

Foundational Skills: Bridge to Reading

Pacing Guide: Kindergarten

Unit 1 Bridge to Reading: Weeks: 1-2

IB Unit: Who We Are

Next Generation Standards

Foundational Skills

- KRF1: Demonstrate understanding of the organization and basic features of print.
- KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Reading

- KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)

Speaking and Listening

- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
- KSL5: Create and/or utilize existing visual displays to support descriptions.

Language

- KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Instructional Supports

[Unit 1 Concepts and Materials Video](#)

[BTR Weekly Parent Newsletter \(English\)](#)

[BTR Weekly Parent Newsletter \(Spanish\)](#)

Unit Learning Objectives

Phonics: I can identify letters of the alphabet.

Phonemic Awareness: I can break apart words by syllables and sounds.

Assessments

Frequency: Weekly: Day 5

Phonics Concept

- Encoding

Fluency (Begin in January)

- Decoding
- Accuracy, Phrasing, Volume and Stress, Intonation, and Rate (WPM)

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Explicit Instruction</u> <u>Phonics</u>	<u>Explicit Instruction</u> <u>Red Words</u>	<u>Text</u>
9/1/25 Holiday Labor Day		Routines/Procedures/Assessments			
9/8/25		Routines/Procedures/Assessments			
9/15/25	<u>Days 1-5</u> Week 1	Rhyme Repetition Isolate initial sounds Isolate final sounds Blend Words Segment Compound Words Add, Delete, & Substitute Words	Alphabet Introduction: Consonants & Vowels Print Concepts		
9/22/25 Holiday Rosh Hashanah	<u>Days 1-3</u> Week 2	Rhyme Repetition Isolate initial sounds Isolate final sounds Blend Words Segment Compound Words Add, Delete, & Substitute Words	Alphabet Introduction: Consonants & Vowels Print Concepts		

Unit 2 Bridge to Reading: Weeks 3-11

IB Unit: How We Organize Ourselves

Next Generation Foundational Skills' Standards:

- KRF1: Demonstrate understanding of the organization and basic features of print.
- KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Reading

- KR1: Develop and answer questions about a text. (RI&RL)

Speaking and Listening

- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
- KSL5: Create and/or utilize existing visual displays to support descriptions.

Language

- KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Conventions of Academic English/Language for Learning:

- L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

Instructional Supports

[Unit 2 Concepts and Materials Video](#)

[BTR Weekly Parent Newsletter \(English\)](#)

[BTR Weekly Parent Newsletter \(Spanish\)](#)

Unit Learning Objectives

Phonics: I can identify all letters and produce/identify the sound.

Phonemic Awareness: I can break apart words by syllables and sounds.

Assessments

Frequency: Weekly: Day 5 Beginning Week 12

Phonics Concept

- Encoding

Fluency (Begin in January)

- Decoding
- Accuracy, Phrasing, Volume and Stress, Intonation, and Rate (WPM)

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Explicit Instruction</u> <u>Phonics</u>	<u>Explicit Instruction</u> <u>Red Words</u>	<u>Text</u>
9/29/25	<u>Days 4-5</u> Week 2 <u>Days 1-3</u> Week 3	Rhyme Recognition Isolate initial sounds Isolate final sounds Blend Syllables Segment words into Syllables Add, Delete, & Substitute Syllables	<u>Week 3</u> /m/, /s/, /a/, /a/		
10/6/25	<u>Days 4 and 5</u> Week 3 <u>Days 1-3</u> Week 4	Rhyme Recognition Isolate initial sounds Isolate final sounds Blend Syllables Segment words into Syllables Add, Delete, & Substitute Syllables	<u>Week 3 Continue</u> /m/, /s/, /a/, /a/ <u>Week 4</u> /n/, /f/, /v/		
10/13/25 Holiday Columbus Day	<u>Days 4 and 5</u> Week 4 <u>Days 1 and 2</u> Week 5	Rhyme Recognition Isolate initial sounds Isolate final sounds Blend Syllables Segment words into Syllables Add, Delete, & Substitute Syllables	<u>Week 4 Continue</u> /n/, /f/, /v/ <u>Week 5</u> /b/, /t/, /i/, /i/	<u>Week 5</u> the a	
10/20/25	<u>Days 3-5</u> Week 5 <u>Days 1 and 2</u> Week 6	Rhyme Recognition Isolate initial sounds Isolate final sounds Blend Syllables Segment words into Syllables Add, Delete, & Substitute Syllables	<u>Week 5 Continue</u> /b/, /t/, /i/, /i/ <u>Week 6</u> /k/, /p/, /d/	<u>Week 5</u> the a <u>Week 6</u> I see	

