

**Reading Foundations: A Pacing Guide for Reading Instruction (Kindergarten, Levels 1–3)**

Kindergarten	Level One	Level Two	Level Three
<p>Reading Objectives for Print Concepts (RF.K.1a,b,c,d)</p>	<p>Identify and track single-syllable printed words in short sentences; identify examples of <i>word</i>, <i>sentence</i>, and <i>letter</i> on a printed page. (RF.K.1a,b,c)</p> <p>Match letters to templates; match manipulative upper- and lowercase letters; and point to letters that the teacher names. (RF.K.1d)</p>	<p>Listen for word length; identify longer and shorter words in print. (RF.K.1b,c)</p> <p>Using a printed alphabet template, match plastic or wooden letters to the model and name them in sequence. (RF.K.1d)</p> <p>Identify capital letter, period, and specific printed words on sentence strips. (RF.K.1b)</p>	<p>Listen and point to (track) printed words from left to right, top to bottom, and page by page as text is read aloud. (RF.K.1a)</p> <p>Identify features of a book (title page, author, illustrator, left to right, and top to bottom arrangement of print). (RF.K.1a)</p> <p>Independently match upper- and lowercase letters while naming them. (RF.K.1d)</p>
<p>Model Activities for Print Concepts</p>	<p>As you read a short nursery rhyme (or poem) from a chart, ask students to point to words as they are read. (RF.K.1a,b,c)</p> <p>With movable letters, word cards, and sentence strips, demonstrate the meaning of <i>letter</i>, <i>word</i>, and <i>sentence</i>. Then, ask students to identify examples of each in a printed phrase from a familiar rhyme. (RF.K.1a,b,c)</p> <p>Students trace letters in sand trays, carpet squares, or sandpaper while</p>	<p>Write two words, one long and one short. Ask children to guess which one is a match for the word you say: <i>Ann, Anthony; Kate, Katherine; ball, basketball; elf, elephant; hip, hippopotamus</i>. (RF.K.1b,c)</p> <p>Write a four- to five-word sentence from a familiar rhyme or story. Ask students to point to each word as they read aloud with you, and point to and name the end punctuation and the capital letter(s). (RF.K.1a,b,c)</p>	<p>Using a big book, point to words as text is read; then, ask students to point to words going left to right and top to bottom, matching voice to print. (RF.K.1a,b,c)</p> <p>After explaining <i>author</i> and <i>illustrator</i>, have students point to names on book covers and explain the role of each in making the book. (RF.K.1a,b,c)</p> <p>Using individual alphabet mats with uppercase letters printed in order, have students match lowercase plastic</p>

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	<p>naming them; trace letter shapes written in large font on a chalkboard; or match manipulative upper- and lowercase letters or letters written on cards until they can point to any letter you name. (RF.K.1d)</p>		<p>letters to the uppercase, in order, and name them. (RF.K.1d)</p>
<p>Reading Objectives for Phonological Awareness (RF.K.2a,b,c,d)</p>	<p>Listen to and participate in recitation of nursery rhymes, rhyming books, finger plays, songs, and poems. (RF.K.2a)</p> <p>Listen for specific words embedded in rhymes or stories. (RF.K.2a)</p>	<p>Orally identify rhyming words and understand that rhymes have the same last rime (i.e., the vowel and any consonants that follow). (RF.K.2a,c)</p> <p>Count, segment, and delete parts of compound words and words with two and three syllables. (RF.K.2b)</p> <p>Identify the distinguishing features of voiced and voiceless consonant phonemes; orally produce individual consonant phonemes after correct teacher modeling of the voicing distinction: /p/ /b/; /k/ /g/; /t/ /d/; /f/ /v/; /sh/ /zh/; /th/ /<u>th</u>/; /ch/ /j/; /s/ /z/ (RF.K.2d)</p> <p>Classify vowel sounds as open sounds and consonants as closed sounds; locate the vowel sound in every syllable. (RF.K.2d)</p> <p>With teacher modeling and a picture or</p>	<p>Recite familiar rhymes and poems; play with alliteration; create words with sound substitutions (e.g., “silly” words). (RF.K.2a)</p> <p>Orally segment, delete, and substitute syllables in compound words and multi-syllable words. (RF.K.2b)</p> <p>Explore the way related groups of phonemes are pronounced: stops /p/, /b/, /t/, /d/, /k/, /g/; hissy sounds /f/, /v/, /th/, /<u>th</u>/, /s/, /z/, /sh/; nasals /m/, /n/, /ng/; glides /h/, /w/, /wh/, /y/; and liquids /l/ and /r/. (RF.K.2d)</p> <p>Blend onsets and rimes; orally match the first phonemes in spoken words; delete an initial phoneme from a word; substitute an initial phoneme. (Begin with continuants: /m/, /s/, /f/, /r/, /l/, /v/, /th/, /<u>th</u>/, /z/, /sh/). (RF.K.2c)</p>

