

Leveled Pacing Guide



The speed at which you teach the lessons in this program should be based upon student need. This is a diagnostic and prescriptive program. It's like medicine. The dosage and frequency of instruction is based upon academic needs. If you are teaching a class of first or second graders to read you will use the program in a different manner than if you are teaching an individual or small group of third to fifth grade students who have phonic gaps that need to be filled.

If you have a class of academically gifted children the pace will be different than if you have a group of struggling learners. For the last two years I have observed and interviewed teachers throughout my school district who have used the program. I have presented below a suggested standard pacing chart for beginning readers, students at the first through second grade academic levels. I have also presented a pacing guide for accelerated learners which would be for first and second grade students who are gifted or those in the third grade or beyond and have had some previous phonetic instruction and simply need review and to fill in some phonetic, sight word, vocabulary and fluency gaps.

A. Pacing Guide for Beginning Readers (First and Second Grade Academic Levels)

- 1) Teach one lesson every two days. Each week take one day to review previous two lessons, take assessments and play reinforcing games. This means two lessons are covered every week or every five instructional days. This allows the teacher to complete all the lessons in 30 weeks and leaves four to six weeks at the end of the year to comprehensively review.

- a.) **First Grade Level Students:** These students usually learn to read and evaluate levels one and two in the program and then do some extended activities with level three. Gifted or above grade level first grade students who are reading above grade level may read through level three with extended activities into level four.

(Example:

- **Monday:** Intro lesson #2, short a vowel sound, and complete lesson cycle using level one words only. You may want to add several more similar CVC words in the word pond found on page 2D of the lesson. See "The Big Catch" in your teacher's manual for more sample words.
- **Tuesday:** Continue lesson #2, review level one words, then complete level two words and perhaps several easy level three words using the lesson cycle. If time permits, add several more words to the word pond as discussed above.
- **Wednesday:** Intro lesson #3, short e vowel sound, (See general instructions for Monday above.)
- **Thursday:** Continue lesson #3 words. (See general instructions for Tuesday above.)
- **Friday:** Review lessons #2 and #3. Play learning games. Have students complete evaluations of each lesson. (pages 2E and 3E)

b.) **Second Grade Level Students:** Second grade students that are instructionally on grade level usually review levels one and two rapidly on the first day of the lesson and then teach/model level three words with extended activities into the level four words on the second day. Gifted and above grade level second grade students will read through the level four words.

- **Monday:** Intro lesson #2, short a vowel sound. Quick group review of levels one and two. (If many students are struggling with some of these words, spend this first day going through the lesson cycle teaching/modeling level two words. If most are doing well with a brief review of levels one and two, spend the first day going through the lesson cycle teaching/modeling the level three words. Time permitting, add several similar words to the word pond with similar words found from “The Big Catch” in your teacher’s guide.
- **Tuesday:** Continue lesson #2. Four struggling students, review levels one and two and then complete the lesson cycle using the level three words. You may want to add several level four words as an extension or stretch activity.
- **Wednesday:** Intro lesson #3. See and follow Monday’s directions with new phoneme.
- **Thursday:** Continue lesson #3. See and follow Tuesday’s directions with the new phoneme.
- **Friday:** Review lessons #2 and #3. Play learning games. Have students complete evaluations of each lesson. (pages 2E,F and 3E,F)

