

Reading Foundations: A Pacing Guide for Reading Instruction (Kindergarten, Units 4 – 6)  
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 Common Core Curriculum Mapping Project ([www.commoncore.org](http://www.commoncore.org))

Kindergarten	Unit Four	Unit Five	Unit Six
Reading Objectives for Print Concepts (RF.K.1d)	Increase fluency in naming randomly ordered upper- and lower-case letters to benchmark level. (RF.K.1d)	Write the letters to dictation and associate them with sounds. (RF.K.1d)	n/a
Model Activities for Print Concepts	Devote a few minutes of classroom time to simple speed drills several times weekly. Create or find letter naming practice sheets with randomly ordered upper- and lower-case letters on a page. Have students work in pairs to practice naming the letters as quickly as they can until they can name approximately twenty-seven letters in one minute. Re-teach any letters students are missing. (RF.K.1d)	Screen students for letter naming accuracy and fluency. Re-teach unknown letters to students who are making errors. Have students who still need practice spend a few minutes daily on speed drills until they can name approximately thirty-five letters in one minute. (RF.K.1d)	Students should be able to name randomly distributed upper- and lower-case letters at a rate of at least forty correct per minute. (RF.K.1d)
Reading Objectives for Phonological Awareness (RF.K.2c,d,e)	Delete and substitute initial sounds and final sounds in spoken words; segment one-syllable words with three to four phonemes, using sound boxes. Focus on vowel sound identification. (RF.K.2d)  Identify and recite the long vowels; learn a long vowel song or rhyme for mnemonic support. (RF.K.2d)	Blend four-phoneme words orally, including words with the most transparent consonant blends (-st, -lk, -ft). (RF.K.2c)  Make new consonant-vowel-consonant (CVC) words by substituting an initial phoneme, medial vowel, or final phoneme. (RF.K.2e)  Categorize spoken single-syllable words by the medial vowel sound, including all eighteen vowel sounds of English. (RF.K.2d)	With modeling and support, orally segment and blend any single syllable word with three to four phonemes, including any of the forty-four vowel sounds and consonants of English. (RF.K.2c)
Model Activities for Phonological Awareness	Use a puppet who can't say his last sounds. Ask students to help him say a whole word correctly: <i>peanu(t), butt(er), sandwi(ch); chicke(n) McNugge(ts); vanill(a) i(ce) crea(m)</i> . (RF.K.2d)  Use a grid (sound box template) in which each box stands for one speech sound. Students work with movable tiles or chips. Say a word with two ( <i>zoo</i> ), three ( <i>fog</i> ), or four ( <i>milk</i> ) phonemes. Model, then lead students as they segment each sound, moving a chip into a box as they say the sounds in order. Say the whole word after it is segmented. Ask, which is the first sound? The second sound? The last sound? And so forth. (RF.K.2d)  Ask students to listen for two long vowels (e.g., /ā/ or /ū/) in the words you say. After you say a word,	Create "vowel houses" where words with the same vowel sound live together. Using picture cards for one-syllable words with three or four different vowel sounds, students find the house where they live (e.g., <i>saw, paw, dawn; blue, moon, chew; snow, bow, oak; star, art, mark</i> ). (RF.K.2d)  Model blending words with four sounds. Hold up your fist; raise a finger as you say each sound (e.g., /m/, /a/, /s/, /k/), then blend the whole word (i.e., mask) as you sweep your hand from left to right. Students follow your lead. (RF.K.2c)  Using colored squares to represent speech sounds, show which sound has changed when a spoken word is changed, one sound at a time: <i>sun, ton, shun, shut, shout, out, oat, own, shown</i> . (RF.K.2e)	Continue matching spoken words to "vowel houses" and be sure that all the vowel houses have some words living in them, even the less frequent: <i>toy, boy, oil; book, hoof, bush; cow, brow, ouch</i> . (RF.K.2d)  Segment three and four phoneme spoken words by tapping head, shoulders, waist, and toes as you say the sounds: /h/ /ou/ /se/, etc. Then ask, what was the waist sound? What was the head sound? And so forth. (RF.K.2c)  Ask students to help you blend words you are reading in a story. As you read aloud, say a short word in phonemes, and have students blend the whole word (e.g., "Because the /r/ /a/ /b/ /i/ /t/ ran so /f/ /a/ /s/ /t/, the /t/ /ur/ /t/ /le/ fell way behind.").

