

- The Pacing Plan below is displayed as 60-minute workshop sessions for four days a week for four weeks. Pacing can be adjusted as needed.
- Each workshop covers two phonics skills. Grade 1 has a scope and sequence that covers 30 primary phonics skills.
- Two decodable readers support each phonics skill. Use one decodable reader for instruction. Use the reader's lesson plan to find the instruction listed below. Provide the second decodable reader as independent or take-home work.
- To monitor students' progress, administer the Summative and Interim Assessments found in the Assessment Guide.
- When appropriate, incorporate the English Language Learner strategies from the lesson plans and the Reteaching Routines found in the Teacher Guide.
- Use the games and extension activities in the Teacher Guide to extend the learning as time allows.



## Phonics Skill 1

- **Phonemic Awareness** (2–3 minutes)
- **Phonics** (5–6 minutes)
- **High-Frequency Words** (2–3 minutes)
- **Comprehension and Fluency**, Read for Understanding (10 minutes)
- **Word Study or Story Structure** (2–3 minutes)
- Use the **Blackline Master** to assess understanding of the phonics skill (5 minutes)
- **Brain Break** (5 minutes)



## Phonics Skill 2

- **Phonemic Awareness** (2–3 minutes)
- **Phonics** (5–6 minutes)
- **High-Frequency Words** (2–3 minutes)
- **Comprehension and Fluency**, Read for Understanding (10 minutes)
- **Word Study or Story Structure** (2–3 minutes)
- Use the **Blackline Master** to assess understanding of the phonics skill (5 minutes)

See chart on the following page for sample pacing of the phonics skills.

# Grade 1

## Two Phonics Skills per Day

	DAY 1	DAY 2	DAY 3	DAY 4
Week 1	<ul style="list-style-type: none"> <li>• Short <i>a</i></li> <li>• Short <i>i</i></li> </ul>	<ul style="list-style-type: none"> <li>• Short <i>o</i></li> <li>• Short <i>u</i></li> </ul>	<ul style="list-style-type: none"> <li>• Short <i>e</i></li> <li>• <i>l</i>-Blends</li> </ul>	<ul style="list-style-type: none"> <li>• <i>s</i>-Blends</li> <li>• <i>r</i>-Blends</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Final Consonant Blends</li> <li>• Digraphs <i>ch-</i>, <i>sh-</i>, <i>th-</i>, <i>wh-</i></li> </ul>	<ul style="list-style-type: none"> <li>• Digraphs <i>-ch</i>, <i>-tch</i>, <i>-ng</i></li> <li>• 3-Letter Blends <i>scr</i>, <i>spl</i>, <i>spr</i>, <i>squ</i>, <i>str</i></li> </ul>	<ul style="list-style-type: none"> <li>• Long <i>a</i> (<i>a_e</i>)</li> <li>• Long <i>i</i> (<i>i_e</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Long <i>o</i> (<i>o_e</i>)</li> <li>• Long <i>e</i> (<i>e_e</i>); Long <i>u</i> (<i>u_e</i>)</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Single-Letter Long vowels <i>e</i>, <i>i</i>, <i>o</i> (open syllables)</li> <li>• Long <i>a</i> (<i>ai</i>, <i>ay</i>, <i>ey</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Long <i>e</i> (<i>ea</i>, <i>ee</i>, <i>ie</i>)</li> <li>• Long <i>i</i> (<i>ie</i>, <i>igh</i>, <i>y</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Long <i>o</i> (<i>oa</i>, <i>oe</i>, <i>ow</i>)</li> <li>• Variant Vowel /<i>ōō</i>/ (<i>ew</i>, <i>ue</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>r</i>-Controlled /<i>är</i>/ (<i>ar</i>)</li> <li>• <i>r</i>-Controlled /<i>ûr</i>/ (<i>er</i>, <i>ir</i>, <i>ur</i>)</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• <i>r</i>-Controlled /<i>ôr</i>/ (<i>oar</i>, <i>or</i>, <i>ore</i>)</li> <li>• <i>r</i>-Controlled /<i>âr</i>/ (<i>air</i>, <i>are</i>, <i>ear</i>, <i>ere</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Diphthong /<i>oi</i>/ (<i>oi</i>, <i>oy</i>)</li> <li>• Diphthong /<i>ou</i>/ (<i>ou</i>, <i>ow</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Variant Vowels /<i>ōō</i>/ (<i>oo</i>) and /<i>ōō</i>/ (<i>oo</i>, <i>ou</i>)</li> <li>• Complex Vowel /<i>ô</i>/ (<i>al</i>, <i>au</i>, <i>aw</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Review and Wrap Up with Games and Extension Activities (Teacher Guide)</li> </ul>