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Explicit Instruction</u> <u>Phonics</u>	<u>Explicit Instruction</u> <u>Red Words</u>	<u>Text</u>
10/27/25	<u>Days 3- 5</u> Week 6 <u>Days 1-2</u> Week 7	Rhyme Recognition Isolate initial sounds Isolate final sounds Intrasyllable Blending Segment words into Onset-Rime Add, Delete, & Substitute Initial Phonemes	<u>Week 6 Continue</u> /k/, /p/, /d/ <u>Week 7</u> /g/, /k/, /o/, /o/	<u>Week 6</u> I see <u>Week 7</u> is was	
11/3/25 Holiday Election Day & Professional Development Days	<u>Days 3-5</u> Week 7 <u>Day 1</u> Week 8	Rhyme Recognition Isolate initial sounds Isolate final sounds Intrasyllable Blending Segment words into Onset-Rime Add, Delete, & Substitute Initial Phonemes	<u>Week 7 Continue</u> /g/, /k/, /o/, /o/ <u>Week 8</u> /h/, /r/, /l/	<u>Week 7</u> is was <u>Week 8</u> and look	
11/17/25 Holiday Veterans Day	<u>Days 2- 5</u> Week 8	Rhyme Recognition Isolate initial sounds Isolate final sounds Intrasyllable Blending Segment words into Onset-Rime Add, Delete, & Substitute Initial Phonemes	<u>Week 8 Continue</u> /h/, /r/, /l/ <u>Week 9</u> /w/, /j/, /e/, /e/	<u>Week 8</u> and look <u>Week 9</u> to do	

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Explicit Instruction</u> <u>Phonics</u>	<u>Explicit Instruction</u> <u>Red Words</u>	<u>Text</u>
11/24/25 (2 Full Days) Holiday Thanksgiving	<u>Days 1-2</u> Week 9 <u>Assessments</u> <u>Review</u> Units 1 and 2	Rhyme Recognition Isolate initial sounds Isolate final sounds Intrasyllable Blending Segment words into Onset-Rime Add, Delete, & Substitute Initial Phonemes	<u>Week 9 Continue</u> /w/, /j/, /e/, /e/	<u>Week 9</u> to do	
12/1/25	<u>Days 1-5</u> Week 10	Rhyme Recognition Isolate initial sounds Isolate final sounds Intrasyllable Blending Segment words into Onset-Rime Add, Delete, & Substitute Initial Phonemes	<u>Week 10</u> /z/, /k/, /s/, /y/	<u>Week 10</u> for or	
12/8/25	<u>Days 1-5</u> Week 11 Catch up and review.	Rhyme Recognition Isolate initial sounds Isolate final sounds Intrasyllable Blending Segment words into Onset-Rime Add, Delete, & Substitute Initial Phonemes *1 st Week Blending and Segmenting and the Phoneme Level	<u>Week 11</u> /kw/, /u/, /u/ Review of All Letter Sounds	<u>Week 11</u> you of	

Unit 3 Bridge to Reading: Weeks 12-20		IB Unit Sharing the Planet	
Next Generation Foundational Skills' Standards:			
- KRF1: Demonstrate understanding of the organization and basic features of print.			
- KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
Reading			
- KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)			
Speaking and Listening			
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.			
- KSL5: Create and/or utilize existing visual displays to support descriptions.			
Language			
- KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			
Conventions of Academic English/Language for Learning:			
-L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.			
<u>Instructional Supports</u>			
<u>Unit 3 Concepts and Materials Video</u>			
<u>BTR Weekly Parent Newsletter (English)</u>			
<u>BTR Weekly Parent Newsletter (Spanish)</u>			
<u>Unit Learning Objectives</u>			
Phonics: I can identify letters, connect to sounds, and write the letter.			
Phonemic Awareness: I can break apart words by syllables and sounds.			
<u>Assessments</u>			
Frequency: Weekly: Day 5 Beginning Week 12			
Phonics Concept			
• Encoding			
Fluency (Begin in January)			
• Decoding			
• Accuracy, Phrasing, Volume and Stress, Intonation, and Rate (WPM)			