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	they say the vowel sound: <i>cape, soon, say, blue, stew, sail</i> , etc. Or ask students to hold up the sound-symbol card with the correct sound. (RF.K.2d)		(RF.K.2c)
Reading Objectives for Phonics and Word Recognition (RF.K.3a,b,c,d)	Using manipulative cards, blend initial letter-sounds /f/, /l/, /m/, /n/, /t/, /s/, final sounds /d/, /g/, /p/, /t/, and short vowels /a/, /i/, /o/ into CVC combinations. (RF.K.3a,b)  Read up to ten of the most common words by sight, using multi-sensory or manipulative props as necessary. (RF.K.3c)	Build simple closed syllables with letter-sounds used in Unit 4, plus vowels /ū/ and /ē/, and consonant grapheme cards including b, sh, h, j, c, k, ck, v, w (as in wet), x (as in fox), y (as in yes), z, ch, th, qu, and wh. (RF.K.3a,b)  Read up to twenty of the most common words by sight. (RF.K.3c)  Recognize the change of meaning when plural -s is added to a noun. (RF.K.3d)  Read open syllables <i>he, she, we, so, no, hi, my</i> . (RF.K.3c,d)	Increase fluency and accuracy in reading any CVC syllable that uses the letter-sound correspondences practiced in Themes 4 and 5. (RF.K.3a,b)  Read twenty-five or more of the most common words by sight. (RF.K.3c)  Recognize some common words with the VCe (VOWEL-CONSONANT-SILENT “E”) long vowel spelling pattern (like, ate, home, cute). (RF.K.3a,b,d)
Model Activities for Phonics and Word Recognition	Teach blending of simple words with letter tiles or letter cards. Students watch and follow: For example, with the word “sat,” 1) point to the spelling of the first sound [s] and say “sound” as you point to it; 2) point to the second spelling [a] 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) point to the third spelling [t] 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 sentence. (RF.K.3a,b)  Give students letter cards or tiles with a few consonants and one or two short vowels. Model, then lead them in building words with two to three sounds. (RF.K.3a,b)  Progress to sound substitution: Change at to an; an to man; mat to man, man to fan, fan to fin, and so forth. (RF.K.3a,b)	Teach blending of simple words with three to four sounds on a chalkboard or whiteboard, as students watch and follow: For example, with the word “fox,” 1) write the spelling of the first sound [f] and say “sound” as you point to it; 2) write the second spelling [o] 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 [x] 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 sentence. (RF.K.3a,b)  Give students letter cards or tiles with more consonants and two or three short vowels. Model, then lead them in building words with three to four sounds. Continue sound substitution games. (RF.K.3a,b)  To a familiar word (e.g., rock, zip, jam) have students add “s,” pronounce the new word, and use it in a sentence. (RF.K.3d)  Practice new “outlaw” or “red” words by tracing them, saying the letters, and saying the whole word before reading in context. (RF.K.3c)	Using a pocket chart or letter tiles, introduce students to the VCe long vowel pattern by adding “magic e” to familiar CVC words and noting the change of vowel sound: Hop—hope Cap—cape Hat—hate Pin—pine Shin—shine Can—cane Cut—cute (RF.K.3a,b,d)  Practice reading phrases with the learned VCe words, plus <i>like, home, and came</i> . (RF.K.3a,b,d)  Underline all “outlaw” words as you read phrases and beginner texts. Ask students to tell you why they are underlined. (RF.K.3c)

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Reading Objectives for Fluency (RF.K.4)	After previewing, read simple, decodable texts with words and sound-symbol correspondences that have been taught. (RF.K.4)	After previewing, read simple, decodable texts with words and sound-symbol correspondences that have been taught. (RF.K.4)	After previewing, read simple, decodable texts with words and sound-symbol correspondences that have been taught. (RF.K.4)
Model Activities for Fluency	Use simple “first step” stories with high frequency words and decodable words that have been taught and practiced. Preview the book: What (who) is it about? Where is the title? What might happen? Let students read to a partner and then retell the story. (RF.K.4)	Continue with “first step” stories with high frequency words and decodable words that have been taught and practiced. Preview the book: What (who) is it about? Where is the title? What might happen? Let students read to a partner and then retell the story. Choral read for variety. (RF.K.4)  With phonetically regular, unknown words, encourage students to blend each sound into the whole word. (RF.K.4)	Continue with pre-primer stories with high frequency words and decodable words that have been taught and practiced. Preview the book: What (who) is it about? Where is the title? What might happen? Why? Let students read to a partner and then retell the story. (RF.K.4)  Encourage rereading of familiar texts, with emphasis on phrasing and expression. (RF.K.4)  With phonetically regular, unknown words, encourage students to blend each sound into the whole word. (RF.K.4)
Writing, Handwriting, and Spelling Objectives (LK.1a,b, LK.2a,c, RF.K.2d)	Form letters with horizontal lines and diagonals: e, s, v, w, x, y, z. (LK.1a)  Write the consonant letters, including digraphs th, ch, wh, sh when the sounds are dictated. Write CVC words to dictation; write simple sentences using CVC words and five to ten of the highest frequency words in written text. (RF.K.2d, LK.1.1f, LK.2a, LK.2c)	Write short, dictated sentences with a capital letter and end punctuation, using a word wall or other reference for high-frequency irregular words. (LK.2a,b)  Create short sentences with known words; attempt spellings of unknown/unusual words. (LK.2c,d)	Using learned words and sound-symbol associations, formulate and transcribe several sentences that tell a narrative sequence or that describe an object, event, or activity. (WK.3, LK.1, LK.2)
Model Activities for Writing, Handwriting, and Spelling	Play the sound-symbol game, but with a written response. You say a letter, key word, and/or sound, and students write the symbol. Provide individual sound-symbol cards for reference as necessary. (LK.1a, RF.K.3a,b)  Dictate a simple sentence for completion, with unknown words provided and lines for missing words: (He) will (hit) (the) ball; (I) (got) (a) car. Help students segment the phonetically regular words as they write. (RF.K.2d, LK.1.1f, LK.2a, LK.2c)	Dictate a simple sentence with a line provided for each word: <i>I hit the pin. He hit his chin.</i> Help students segment the phonetically regular words as they write, referring to sound-symbol cards as necessary. (RF.K.2d, LK.1.1f, LK.2a, LK.2c)  Develop a word wall for easy indexing of irregularly spelled words and encourage correct spelling of words that have been practiced. (LK.2c,d)  In shared writing, as students volunteer words for retelling or creating stories, encourage them to provide letters for sounds as you write. (WK.3, WK.7, LK.2d)	After following a story board and rehearsing a story orally, encourage students to write several sentences connected by a narrative sequence. Encourage phonetic spelling of unknown words and correct spelling of the highest frequency words that have been practiced. (WK.3, LK.1, LK.2)