1st Grade Foundational Skills Instructional Plan			
Unit	**Unit Description**	**Pacing**	**TEKS**
Skills 1	Unit 1 will be a review for students who completed the Kindergarten program. In Unit 1, students will review the sounds and spellings taught in the Kindergarten curriculum. They will read decodable stories from the Reader, *Snap Shots*. Grammar instruction also starts in Unit 1, with an introduction to nouns.	**17 Days**	**1.2.A 1.2.A.iv 1.2.A.v 1.2.A.vii 1.2.B 1.2.B.i 1.2.B.ii 1.2.B.iii 1.2.B.v 1.2.B.vi 1.2.C 1.2.C.iii 1.2.C.iv 1.2.E 1.2.F 1.3.C 1.3.D 1.4.A 1.5.A 1.6.A 1.6.G 1.7.D 1.9.F 1.10.E 1.11.D 1.11.D.iii**
Skills 2	In Unit 2, you will introduce five new vowel sounds and the most common (or least ambiguous) spelling for each sound: • /ee/ spelled 'ee' as in *seed* • /ae/ spelled 'a_e' as in *cake* • /ie/ spelled 'i_e' as in *line* • /oe/ spelled 'o_e' as in *hope* • /ue/ spelled	**21 days**	**1.2.A 1.2.A.i 1.2.A.ii 1.2.A.iii 1.2.A.iv 1.2.A.v 1.2.A.vi 1.2.A.vii 1.2.B 1.2.B.i 1.2.B.ii 1.2.B.iii 1.2.B.vi 1.2.C 1.2.C.i 1.2.C.iv 1.2.D 1.2.E 1.2.F 1.3.D 1.4.A 1.6.A 1.6.F 1.6.G 1.7.C 1.7.D 1.8.B 1.8.C**

	‘u_e’ as in *cube* The digraph ‘ee’ and the separated digraphs were taught in Unit 10 of the Kindergarten curriculum, so some or all of this may be review for students.		
Skills 3	In Unit 3, you will introduce five additional vowel sounds and the most common spelling for each sound: • /oo/ spelled ‘oo’ as in *soon* • /oo/ spelled ‘oo’ as in *look* • /ou/ spelled ‘ou’ as in *shout* • /oi/ spelled ‘oi’ as in *oil* • /aw/ spelled ‘aw’ as in *paw*	**21 days**	**1.1.C 1.1.D 1.2.A 1.2.A.iii 1.2.A.iv 1.2.A.v 1.2.A.vii 1.2.B 1.2.B.i 1.2.B.ii 1.2.B.iii 1.2.B.vi 1.2.C 1.2.C.i 1.2.C.ii 1.2.C.iii 1.2.C.iv 1.2.D 1.2.E 1.2.F 1.3.D 1.4.A 1.5.A 1.6.F 1.6.G 1.7.C 1.7.D 1.8.A 1.8.B 1.8.C 1.8.D 1.11.A 1.11.B 1.11.B.i 1.11.B.ii 1.11.C 1.11.D 1.11.D.i 1.11.D.ii 1.11.D.iii 1.11.D.iv 1.11.D.v 1.11.D.vi 1.11.D.vii 1.11.D.viii 1.11.D.ix 1.11.D.x 1.11.E 1.12.A 1.12.B 1.12.C**
Skills 4	In this unit you will introduce the sounds that are sometimes	**21 days**	**1.1.A 1.2.A 1.2.A.iv 1.2.A.v 1.2.A.vi 1.2.A.vii 1.2.B 1.2.B.i**

