

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

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Common Core Curriculum Mapping Project (www.commoncore.org)

Kindergarten	Unit One	Unit Two	Unit 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 “word,” “sentence,” and “letter” on a printed page. (RF.K.1a,b,c)</p> <p>Match letters to templates; match manipulative upper and lower case 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 lower case letters while naming them. (RF.K.1d)</p>
<p>Model Activities for Print Concepts</p>	<p>With plastic magnetic letters and a white board, teach the meaning of “letter,” “word,” and “sentence,” and 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 sandpaper letters while naming them; trace letter shapes written in large font on a chalkboard; or match manipulative upper- and lower-case letters or letters written on cards until they can point to any letter you name. (RF.K.1d)</p> <p>As you read a nursery rhyme (or poem) from a chart, choose someone to come up and follow the words from left to right with the pointer. (RF.K.1a,b,c)</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 and model how a page is read. Ask a student to point to the words in order as you read them, and point to beginning, middle, and end. (RF.K.a,b,c)</p> <p>Using individual alphabet mats with upper case letters printed in order, have students match lower case plastic letters to the upper case, 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>Understand that many consonant speech sound pairs differ in voicing; orally produce individual consonant phonemes with 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>Know that vowel sounds are open sounds and consonants are</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>

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		<p>closed sounds; know that every syllable has a vowel. (RF.K.2d)</p> <p>With modeling and a key word or gesture, say in isolation the short vowel sounds and the long vowel sounds (orally—no print!). (RF.K.2d)</p>	<p>Explore short vowel-sound placement in the mouth, with the jaw dropping for /i/, /e/, /a/, /u/, /o/. Identify whether the short vowel sounds in spoken words are the same or different. (RF.K.2d)</p> <p>Blend onsets and rimes; match the first phonemes in spoken words; delete initial phoneme; substitute initial phoneme. (Begin with continuants: /m/, /s/, /f/, /t/, /l/, /v/, /th/, /th/, /z/, /sh/). (RF.K.2c)</p> <p>Orally blend two or three phonemes into simple words and segment two- to three-phoneme words by moving tokens into sound boxes. (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., “wall”). The children will snap when they hear the word that rhymes with it (i.e., “fall”). 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 when up the pill.” Call on individuals to say the right word. (RF.K.2a)</p> <p>Using colored blocks to represent four to five spoken words (e.g., “Jack went up the hill”), ask students to change the color of 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>Using different colored index cards representing three common rimes (/i-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; bath-tub; but-ter-fly; ba-na-na-bread</i>. (RF.K.2b)</p> <p>With students looking in mirrors and feeling their throats, model the difference between /p/ and /b/; /f/ and /v/; /k/ and /g/; and so forth; with students, classify consonant sounds as voiced or unvoiced. (RF.K.2d)</p> <p>Categorize the first sounds of words as vowels (open sounds) or consonants (closed sounds): <i>O-ver; m-ouse; sh-ower; a-lligator</i>. (RF.K.2d)</p> <p>With puppets, pictures, or gestures, associate each short vowel sound with its keyword and letter name:</p> <p>/i/ - itchy – i /e/ - echo – e /a/ - apple – a /o/ - octopus – o /u/ - up – u (RF.K.2d)</p> <p>With puppets, pictures, or gestures, practice associating a</p>	<p>Play “Willaby Wallaby Woo” with students’ names. (RF.K.2a)</p> <p>With a puppet who only says words in parts, have students help him blend the syllables: <i>Sep-tem-ber; di-no-saur; cin-na-mon; tel-e-vis-ion</i>. (RF.K.2b)</p> <p>Play the speech sound guessing game. Looking in a mirror, students identify which sound is made with the lips—/p/ or /k/; which sound is made with the mouth wide open—/o/ 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, bed, and moose, or fan, feather, and 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: /e/—<i>me, eat, sleep, pie, snow, east, team, fast</i>. (RF.K.2d)</p>

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		<p>long vowel sound with its keyword and letter name:</p> <p>/ā/ - apron – a /e/ - eagle – e /o/ - oval – o /u/ - unicorn – u /i/ - ice cream – i (RF.K.2d)</p>	
<p>Reading Objectives for Phonics and Word Recognition (RF.K.3a,b,c)</p>	<p>With the class, recite an alphabet song that includes the letter name, and a key word (picture or gesture) and sound associated with each letter. (A set of sound-symbol cards that includes all of the forty-four speech sounds of English should be available; the alphabet song will teach a sound for each alphabet symbol. Other sounds and their symbols will be learned as consonant and vowel phoneme identification is expanded to include all phonemes of English.) (RF.K.3a,b)</p>	<p>Pointing to sound-symbol cards, say letter names, key words, and phonemes. Name the letter that goes with a sound; say the sound that goes with a key word; and say the letter(s) that represent a sound. As consonant phoneme pronunciation and contrasts are explored, learn the concept that some consonant phonemes are represented with two letters: th, sh, ch, ng, wh. (RF.K.3a,b)</p>	<p>Say the alphabet song (as described above) and a short vowel song or rhyme, with growing independence. (RF.K.3a,b)</p> <p>Continue to build sound—key word—symbol associations through daily brief games. (RF.K.3a,b)</p> <p>Learn that letters c and k both represent /k/; c and s both represent /s/; qu always goes together; and x represents /ks/ as in “box.” (RF.K.3a,b)</p> <p>Read common words such as <i>I, the, a</i>. (RF.K.3c)</p>
<p>Model Activities for Phonics and Word Recognition</p>	<p>As you recite the alphabet song, pointing to the cards, pause every few cards and ask students to fill in the letter name/keyword/sound (e.g., “r,” rabbit, /r/). (RF.K.3a,b)</p>	<p>Play the sound-symbol game with known vowels and consonants: You say a keyword (or make a gesture); students say the sound. Or, you say the sound, and students make the gesture and say the letter name. (RF.K.3a)</p> <p>Once the students have learned the song/rhyme, hand out sound-symbol cards to students seated in a circle. Toss a bean bag to students randomly, and have them say the letter name, keyword, and/or sound on their card. (RF.K.3a, b)</p>	<p>Finger-point read first-step books with rebuses for content words. Ask students to point to the words <i>I, the, a</i> in the text. (RF.K.3c)</p> <p>Play a sound-symbol guessing game: I’m thinking of a letter that makes the sounds /ks/; I’m thinking of a sound that’s made with the lips closed and the voice on (/m/ or /b/); etc. (RF.K.3a,b)</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 they become proficient with first sounds: we(t), mu(d), su(n). (RF.K.3a, b)</p>
<p>Reading Objectives for Fluency (RF.K.4)</p>	<p>n/a</p>	<p>n/a</p>	<p>Make word books as first words are blended and read. (RF.K.4)</p>

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Model Activities for Fluency			Students can collect favorite words with a specific sound (/s/, /ð/, or /t/, 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)	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) Directed writing: Write letters for sounds given by the teacher; write <i>I, the, a</i> . (LK.2c) Attempt phonetic spellings of unknown words; copy and/or complete words in simple printed sentences (e.g., “I like to _____.”). (LK.2d)
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)	To model letter formation, number the pencil strokes and draw arrows to show how the pencil moves. (LK.1a) Encourage students to pay attention to what their mouths are doing when they spell by sound, and to look at the sound-symbol cards to remember the letters as they try to spell new words. (LK.2d)