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Explicit Instruction</u> <u>Phonics</u>	<u>Explicit Instruction</u> <u>Red Words</u>	<u>Text</u>
12/15/25 Week Before Holiday	<u>Days 1-5</u> Week 12	Rhyme Production Isolate initial sounds Isolate final sounds Blend 2-Phonemes Segment words into 2-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 12</u> m, s, p, short a	<u>Week 12</u> come some	At the Zoo
Holiday 12/22/25 to 1/2/26					
1/5/26	<u>Days 1-5</u> Week 13	Rhyme Production Isolate initial sounds Isolate final sounds Blend 2-Phonemes Segment words into 2-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 13</u> m, s, p, a, t, n, plural ending -s	<u>Week 13</u> play	Sam and Nan Play
1/12/26	<u>Days 1 -5</u> Week 14	Rhyme Production Isolate initial sounds Isolate medial sounds Blend 3-Phonemes Segment words into 3-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 14</u> b, c, f, short l	<u>Week 14</u> my by	Can It Fit?

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Explicit Instruction</u> <u>Phonics</u>	<u>Explicit Instruction</u> <u>Red Words</u>	<u>Text</u>
1/19/26 Martin Luther King Day	<u>Days 1-4</u> Week 15	Rhyme Production Isolate initial sounds Isolate medial sounds Blend 3-Phonemes Segment words into 3-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 15</u> b, c, f, short i, h, r	<u>Week 15</u> help her	Pam Hit It
1/26/26	<u>Days 1-5</u> Week 16	Rhyme Production Isolate initial sounds Isolate medial sounds Blend 3-Phonemes Segment words into 3-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 15</u> b, c, f, short i, h, r <u>Week 16</u> d, g, l, short o	<u>Week 15</u> help her <u>Week 16</u> had on got not	Pam Hit It Lil and Don Play
2/2/26 Conference Days	<u>Days 1-5</u> Week 17	Rhyme Production Isolate initial sounds Isolate medial sounds Blend 3-Phonemes Segment words into 3-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 16</u> d, g, l, short o <u>Week 17</u> d, g, l, short o, j, k, -ck	<u>Week 16</u> had on not got <u>Week 17</u> go so no like	Lil and Don Play Kim's Dog Jack

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Explicit Instruction</u> <u>Phonics</u>	<u>Explicit Instruction</u> <u>Red Words</u>	<u>Text</u>
2/9/26 Week before Holiday Recess	<u>Day 5</u> Week 17 <u>Review Days</u>	Rhyme Production Isolate initial sounds Isolate medial sounds Blend 3-Phonemes Segment words into 3-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 17</u> d, g, l, short o, j, k, -ck	<u>Week 17</u> go so no like	Kim's Dog Jack
Holiday 2/16/26					
2/23/26	<u>Days 1-5</u> Week 18	Rhyme Production Isolate initial sounds Isolate medial sounds Blend 3-Phonemes Segment words into 3-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 18</u> w, z, v, short e	<u>Week 18</u> we me be he	Ten Red Hens
3/2/26	<u>Days 1-5</u> Week 19	Rhyme Production Isolate initial sounds Isolate medial sounds Blend 3-Phonemes Segment words into 3-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 19</u> w, z, v, short e, x, y	<u>Week 19</u> have has	Fox's Box
3/9/26	<u>Days 1-5</u> Week 20	Isolate initial sounds Isolate medial sounds Blend 3-Phonemes Segment words into 3-Phonemes Add, Delete, and Substitute Initial Phonemes	<u>Week 20</u> qu, short u, & Review of all letter names and sounds -ck Plural ending: -s	<u>Week 20</u> want are	The Ducks are Up <u>Decodables</u> -The Big Red Hat -Can It Dig?