	called the r-controlled vowel sounds and the most common (or least ambiguous) spelling for each sound: • er/ spelled 'er' as in *her* • /ar/ spelled 'ar' as in *car* • /or/ spelled 'or' as in *for*		1.2.B.ii 1.2.B.iii 1.2.B.iv 1.2.B.v 1.2.B.vi 1.2.C 1.2.C.i 1.2.C.ii 1.2.C.iii 1.2.C.iv 1.2.D 1.2.E 1.2.F 1.3.A 1.3.B 1.3.C 1.3.D 1.4.A 1.5.A 1.6.A 1.6.F 1.6.G 1.7.C 1.9.D 1.9.D.i 1.9.D.ii 1.9.D.iii 1.10.B 1.10.C 1.10.D 1.11.A 1.11.B 1.11.B.i 1.11.B.ii 1.11.C 1.11.D 1.11.D.i 1.11.D.ii 1.11.D.iii 1.11.D.iv 1.11.D.v 1.11.D.vi 1.11.D.vii 1.11.D.viii 1.11.D.ix 1.11.D.x 1.11.E 1.12.B 1.13.A 1.13.B 1.13.C 1.13.D 1.13.E
Skills 5	In this unit you will begin teaching the spelling alternatives that make up the advanced code. Up to this point, students have mostly been learning the basic code. They have learned one way to write each of the sounds in English, with the exception of /zh/. They have learned only a handful of spelling alternatives:	24 days	1.2.A 1.2.A.ii 1.2.A.v 1.2.A.vi 1.2.A.vii 1.2.B 1.2.B.i 1.2.B.ii 1.2.B.iii 1.2.B.iv 1.2.B.v 1.2.B.vi 1.2.C 1.2.C.i 1.2.C.ii 1.2.C.iii 1.2.C.iv 1.2.D 1.3.C 1.4.A 1.6.A 1.6.F 1.6.G 1.6.H 1.7.C 1.7.D 1.8.C 1.8.D 1.9.E 1.11.A 1.11.B 1.11.B.i 1.11.B.ii 1.11.C 1.11.D 1.11.D.ii 1.11.D.iii 1.11.D.iv 1.11.D.v 1.11.D.vi 1.11.D.viii 1.11.D.ix 1.11.D.x 1.11.E 1.12.C

	• the ‘k’ spelling for /k/ as in kite (an alternative for ‘c’ as in *cat*) • the double-letter spellings for consonant sounds (‘ff’ as in *stuff*, ‘ll’ as in *bell*, ‘ss’ as in *dress*, ‘ck’ as in *black*, etc.) • the ‘s’ spelling for /z/ as in *is* and *dogs* • the ‘ed’ spelling as a past-tense marker for /d/ as in *filled* and for /t/ as in *asked* There are many more spelling alternatives to learn. In this unit and the next, the focus is on spelling alternatives for consonant sounds. These are less numerous and also less frequently used than the spelling alternatives for vowel sounds, which will be addressed later in the sequence of		

	instruction. Here are the sounds and spellings that are either reviewed or introduced in this unit: • /p/ spelled 'p' and 'pp' (review) • /b/ spelled 'b' and 'bb' (review) • /k/ spelled 'c', 'k', 'cc', and 'ck' (review) • /g/ spelled 'g' and 'gg' (review) • /ch/ spelled 'ch' (review) and **'tch' (new)** • /j/ spelled 'j' (review), **'g'**, and **'ge' (new)** • /t/ spelled 't', 'tt', and 'ed' (review) • /d/ spelled 'd', 'dd', and 'ed' (review) • /f/ spelled 'f' and 'ff' (review) • /v/ spelled 'v' (review) and **'ve' (new)** • /r/ spelled 'r' (review) and **'wr' (new)**		

	• /l/ spelled ‘l’ and ‘ll’ (review) The majority of the spellings covered in this unit are review items. For example, consonant sounds that can be written with single- or double-letter spellings are review. Note that the sounds have been organized and sequenced according to place of articulation, so sister sounds like /p/ and /b/ are taught on consecutive days. The unvoiced sound is taught first and the voiced sound is taught the following day. These groupings may be helpful because /p/ is the sound students are mostly likely to confuse with /b/, and vice versa. In some cases, sister sounds actually share spellings. For example, ‘ed’ is a spelling for both /d/ and /t/. There is relatively little new code knowledge taught in		

