations Skills	Trick Words	Essential Questions
Week 1 March 28-April 3	Letter formation Letter sound Pencil grip Sentence fluency Syllables Narrative Story Fluency-phrasing	friend, other, another	How do phonics skills help me decode words quickly and accurately? How can I improve my speed, accuracy, and expression when reading? How does knowing “trick words” help me as a reader and writer? How do strong readers sound?
Week 2 April 4-10	Letter formation Letter sound Pencil grip Sentence fluency Narrative Story Fluency-phrasing	none, nothing	

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Week 3 April 11-25 UNIT TEST	Letter formation Letter sound Sentence fluency Narrative vs Informational text Fluency-phrasing		**extra day because of vacation
UNIT 12 (TG p400) Syllables in multisyllabic words, compound words, syllable division, reading and spelling words with 2 closed syllables or closed and v-e syllables			
Dates	Fundations Skills	Trick Words	Essential Questions
Week 1 April 26-May 2	Letter formation Letter sound Pencil grip Sentence fluency Syllable division Narrative vs Informational text Fluency-phrasing	people, month	How do I tap out a word with a suffix? How do phonics skills help me decode words quickly and accurately? How will practice help me read and spell better?
Week 2 May 3-10	Letter formation Letter sound Pencil grip Sentence fluency Syllable Division Narrative vs Informational text Fluency-phrasing	little, been, own, want	
Week 1 May 11-17 UNIT TEST	Letter formation Letter sound Pencil grip Sentence fluency Syllable Division Narrative vs Informational text Fluency-phrasing	Mr., Mrs.	
UNIT 13 (TG p438) Suffix –s, -ing, -ed added to multisyllabic words, suffix –es added to based words with closed syllables, paragraph structure			
Dates	Fundations Skills	Trick Words	Essential Questions
Week 1 May 18-24	Letter formation Letter sound Pencil grip Sentence fluency Narrative vs Informational text Fluency-phrasing	work, word, write	How does knowing syllable types help me read unfamiliar words? How do syllable types change vowel sounds? How are words divided into syllables?
Week 2 May 25-June 1	Letter formation Letter sound Pencil grip Sentence fluency Narrative vs Informational text Fluency-phrasing	their, being, first	

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Week 3 June 2-June 8 UNIT TEST	Letter formation Letter sound Pencil grip Sentence fluency Narrative vs Informational text Fluency-phrasing	look, good, new	
UNIT 14 (TG p476) Review of word structure and concepts, review sentence construction and proofreading, review narrative vs informative			
Dates	Foundations Skills	Trick Words	Essential Questions
Week 1 June 9-15	Letter formation Letter sound Pencil grip Sentence fluency Narrative vs Informational text Fluency-phrasing	water, called	How do phonics skills help me decode words quickly and accurately? How does knowing “trick words” help me as a reader and writer? Why do I have to pay attention to punctuation and capitalization when writing and reading?
Week 2 UNIT TEST?	Letter formation Letter sound Pencil grip Sentence fluency Narrative vs Informational text Fluency-phrasing	day, may, way	

Reading Connections	Writing 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. o Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.	You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing. o Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

By the end of Level 1, students will be able to:

- Use correct writing posture and pencil grip
- Print all lowercase letters
- Segment words into syllables
- Segment syllables into sounds (phonemes)- up to five sounds
- Name sounds of consonants and short and long vowels when given letters
- Distinguish long and short vowels
- Name sounds for r-controlled words
- Name and write corresponding letter(s) when given sounds of consonants and short vowels

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- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed, vowel-consonant -e syllables)
- Read and spell words with the following syllable patterns: CVC, CCVC, CCVCC, CVCe words
- Read and spell high-frequency words, including irregular words (trick words)
- Construct sentences using vocabulary words
- Spell untaught words phonetically drawing on phoneme awareness and spelling conventions
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Apply beginning dictionary skills
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places, and dates
- Read and spell compound words and other words with two syllables
- Read and spell words with -s, -es, -ed, and -ing suffixes
- Use illustrations and/or details in a story to describe its characters, setting, and events
- Read controlled stories with fluency, expression, and understanding
- Retell facts from expository text