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		<p>gestural cue from a key word, pronounce the short vowel sounds and the long vowel sounds (orally—no print!). (RF.K.2d)</p>	<p>Attend to short vowel-sound placement in the mouth, with the jaw dropping for /ī/, /ē/, /ā/, /ū/, /ō/. Identify whether the short vowel sounds in spoken words are the same or different. (RF.K.2d)</p> <p>Orally blend two or three phonemes into simple words and segment two-to three-phoneme words by moving tokens into sound boxes while the phonemes are being pronounced. (RF.K.2d)</p>
<p>Model Activities for Phonological Awareness</p>	<p>While reading (reciting) “Humpty Dumpty,” snap your fingers on a word at the end of a line (e.g., <i>wall</i>). The children will snap when they hear the word that rhymes with it (i.e., <i>fall</i>). Continue with various rhymes and poems. (RF.K.2a)</p> <p>After recitation of a favorite rhyme or song, present a puppet that has trouble remembering his words. Students hold up their thumbs if they hear the puppet make a mistake: “Jack and Jill went up the <b>pill</b>.” Call on individuals to say the right word.</p>	<p>Using different colored index cards representing three common rimes (/ -ill/, / -ock/, / -ate/) and other colored cards for first sounds (/l/, /d/, /m/), show in a pocket chart that the first sound(s) might change, but if the last part is the same, the words rhyme (d-ock, l-ock do rhyme; l-ock and l-ate do not rhyme). (RF.K.2a,c)</p> <p>Say a word slowly in syllables and have students say the whole word: <i>tooth-paste</i>; <i>bath-tub</i>; <i>but-ter-fly</i>; <i>ba-na-na-bread</i>. (RF.K.2b)</p> <p>With students looking in mirrors and putting</p>	<p>Play “Willaby Wallaby Woo” with students’ names. (RF.K.2a)</p> <p>With a picture cue, ask students to help a puppet who only says words in parts. After the puppet speaks the syllables, students blend them into a whole word: <i>Sep-tem-ber</i>; <i>di-no-saur</i>; <i>cin-na-mon</i>; <i>tel-e-vis-ion</i>. (RF.K.2b)</p> <p>Play the speech sound guessing game. Students imitate the sounds and/or look in a mirror to answer questions such as, “Which sound is made with the lips—/p/ or /k/? Which sound is</p>

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	<p>(RF.K.2a)</p> <p>Using felt rectangles to represent four to five spoken words (e.g., “Jack went up the hill”), ask students to change the color of the rectangle standing for the word that is changed in a spoken sentence (e.g., “<u>Jill</u> went up the hill.” “Jill <u>climbed</u> up the hill.” “Jill climbed up the <u>ladder</u>.”). (RF.K.2a)</p>	<p>their hands over their ears to hear vocal resonance, model and describe the difference between /p/ and /b/; /f/ and /v/; /k/ and /g/; and so forth; with students, classify spoken consonant sounds as voiced or unvoiced. (RF.K.2d)</p> <p>Describe vowels as open sounds and consonants as closed off by the lips, teeth, and tongue; categorize the first sounds of spoken words as vowels (open sounds) or consonants (closed sounds): <u>o-ver</u>; <u>m-ouse</u>; <u>sh-ower</u>; <u>a-lligator</u>. (RF.K.2d)</p> <p>With puppets, pictures, or gestures, associate each short vowel sound with its keyword and letter name:</p> <p>/i/ - itch – i  /e/ - edge – e  /a/ - apple – a  /o/ - octopus – o  /u/ - up – u (RF.K.2d)</p> <p>With puppets, pictures, or gestures, practice associating a long vowel sound with its keyword and letter name:</p> <p>/ā/ - apron – a</p>	<p>made with the mouth wide open—/ō/ or /w/? Which sound is made with the tongue between the teeth—/f/ or /th/?” and so forth. (RF.K.2d)</p> <p>Show three picture cards, such as <i>milk</i>, <i>bed</i>, and <i>moose</i>, or <i>fan</i>, <i>feather</i>, and <i>thimble</i>. Students say the words, match the pictures that start with the same sound, isolate the target sound, and then find the sound-symbol card with that sound. Vary the difficulty by monitoring the confusability of the first sounds (i.e., /m/ and /n/ are harder to discriminate than /m/ and /t/). (RF.K.2d)</p> <p>Ask students to listen carefully for a specific vowel sound in the words you say. They repeat the sound only if they hear it in the word: /ē/—<i>me</i>, <i>eat</i>, <i>sleep</i>, <i>pie</i>, <i>snow</i>, <i>east</i>, <i>team</i>, <i>fast</i>. (RF.K.2d)</p>

