Kindergarten Foundational Skills Instructional Plan			
Unit	**Unit Description**	**Pacing**	**TEKS**
1	In many ways, Units 1 and 2 are the most important of the Kindergarten Skills Strand units. Units 1 and 2 lay the groundwork for teaching students to read and write, which you will begin to do in Unit 3. Unit 1 has three main purposes. The first purpose is to increase students' awareness of environmental noises and words within sentences. Paying attention to environmental noises and to words within sentences prepares students to pay attention to sounds within words. The ability to hear sounds (i.e., phonemes) is crucial for writing; when we write a word, we essentially write one symbol (either a single- or multiple-letter spelling) for each sound in the word. For this reason, it is important to begin to increase students' awareness of the sounds they hear. The second purpose of Unit 1 is to teach students to draw a number of writing strokes used to create letters (e.g., horizontal lines, vertical lines, circles). As students learn to draw these writing strokes, their fine motor skills will increase, and they will begin to master the tripod grip. This will	13 Days	K.1.E K.2.A.iii K.2.D K.2.D.ii K.3.C

	prepare students to write letters in Unit 3. The third purpose of Unit 1 is to teach students the meanings of various position words (e.g., *right, left, top, bottom*). In Unit 3, students will begin to read and write. Reading and writing are done from left to right and top to bottom, so it will be helpful if students are able to identify the left side, right side, top, and bottom of a page. Additionally, when teaching students to write letters, you will use position words. Finally, you will often use position words when explaining activity pages to students.		
2	Units 1 and 2 are in many ways the most important units of the Kindergarten Skills Strand. These units lay the foundation for students' future reading and writing. In Unit 1, students learned that speech is made up of words, and they practiced distinguishing and counting environmental sounds. In Unit 2, students will learn how to blend "chunks" of speech sounds. They will learn to blend segmented syllables to say two-syllable words, and how to blend individual sounds known as phonemes to say two- and three-sound words.	12 days	K.1.B K.2.A K.2.A.iv K.2.A.v K.2.A.vii K.2.A.viii K.2.A.ix K.2.A.x K.2.D K.2.D.ii K.3.C
3	In Unit 3, students will begin to make connections between sounds and symbols. They will continue to practice blending	19 Days	K.2.A K.2.A.ii K.2.A.vii K.2.A.viii K.2.A.ix K.2.A.x

	sounds into words, and they will be taught several of the symbols used when reading and writing. Specifically, they will learn the most common way to spell eight of the sounds of English: • /m/ spelled 'm' as in *mat* (/m/ > 'm') • /a/ spelled 'a' as in *mad* (/a/ > 'a') • /t/ spelled 't' as in *tag* (/t/ > 't') • /d/ spelled 'd' as in *dad* (/d/ > 'd') • /o/ spelled 'o' as in *mom* (/o/ > 'o') • /k/ spelled 'c' as in *cat* (/k/ > 'c') • /g/ spelled 'g' as in *dog* (/g/ > 'g') • /i/ spelled 'i' as in *dig* (/i/ > 'i')		K.2.B K.2.B.i K.2.B.ii K.2.B.iii K.2.B.iv K.2.C K.2.C.i K.2.C.ii K.2.C.iii K.2.D K.2.D.i K.2.D.ii K.2.E K.3.A
4	There are 15 lessons in this unit that are designed to teach a number of skills. The lessons are followed by the Pausing Point, which provides recommendations for practicing the skills. In this unit eight sounds are introduced, along with the most common way of spelling each sound. The eight sounds and corresponding spellings are: • /n/ spelled 'n' as in *man* • /h/ spelled 'h' as in *hat* • /s/ spelled 's' as in *sit* • /f/ spelled 'f' as in *fan*	17 Days	K.2.A K.2.A.ii K.2.A.vii K.2.A.x K.2.B K.2.B.i K.2.B.ii K.2.B.iii K.2.B.iv K.2.C K.2.C.i K.2.D K.2.D.i K.2.D.ii K.2.D.iii K.2.E K.4.A K.5.A K.10.D K.10.D.iv