Unit 4 Bridge to Reading: Weeks 21-24		IB Unit: Where We Are in Place and Time
Next Generation Foundational Skills' Standards:		
- KRF1: Demonstrate understanding of the organization and basic features of print.		
- KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
Reading		
- KR7: Describe the relationship between illustrations and the text. (RI&RL)		
Speaking and Listening		
- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.		
- KSL5: Create and/or utilize existing visual displays to support descriptions.		
Language		
- KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
Conventions of Academic English/Language for Learning:		
-L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.		
<u>Instructional Supports</u>		
<u>Unit 4 Concepts and Materials Video</u>		
<u>BTR Weekly Parent Newsletter (English)</u>		
<u>BTR Weekly Parent Newsletter (Spanish)</u>		
<u>Unit Learning Objectives</u>		
Phonics: I can identify digraphs and double consonants.		
Phonemic Awareness: I can break apart words by syllables and sounds.		
<u>Assessments</u>		
Frequency: Weekly: Day 5 Beginning Week 12		
Phonics Concept		
• Encoding		
Fluency (Begin in January)		
• Decoding		
• Accuracy, Phrasing, Volume and Stress, Intonation, and Rate (WPM)		

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Explicit Instruction</u> <u>Phonics</u>	<u>Explicit Instruction</u> <u>Red Words</u>	<u>Text</u>
3/16/26	<u>Days 1-5</u> Week 21	Isolate initial sounds Isolate medial sounds Blend 3-Phonemes Segment words into 3-Phonemes Add, Delete, and Substitute Initial Phonemes	<u>Week 21</u> -ll, -ss-, -ff, -zz	<u>Week 21</u> all off	Jill's Big Mess
3/23/26	<u>Days 1-5</u> Week 22	Blend 3-Phonemes Final Phoneme Isolation: Consonant digraphs Segment words into 3-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 22</u> Consonant Digraph: sh	<u>Week 22</u> she said <u>Week 23</u> where from what <u>Week 24</u> they there	Josh's Shed
4/6/26 Holiday					
4/13/26	<u>Days 1-5</u> Week 23	Blend 3-Phonemes Final Phoneme Isolation: Consonant digraphs Segment words into 3-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 23</u> Consonant Digraph: ch, wh	<u>Week 23</u> where from what	Chick and Kit
4/20/26 Assessment Week	<u>Days 1-5</u> Week 24	Blend 3-Phonemes Final Phoneme Isolation: Consonant digraphs Segment words into 3-Phonemes Add, Delete, & Substitute Initial Phonemes	<u>Week 24</u> Consonant Digraph: th	<u>Week 24</u> they there	The Big Dog Gets a Bath Decodables -Bess Gets a Ball -The Mom and Pop Shop

Unit 5 Bridge to Reading: Weeks 25-27

IB Unit: How the World Works

Next Generation Foundational Skills' Standards:

- KRF1: Demonstrate understanding of the organization and basic features of print.
- KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Reading

- KR1: KR9: Make connections between self, text, and the world. (RI&RL)

Speaking and Listening

- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
- KSL5: Create and/or utilize existing visual displays to support descriptions.

Language

- KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Conventions of Academic English/Language for Learning:

- L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

Instructional Supports

[Unit 5 Concepts and Materials Video](#)

[BTR Weekly Parent Newsletter \(English\)](#)

[BTR Weekly Parent Newsletter \(Spanish\)](#)

Unit Learning Objectives

Phonics: I can identify consonant blends.

Phonemic Awareness: I can break apart words by syllables and sounds.

Assessments

Frequency: Weekly: Day 5 **Beginning Week 12**

Phonics Concept

- Encoding

Fluency (Begin in January)

- Decoding
- Accuracy, Phrasing, Volume and Stress, Intonation, and Rate (WPM)

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Explicit Instruction</u> <u>Phonics</u>	<u>Explicit Instruction</u> <u>Red Words</u>	<u>Text</u>
4/27/26	<u>Days 1-5</u> Week 25	Blend 4-Phonemes Final Phoneme Isolation Medial Phoneme Isolation Segment words into 4-Phonemes Add, Delete, & Substitute Initial Phoneme of Blend	<u>Week 25</u> Consonant Blends: L Blends	<u>Week 25</u> find just	The Clock Gets Fixed
5/4/26 Conference Days and Math Assessment Week	<u>Days 1-5</u> Week 26	Blend 4-Phonemes Final Phoneme Isolation Medial Phoneme Isolation Segment words into 4-Phonemes Add, Delete, & Substitute Initial Phoneme of Blend	<u>Week 26</u> Consonant Blends: L Blends, S Blends	<u>Week 26</u> how down now	A Swim and a Snack
5/11/26	<u>Days 1-5</u> Week 27	Blend 4-Phonemes Final Phoneme Isolation Medial Phoneme Isolation Segment words into 4-Phonemes Add, Delete, & Substitute Initial Phoneme of Blend	<u>Week 27</u> Consonant Blends: L Blends, S Blends, R Blends	<u>Week 27</u> once one	Frog in a Storm <u>Decodables</u> -Grandma Has a Drill -We All Help Clean