	this unit. That is deliberate. The hope is that this unit and the next one will give students a chance to ease into the world of spelling alternatives while they consolidate their knowledge of the basic code and have an opportunity to practice reading two-syllable words.		
Skills 6	In this unit you will continue the work you began in the last unit by introducing or reviewing a number of spelling alternatives for consonant sounds. Here are the sounds and spellings that are either reviewed or introduced in this unit: • /s/ spelled 's', 'ss' (review); **'c', 'ce'**, and **'se' (new)** • /z/ spelled 'z', 's', 'zz' (review) • /m/ spelled 'm' and 'mm' (review)	28 days	1.1.C 1.2.A 1.2.A.vii 1.2.B 1.2.B.i 1.2.B.ii 1.2.B.iii 1.2.B.v 1.2.B.vi 1.2.C 1.2.C.i 1.2.C.ii 1.2.C.iii 1.2.C.iv 1.2.D 1.2.E 1.3.C 1.3.D 1.4.A 1.6.G 1.7.B 1.7.C 1.7.D 1.8.B 1.8.C 1.9.C 1.11.A 1.11.B 1.11.B.i 1.11.C 1.11.D 1.11.D.i 1.11.D.ii 1.11.D.iii 1.11.D.iv 1.11.D.v 1.11.D.vi 1.11.D.vii 1.11.D.viii 1.11.D.ix 1.11.D.x 1.11.E 1.12.A

	• /n/ spelled ‘n’, ‘nn’ (review), and **‘kn’ (new)** • /ng/ spelled ‘ng’ (review) and **‘n’ (new)** • /w/ spelled ‘w’ (review) and **‘wh’ (new)** Note that, as was the case in the last unit, several of the spellings covered in this unit are review items. There is actually relatively little new code knowledge taught in this unit. Note also that the sounds have once again been arranged by place of articulation so that the sister sounds /s/ and /z/ are taught consecutively and the three nasal sounds (/m/, /n/, /ng/) are taught in close succession. This may be helpful because these are the sounds students are most likely to confuse. In this unit students will also learn that the spelling ‘c’		

	stands for /k/ as in *cat* or /s/ as in *cent*, and the spelling 'n' stands for /n/ as in *nap* or /ng/ as in *pink*. Both 'c' and 'n' are tricky spellings because they stand for more than one sound.		
Skills 7	In this unit, you will continue to teach the advanced code, but you will now turn from spelling alternatives for consonant sounds to spelling alternatives for vowel sounds. Vowel spellings are the trickiest part of the English spelling code. Most vowel sounds can be spelled several different ways. This means that vowel sounds are hard to spell. For example, to spell the sound /ae/, a student has to not only be able to hear the /ae/ sound but also select the correct spelling from several alternatives. It is no wonder that	**23 days**	**1.1.B 1.1.D 1.2.A 1.2.A.iv 1.2.A.v 1.2.A.vi 1.2.A.vii 1.2.B 1.2.B.i 1.2.B.ii 1.2.B.iii 1.2.B.v 1.2.B.vi 1.2.C 1.2.C.i 1.2.C.ii 1.2.C.iii 1.2.C.iv 1.2.D 1.2.E 1.4.A 1.5.A 1.6.A 1.6.F 1.6.G 1.6.I 1.7.B 1.7.C 1.7.D 1.7.E 1.8.B 1.9.D.iii 1.11.A 1.11.B 1.11.B.i 1.11.C 1.11.D 1.11.D.i 1.11.D.ii 1.11.D.iii 1.11.D.iv 1.11.D.v 1.11.D.vi 1.11.D.vii 1.11.D.viii 1.11.D.ix 1.11.D.x 1.11.E 1.12.B**

	many students struggle to decode vowel spellings when reading—and struggle even more mightily to spell vowel sounds when writing. The difficulty is embedded in the English writing system. However, the orderly and systematic way in which the vowel spellings are introduced in this unit and in later grades will help students cope with the complexity of English vowel spellings and lead to significantly stronger reading and spelling skills. The text that students will be reading and discussing provides opportunities for students to build content knowledge and draw connections to social studies. You may build on class discussions to support students in making cross-curricular connections to the		

	strand of geography, history, and culture from the social studies TEKS. This content is not a replacement for grade level social studies instruction. In this unit, the focus is on two of the so-called "long" vowel sounds, /ae/ and /oe/. Students will review the basic code spelling for each sound and then learn common spelling alternatives: • /ae/ spelled 'a_e' (review), **'ai', 'ay' (new)** • /oe/ spelled 'o_e' (review), **'oa' (new)** Only the most common alternatives are taught in Grade 1. Other spelling alternatives will be taught in Grade 2.		