	• /v/ spelled ‘v’ as in *van* • /z/ spelled ‘z’ as in *zigzag* • /p/ spelled ‘p’ as in *pig* • /e/ spelled ‘e’ as in *pen*		
5	In this unit eight more sounds are introduced using the most common spelling for each sound. In addition, a spelling alternative for the /k/ sound is introduced. The nine sounds and corresponding spellings are: • /b/ spelled ‘b’ as in *bed* • /l/ spelled ‘l’ as in *log* • /r/ spelled ‘r’ as in *rat* • /u/ spelled ‘u’ as in *mug* • /w/ spelled ‘w’ as in *wig* • /j/ spelled ‘j’ as in *jam* • /y/ spelled ‘y’ as in *yes* • /x/ spelled ‘x’ as in *box* (a sound combination) • /k/ spelled ‘k’ as in *kid* (as an alternative to ‘c’)	20 Days	K.2.A K.2.A.i K.2.A.vii K.2.A.viii K.2.A.x K.2.B K.2.B.i K.2.B.ii K.2.B.iii K.2.B.iv K.2.C K.2.C.i K.2.C.ii K.2.D K.2.D.ii K.2.D.iii K.2.E K.3.C K.5.C K.10.D K.10.D.i K.10.D.vi
6	This unit differs from Units 3–5 in several ways. In each of the three previous units, you introduced eight or nine letter-sound correspondences. In this unit, you will introduce only one new letter-sound correspondence, the ‘s’ spelling for the /z/ sound. Students have already learned the spelling ‘z’ for the /z/ sound. In this unit, they will learn that the spelling ‘s’ is a spelling alternative for /z/. One goal for this unit is to encourage students to automatize the letter-sound correspondences and blending	19 Days	K.2.A K.2.A.i K.2.A.viii K.2.B K.2.B.i K.2.B.ii K.2.B.iii K.2.B.iv K.2.C K.2.C.i K.2.C.ii K.2.C.iii K.2.D K.2.D.i K.2.D.ii K.2.D.iii K.2.D.v K.3.C K.4.A K.5.A K.5.B K.7.B K.7.C K.7.D K.10.D K.10.D.ii

	procedures they learned in Units 3–5. There are three additional new elements in this unit: consonant clusters, letter names, and reading text independently.		K.10.D.iii K.10.D.iv K.10.D.ix
7	In this unit, six more consonant sounds and the most common spelling for each sound are introduced: • /ch/ spelled 'ch' as in *chin* • /sh/ spelled 'sh' as in *shop* • /th/ (unvoiced) spelled 'th' as in *thin* • /th/ (voiced) spelled 'th' as in *them* • /qu/ spelled 'qu' as in *quit* • /ng/ spelled 'ng' as in *sing* The six sounds presented in Unit 7 differ from the sounds studied up to this point because all six are generally written with two letters instead of one. English has more than forty sounds and only twenty-six letters. The people who began transcribing English long ago solved this imbalance by using multiletter combinations to represent some sounds.	21 Days	K.2.A K.2.A.ii K.2.A.vii K.2.A.x K.2.B K.2.B.i K.2.B.ii K.2.B.iii K.2.B.iv K.2.C K.2.C.i K.2.C.ii K.2.C.iii K.2.D K.2.D.i K.2.D.ii K.2.D.iii K.2.D.iv K.2.D.v K.2.E K.3.B K.3.C K.4.A K.5.B K.5.F K.7.C K.9.C K.10.D.v K.10.D.viii
8	In this unit, you will introduce fourteen new double-letter spellings for consonant sounds and four new high-frequency Tricky Words. These are the double-letter spellings in this unit: • 'mm' for /m/ as in	22 Days	K.2.A K.2.A.i K.2.B K.2.B.i K.2.B.ii K.2.B.iii K.2.B.iv K.2.C K.2.C.i K.2.C.ii K.2.C.iii K.2.D K.2.D.i K.2.D.ii K.2.D.iii K.2.D.iv K.2.D.v K.3.B

	drumming • 'nn' for /n/ as in *running* • 'pp' for /p/ as in *puppets* • 'bb' for /b/ as in *rabbit* • 'tt' for /t/ as in *mitt* • 'dd' for /d/ as in *sledding* • 'cc' and 'ck' for /k/ as in *hiccup* and *clock* • 'gg' for /g/ as in *egg* • 'ff' for /f/ as in *muffin* • 'ss' for /s/ as in *dress* • 'zz' for /z/ as in *jazz* • 'll' for /l/ as in *shell* • 'rr' for /r/ as in *ferret*		K.4.A K.5.A K.5.B K.5.G K.7.B K.7.C K.8.C K.10.D K.10.D.viii
9	This unit does not introduce any new letter-sound correspondences. However, it does introduce the uppercase letters having a different shape than the lowercase letters as well as fifteen additional Tricky Words. It also introduces Story Questions Activity Pages, which contain questions on the stories in the Reader	28 Days	K.2.A K.2.A.v K.2.A.ix K.2.B K.2.B.i K.2.B.ii K.2.B.iii K.2.B.iv K.2.C K.2.C.ii K.2.C.iii K.2.D K.2.D.iv K.2.D.v K.2.E K.4.A K.5.A K.5.B K.5.C K.5.F K.5.G K.6.B K.6.C K.6.F K.7.B K.7.C K.7.D K.10.D K.10.D.vii K.10.D.viii