Reading Foundations: A Pacing Guide for Reading Instruction (Grade One, Levels 1–3)

Grade One	Level One	Level Two	Level Three
Reading Objectives for Print Concepts (RF.1.1a)	On a printed page, identify examples of first and last letters in a word, first and last words on a page, and first and last words in a sentence. (RF.1.1a) Track print from left to right and top to bottom as the teacher reads the words aloud. (RF.1.1a) On a printed page, point to capital letters and end punctuation in sentences, and match periods, question marks, and exclamation points to sentence types. (RF.1.1a)	Pause and adapt phrasing in response to periods at the ends of sentences. (RF.1.1a)	While orally reading beginning text, notice and respond to all end punctuation by adjusting vocal intonation. (RF.1.1a)
Model Activities for Print Concepts	Give students pretend (or real) magnifying glasses to play detective with a simple book they are reading. After each term has been directly taught, play "I Spy" to find examples of first (initial), last (final), middle (medial), top, bottom, left, right, and capital letters, and periods, question marks, and exclamation points. (RF.1.1a) Using a big book or chart with familiar language, ask students to	Before students read sentences or pages aloud, ask them to point to end punctuation. Model vocal phrasing indicated by each mark. Lead the group in choral reading of short sentences, and then call on individuals to reread sentences with appropriate phrasing and intonation. (RF.1.1a)	To practice the inflection required by punctuation, insert punctuation into the alphabet sequence and ask students to choral read: A, B, C! D, E. F, G, H, I? J, K, L, MNO. PQ? R S T. U, V, W! X, Y, Z. (RF.1.1a)

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	take turns pointing to printed words as the teacher says them.		
Reading Objectives for Phonological Awareness (RF.1.2a,b,d)	Orally segment, delete, and substitute syllables in multi-syllable words. (RF.1.2a) Listen for two or three widely contrasting vowel sounds (e.g., /ō/ and /ē/) in a series of spoken words; isolate and repeat a target sound when it is heard (RF.1.2a) Say the short vowel sounds in order of placement in the mouth; feel the jaw dropping for /ĭ/, /ĕ/, /ă/, /ŭ/, /ŏ/ and match a word to another with the same short vowel sound. (RF.1.2a)	Orally blend the first part of a word with a final consonant. (RF.1.2b) Substitute an initial or final consonant in a word and blend it into a new word. (RF.1.2b)	Within the context of a simple story, blend two- and three-phoneme words, without consonant blends, that have been orally segmented. (RF.1.2b) Given a two- or three-phoneme word, segment and pronounce the sounds in sequence. (RF.1.2d)
Model Activities for Phonological Awareness	Using colored rectangles or cards (distinguished from any manipulative used to mark phonemes), ask students to decide how many rectangles are needed to mark the syllables of a spoken word: *detective; investigator; mystery; pilot; adventure*. Students put out a card for each syllable, while saying the syllables slowly. Then ask, "Which one is this?" Or ask, "What	Using the puppet that has trouble finishing his words (introduced in Kindergarten), pronounce words or names (preferably from the stories the students are reading) without the last sound. Ask students to help the puppet say the whole word *and* say the missing sound clearly in isolation. (RF.1.2b)	Selecting sentences from stories you've read aloud, segment some words as you read, asking for students' help in putting them together: "This is story about a town /m/ /ou/ /s/ (_____) [pause—let students supply whole word] and a country mouse." (RF.1.2d) Using spoken words with all medial

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	is left if I take this one away?" (RF.1.2a) Create "vowel houses" where words with the same vowels live. Using picture cards or spoken words, ask students to listen for and pronounce the vowel in the word, and then place it in the right vowel house. Start with two vowels per activity; progress to more as the students become skilled. (RF.1.2a) After demonstrating the jaw dropping as each short vowel is articulated, and providing a visual chart for reference, select the five short vowel sound-symbol cards and give them to students to hold. Say a word with a short vowel. The student with that card holds it up while everyone says the vowel sound and its key word, feeling how open or closed their mouth is and looking in the mirror if necessary. (RF.1.2a)	Play this listening game: The word is _____(shop). If I change /sh/ to /ch/, what's the new word? <u>Chop!</u> The word is _____(bake). I f I change /k/ to /s/, what's the new word? <u>Base!</u> (RF.1.2b)	vowel sounds (long, short, diphthong, r-controlled), build segmentation fluency with this routine: Say a word. Students repeat. Segment the sounds orally as a finger is raised for each phoneme. Sweep the hand from left to right as the word is blended. (*Note:* At this stage, students should be fluent and proficient with segmentation of one-syllable words.) (RF.1.2b,d)
Reading Objectives for Phonics and Word Recognition (RF.1.3a,b,c,g)	With reference to sound-spelling cards containing a keyword and major spellings for each sound, learn sound-spelling associations by	Learn sound-spelling associations by means of a see/hear/say/and write sequence: /r/, /f/, /g/, /ŏ/, /ks/ spelled x, /ar/, /k/ spelled –ck, /ŭ/, /z/, /l/, /ĕ/	Learn sound-spelling associations by means of a see/hear/say/and write sequence: /sh/ spelled sh, /th/, /ch/, /k/ spelled k, /ā/ spelled a and a_e, /j/