BTR Unit 6: Weeks 28-34

IB Unit: How The World Works

Next Generation Foundational Skills' Standards:

- KRF1: Demonstrate understanding of the organization and basic features of print.
- KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Reading

- KR1: Develop and answer questions about a text. (RI&RL)

Speaking and Listening

- KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
- KSL5: Create and/or utilize existing visual displays to support descriptions.

Language

- KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Conventions of Academic English/Language for Learning:

- L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.

Instructional Supports

[Unit 5 Concepts and Materials Video](#)

[BTR Weekly Parent Newsletter \(English\)](#)

[BTR Weekly Parent Newsletter \(Spanish\)](#)

Unit Learning Objectives

Phonics: I can identify long vowel sounds.

Phonemic Awareness: I can break apart words by syllables and sounds.

Assessments

Frequency: Weekly: Day 5 **Beginning Week 12**

Phonics Concept

- Encoding

Fluency (Begin in January)

- Decoding
- Accuracy, Phrasing, Volume and Stress, Intonation, and Rate (WPM)

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Explicit Instruction</u> <u>Phonics</u>	<u>Explicit Instruction</u> <u>Red Words</u>	<u>Text</u>
5/18/26	<u>Days 1-5</u> Week 28	Blend 4-Phonemes Medial Phoneme Isolation Segment words into 4-Phonemes Add, Delete, & Substitute Final Phonemes	<u>Week 28</u> Long Vowels a and i with CVCe words	<u>Week 28</u> your	Jane's Cape
5/25/26 Holiday Memorial Day	<u>Days 1-4</u> Week 29	Blend 4-Phonemes Medial Phoneme Isolation Segment words into 4-Phonemes Add, Delete, & Substitute Final Phonemes	<u>Week 29</u> Long Vowels o and u with CVCe words	<u>Week 29</u> use	My Dog Duke
6/1/26	<u>Day 5</u> Week 29 <u>Days 1-5</u> Week 30	Blend 4-Phonemes Medial Phoneme Isolation Segment words into 4-Phonemes Add, Delete, & Substitute Final Phonemes	<u>Week 30</u> Long Vowels a, i, o, u with CVCe words	<u>Week 30</u> Review	Mole Looks for a Home
6/8/26	<u>Days 1-5</u> Week 31	Blend 4-Phonemes Medial Phoneme Isolation Segment words into 4-Phonemes Add, Delete, & Substitute Final Phonemes	<u>Week 30</u> Long Vowels a, i, o, u with CVCe words <u>Week 31</u> Long Vowels e, y as a vowel	<u>Week 31</u> Review	I Spy

<u>Date:</u>	<u>Day</u>	<u>Explicit Instruction</u> <u>Phonemic Awareness</u>	<u>Explicit Instruction</u> <u>Phonics</u>	<u>Explicit Instruction</u> <u>Red Words</u>	<u>Text</u>
6/15/26 Holiday Juneteenth	<u>Days 1-4</u> Week 32	Blend 4-Phonemes Medial Phoneme Isolation Segment words into 4-Phonemes Add & Delete Final Phonemes Substitute Vowels	<u>Week 31 Continue</u> Long Vowels e, y <u>Week 32 Review</u>	<u>Week 32</u> Review	A Whale in My Sleep
6/22/26 Last Week of School	<u>Day 5</u> Week 33/34	Blend 4-Phonemes Medial Phoneme Isolation Segment words into 4-Phonemes Add & Delete Final Phonemes Substitute Vowels	<u>Week 33 Review</u>	<u>Week 33</u> Review	Ben's Mule Spot Will Not Do That <u>Decodable</u> -Farmer Luke Sleeps -Lake Hills Drive