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		/ē/ - eagle – e /ō/ - oval – o /ū/ - unicorn – u /ī/ - ice cream – i (RF.K.2d)	
Reading Objectives for Phonics and Word Recognition (RF.K.3a,b,c)	<p>With the teacher leading, recite an alphabet song that includes the letter name, and a key word (picture or gesture) and sound associated with each letter. (RF.K.3a,b)</p> <p><i>Note:</i> A set of sound-symbol cards that includes most of the forty-four speech sounds of English should be displayed and learned in segments. High-frequency symbols (graphemes) for each of the consonant and vowel phonemes that are only represented by letter combinations (such as /sh/, /th/, /ch/, /ng/, and /aw/) can be gradually introduced before the end of the kindergarten year.</p>	<p>Name the key word that goes with a letter; say the sound that goes with a key word; and say the letter(s) that represent a sound.</p> <p>Given a sound-symbol card, say the keywords and consonant phonemes that are represented with two letters: th, sh, ch, ng, wh. (RF.K.3a,b)</p>	<p>Say the alphabet song (as described in Unit 1) and a short vowel song or rhyme, with minimal teacher prompting. (RF.K.3a,b)</p> <p>Demonstrate accuracy and fluency in sound—key word—symbol association for most consonants and short vowels. (RF.K.3a,b)</p> <p>Identify the letters c and k as both representing /k/; c and s as both representing /s/; qu as a team that represents /kw/; and final x as the symbol for /ks/ (as in “box”). (RF.K.3a,b)</p> <p>Read common words such as <i>l, the, a</i>. (RF.K.3c)</p>
Model Activities for Phonics and Word	Teach an alphabet song or rhyme by daily repetition. As you lead recitation of the alphabet song, point	Play the sound-symbol game with known vowels and consonants: You say a keyword (or make a gesture); students say the sound.	Play a sound-symbol guessing game, focusing on end of alphabet, lower frequency letter-sound

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Recognition	to the sound-symbol cards, and pause on occasion so that students can fill in a known letter name/keyword/sound (e.g., “r,” rabbit, /r/) on their own. (RF.K.3a,b)	<p>Or, you say the sound, and students make the gesture and say the letter name. (RF.K.3a).</p> <p>[Suggested order for introduction and mastery through a 12–18 week period: /m/, /s/, /f/, /a/, /t/, /p/, /n/, /i/, /h/, /k/ spelled c, /l/, /b/, /j/ spelled j, initial /r/, /o/, /k/ spelled k, /d/, /g/ spelled g, /e/, /y/ spelled y, /z/, /ks/ spelled x, /u/, /kw/ spelled qu, /v/, /w/.]</p> <p>Once the students have practiced the sound-symbol associations by recitation, hand out sound-symbol cards to students seated in a circle. Toss a beanbag to students randomly, and have them say the letter name, keyword, and/or sound on their card. (RF.K.3a, b)</p>	<p>correspondences, and subtle contrasts: <i>I’m thinking of a letter that stands for the sound combination /ks/; I’m thinking of a sound that’s made with the lips closed and the voice off (/p/), etc. (RF.K.3a,b)</i></p> <p>Make a few simple words with letter tiles (no blends) and leave off the first letter. Say the whole word and ask students what sound is missing. Students find the missing sound in the sound-symbol cards and then supply the missing letter for the beginning of each word: (b)ear; (w)ent; (s)ing. Shift to ending sounds as students become proficient with first sounds: we(t), mu(d), su(n). (RF.K.3a,b)</p> <p>Encourage students to read first-step books with rebuses for content words by pointing to each word. Ask students to identify high-frequency irregular words <i>l, the, a</i>, in the text. (RF.K.3c)</p>
Reading Objectives for Fluency (RF.K.4)	n/a	n/a	Recognize a few familiar words as wholes. (RF.K.4)
Model Activities for			Students can collect favorite words

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Fluency			with a specific consonant sound (/s/, /b/, or /r/, for example) and illustrate each word in a word book. Reread the word books many times to pick up fluency. (RF.K.4)
Writing, Handwriting, and Spelling Objectives (LK.1a,c,d)	Demonstrate pencil grip and posture for writing; trace, copy, and write lines, circles with large motor and small motor control. (LK.1a)	Copy and write first name; write circle letters (a, c, o, d, g, q) within lines. (LK.1a)	<p>Form letters that are made with a downward line first: b, f, h, i, j, k, l, m, n, p, r, t, u. (LK.1a)</p> <p>Directed writing: Write letters for sounds given by the teacher; write high-frequency words <i>l, the, a</i>. (LK.2c)</p> <p>Attempt phonetic spellings of unknown words; copy and/or complete words in simple printed sentences (e.g., “I like to _____.”). (LK.2d)</p>
Model Activities for Writing, Handwriting, and Spelling	Draw large shapes (circle; horizontal line; cross, etc.) on the chalkboard. Count or provide a rhythm as students trace the shape with the whole arm and pointer fingers on the board or in the air. “Trace” with eyes open and closed. (LK.1a)	As a “writing warm-up,” transfer rhythmic writing of shapes and lines to paper with lines; then combine circles and lines for first letters. (LK.1a)	<p>Before students practice tracing and copying, number the pencil strokes and draw arrows to show how the pencil moves. (LK.1a)</p> <p>Encourage students to pay attention to what their mouths are doing when they spell by sound, and to look at the</p>

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			sound-symbol cards to remember the letters as they try to spell new words. (LK.2d)