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	means of a see/hear/say/and write sequence: /m/, /ă/, /t/, /h/, /p/, /n/, /k/ spelled c, /d/, /s/, /ĭ/, /b/. (RF.1.3a,b,c) Blend and read simple words containing the taught sound-spellings, in isolation and in connected text. (RF.1.3a,b,c) Using a tracing, oral-spelling, and visual imagery routine, learn approximately three to five common **irregular** new words per week. (Note: Many of the most common words in English do follow regular patterns of phonics and are no longer "irregular" once the patterns have been taught.) (RF.1.3g)	spelled e and ea, /y/, /w/, /hw/ spelled wh, /er/ spelled ir, ur, or er. (RF.1.3a,b,c) Blend and read simple words containing the taught sound-spellings, in isolation and in connected text. (RF.1.3a,b,c) Read regular plural nouns formed with "s" and pronounced /s/ or /z/ (e.g., cats, dogs) and explain the meaning of the plural. (RF.1.3g)	spelled j and –dge, /j/ spelled ge, gi, /ī/ spelled i, i_e, /s/ spelled ce, ci, /ō/ spelled o, o_e, /z/ spelled s, /v/, /ū/ spelled u, u_e, /ē/ spelled e, e_e, /ē/ spelled ee, ea, /kw/ spelled qu, long vowels + r, /ē/ spelled y, _ie_, /ā/ spelled ai, ay, /ī/ spelled igh, /ī/ spelled y, ie, /ng/ spelled –ng (RF.1.3a,b,c) Apply associations to blending and reading simple words in isolation and in connected text. (RF.1.3a,b,c) Read plural nouns with –s and –es and verbs with –ing. (RF.1.3g)
Model Activities for Phonics and Word Recognition	(*Note:* Introduce about two new sounds per week.) As each new sound-symbol card is introduced, teach a simple story or rhyme about the sound (e.g., "This is Leo the Lion; he loves to lick lollipops…"). With learned associations, play "I'm thinking of…" (e.g., the letter that represents /h/; a sound that letter c can represent; a vowel that begins	(*Note:* Introduce about two to three new sounds per week.) Conduct daily quick drills with learned sound-symbol associations: You say the sound, students say the letter(s); you say the letter(s), students say the sound; you say the sound, students write the letter(s). Automaticity is the goal. (RF.1.3a,b,c)	(*Note:* Introduce about two to three new sounds per week.) Conduct daily quick drills with learned sound-symbol associations. Give students letter (or grapheme) tiles, including digraphs and vowel teams (*ng, th, ck, ee*, etc.) written on one tile. Students can practice one-minute speed drills in pairs, naming the sounds for the graphemes. (RF.1.3a,b,c)

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	the word *apple*...). (RF.1.3a,b,c) Teach sound-by-sound blending of simple words with two to four sounds on a chalkboard or whiteboard, as students watch and follow: For example, with the word "pin," 1) write the spelling of the first sound [p] and say "sound" as you point to it; 2) write the second spelling [i] and say "sound" as you point to it; 3) sweep your hand from left to right under the letters as you say "blend it"; 4) write the third spelling [n] and say "sound" as you point to it; 5) sweep your hand from left to right under the letters as you say "blend it." Then say, "What's the word?" Quickly use it in a spoken sentence. (RF.1.3a,b,c) Blend fifteen to thirty words per day with sound-symbol associations that have been taught; then read in phrases, sentences, and books. Underline or color code the irregular words" that don't follow the learned patterns. (RF.1.3a,b,c,g)	Teach blending of whole words with three to four sounds, as students watch and follow: 1) write the whole word—*f a s t*; 2) point to each letter-sound and say "sound", cuing students to say the sounds in order—/f/ /a/ /s/ /t/; 3) sweep your hand from left to right under the letters, saying "blend it"; students say the whole word. Quickly use the word in a sentence. (RF.1.3a, b, c) Blend fifteen to thirty words per day with sound-symbol associations that have been taught; then read in phrases, sentences, and books. Include nouns with the non-syllabic plural –s. (RF.1.3a,b,c,g)	To teach the VCe pattern for long vowels, use letter tiles to show how "magic e" changes words: *mad-made, hop-hope, pet-Pete, cut- cute, hid-hide*. (RF.1.3a,b,c) Ask students to underline target letter combinations before blending whole words with a new letter pattern: c<u>lose</u>, <u>cent</u>, ni<u>ce</u>; do<u>dge</u>; hi<u>gh</u>. (RF.1.3a,b,c) With letter (grapheme) tiles, construct whole words with three to four learned sounds. You say a word; students repeat the word, build it, blend it, and use it in a sentence. (RF.1.3a,b,c) Use a pocket chart to add inflections –ing, -s, and –es to base words that do not require doubling or dropping silent e (walk-ing, shout-s, pick-ing; pass-es, fox-es). Challenge students to use inflected word in spoken sentences, and discuss how the ending changes the word's meaning. (RF.1.3g)
Reading Objectives for Fluency	Discriminate between sense and nonsense, and expect that printed words (if accurately read) will	After teacher or partner modeling, reread phrases and sentences to	By mid-year, read twenty to thirty words correctly per minute in unrehearsed grade level text with 96%

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(RF.1.4a,b,c)	generally make sense. (RF.1.4c)	improve phrasing and intonation. (RF.1.4a,b,c)	accuracy or better, and demonstrate comprehension through retelling. (RF.1.4a) Given printed phrases or phrase markers, reread a familiar passage, adjusting intonation and expression to convey meaning. (RF.1.4b) On encountering an unknown word, the reader a) looks carefully at the letter sequence, b) sounds out the word, and c) checks the sense within the whole sentence or passage. If it does not make sense, he or she rereads or asks for assistance. (RF.1.4c)
Model Activities for Fluency	Play with "sense" and "nonsense." Read a sentence, deliberately changing a key word or two. Ask students if it makes sense; if not, ask them to say why. (RF.1.4c) Categorize words as "sense" or "nonsense." Explain that reading, in general, should make sense. (RF.1.4c)	Tell students that reading aloud should sound like talking. After they have read a sentence or passage for accuracy, ask them to read with you and follow your voice. (RF.1.4a,b,c)	Using an overhead projector or large print book, mark the phrases and read them aloud as you sweep your hand under the groups of words. Encourage students to sweep their fingers under the groups of words as they "smush" them together. (RF.1.4a,b,c) Structure partner reading: Assign one person to be "reader" and the other to be "coach." The coach can say, "Try that again" if an error is made. At the end of the book, coach asks the reader

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			to tell what each page or part of the book was about. Students then change roles for the next book reading. (RF.1.4a,b,c)
Writing, Handwriting, and Spelling Objectives (L1.1a,j, L1.2b,d,e, W1.3)	Form the upper- and lowercase versions of the letters m, a, t, h, p, n, c, d, s, i, b; spell one-syllable words with those letters and twenty of the most often used words in writing. (L1.1a, L1.2d)

Complete sentences in which one part of the "who" "is doing/did what" "to whom or what" is missing. (L1.1j)

Identify, then generate, words or phrases that answer the questions *who*, *what*, *where*, *when*, or *how*. (L1.1j) | Form the upper- and lowercase versions of the letters r, f, g, o, x, k u, z, l, e, y, w; spell one-syllable words with sound-spellings that have been taught. (L1.1a, L1.2d,e)

Change statements into questions and questions into statements, with end punctuation. (L1.1j, L1.2b) | Recall and write all the alphabet letters with accuracy. (L1.1a)

Spell one-syllable words with sound-spellings that have been taught. (L1.2d,e)

Elaborate "bare bones" sentences by describing the subject (the who/what part) and saying more about the predicate (the doing part). (L1.1j)

Write several sentences telling events in a narrative sequence. (L1.1j, W1.3) |
| Model Activities for Writing, Handwriting and Spelling (L1.1a,j, L1.2b,d,e, W1.3) | Given directional arrows, lined spaces, and verbal cues, students trace and then write the letters they are learning to read. (L1.1a)

Explain that each complete sentence must have basic parts. With a | Given directional arrows, lined spaces, and verbal cues, students trace and then write the letters they are learning to read. (L1.1a)

As you dictate words and sentences for writing, say the whole sentence and | Challenge students to write the alphabet accurately and fluently from memory, including j, q, and v. (L1.1a)

Use a grid to map graphemes to phonemes during spelling practice; one box contains the letters for one sound: |

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	sentence frame representing <u>who or what</u> - <u>is doing or did</u> - <u>to whom or what</u>, <u>where, when or how</u>, students write words to create a complete sentence: *Sid hid the mat*. (L1.1j) Given a simple statement, such as "The bat hit Sid on his cap," students identify which words answer the basic questions *who*, *what*, *when*, *where*, and *how*, as they write the sentence in the sentence frame. (L1.1j)	have students make a line for each word. Then, help students segment the sounds in each word as they write, checking against the sound-spelling cards. (L1.2d,e) Pass out question word cards to students. Give a simple statement, then call on students to create questions with their question words (*who, what, when, where, how*). Enlist their help as you transcribe the words onto a chart or board. (L1.1j, L1.2b)	sh-a-ck; d-o-dge; th-i-ng; ch-i-ll. (L1.2d,e) Expand kernel sentences by answering any three of the question words: *who, what, when, where, why, how*. (For example, "She rode" becomes "Tina rode her bike into the shrub.") (L1.1j) Provide a visual frame marked *beginning, middle*, and *end*, with sequence words such as *first, then, next*, and *finally*; ask students to write a simple narrative with one or more illustrations. (L1.1j, W1.3)

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