2) **Weekly Schedule**

Week #1 – Orientation and Lesson 2 (a)	Week #19 – Lessons 37 and 38 (or, or)
Week #2 – Lessons 3 and 4 (e, i)	Week #20 – Lessons 39 and 40 (ar, aw)
Week #3 – Lessons 5 and 6 (o,u)	Week #21 – Lessons 41 and 42 (au, igh)
Week #4 – Lessons 7 and 8 (sh, ck)	Week #22 – Lessons 43 and 44 (eigh, dge)
Week #5 – Lessons 9 and 10 (ng, ch)	Week #23 – Lessons 45 and 46 (ew, ou)
Week #6 – Lessons 11 and 12 (th, wh)	Week #24 – Lessons 47 and 48 (ow, ow)
Week #7 – Lessons 13 and 14 (ph, qu)	Week #25 – Lessons 49 and 50 (kn, wr)
Week #8 – Lessons 15 and 16 (a_e, e_e)	Week #26 – Lessons 51 and 52 (tion, sion)
Week #9 – Lessons 17 and 18 (i_e, o_e)	Week #27 – Lessons 53 and 54 (soft g, c)
Week #10 – Lessons 19 and 20 (u_e, ee)	Week #28 – Lessons 55 and 56 (ture, c/tious)
Week #11 – Lessons 21 and 22 (ea, ea)	Week #29 – Lessons 57 and 58 (le)
Week #12 – Lessons 23 and 24 (oa, ai)	Week #30 – Lessons 59 and 60 (ch and test)
Week #13 – Lessons 25 and 26 (ay, ei)	Week #31 – Review Lessons 2-12
Week #14 – Lessons 27 and 28 (ue, oe, ie)	Week #32 – Review Lessons 13-24
Week #15 – Lessons 29 and 30 (ie, oo)	Week #33 – Review Lessons 25-36
Week #16 – Lessons 31 and 32 (oo, oi)	Week #34 – Review Lessons 37-48
Week #17 – Lessons 33 and 34 (oy, er)	Week #35 – Review Lessons 49-59
Week #18 – Lessons 35 and 36 (ir, ur)	Week #36 – Rejoice!

B. Pacing for More Advanced Readers (Third Grade Academic Level and Above.)



This guide is for individual students or targeted small remedial/acceleration groups who need phonetic review and to fill gaps in their phonetic, sight word, vocabulary and fluency instruction. This is for students who have had previous phonic instruction but have not completely mastered it yet. See Lesson 1 pretest to assess student decoding skills.

In this guide students only spend one day per lesson usually only 15 to 30 minutes. Often, no picture dictionary is used. These services can be provided in the regular classroom as a part of a reading rotation or by a pullout program provided by a reading specialist, tutor or special education teacher. These sessions can also be provided before or after school to fit the child's and teacher's schedule.

With each lesson the teacher reviews the phoneme sound and levels one, two and three. Difficult words at any of these level are usually coded right on page (A) of each lesson from the leveled word lists. The complete lesson cycle is then used with the level four words *but usually excluding the picture dictionary*. The picture dictionary may be used for some of the most difficult words. The level four words are usually coded right on the word lists of page (A) in each lesson. After two lessons, one lesson per day, the third day is spent reviewing and evaluating the previous two lessons. See the sample week below

1. Week One Sample

- a. **Monday:** Lesson #2, short a vowel sound. Quick review of levels one, two and three. Teach and code any unknown words in this group. Complete lesson cycle with level four words but excluding the picture dictionary except for one or two of the most difficult words. Code the words on page (A) of each lesson, not the picture dictionary.
- b. **Tuesday:** Lesson #3, short e vowel sound. See directions for Monday above.
- c. **Wednesday:** Review Lesson #2 and #3 words. Students complete evaluations on each lesson (pages 2F and 3F)
- d. **Thursday:** Lesson #4, short i vowel sound. See directions for Monday above.
- e. **Friday:** Lesson #5, short o vowel sound. See directions for Monday above.

2. Daily Schedule (R/A means Review and Assessment)

Day #1 – Lesson 2 (a)	Day #13 – Lesson 10 (ch)
Day #2 – Lesson 3 (e)	Day #14 – Lesson 11 (th)
Day #3 – R/A Lessons 2,3	Day #15 – R/A Lessons 10,11
Day #4 – Lesson 4 (i)	Day #16 – Lesson 12 (wh)
Day #5 – Lesson 5 (o)	Day #17 – Lesson 13 (ph)
Day #6 – R/A Lessons 4,5	Day #18 – R/A Lessons 12,13
Day #7 – Lesson 6 (u)	Day #19 – Lesson 14 (qu)
Day #8 – Lesson 7 (sh)	Day #20 – Lesson 15 (a_e)
Day #9 – R/A Lesson 6,7	Day #21 – R/A Lessons 14,15
Day #10 – Lesson 8 (ck)	Day #22 – Lesson 16 (e_e)
Day #11 – Lesson 9 (ng)	Day #23 – Lesson 17 (i_e)
Day #12 – R/A Lessons 8,9	Day #24 – R/A Lessons 16, 17

Day #25 – Lesson 18 (o_e)
Day #26 – Lesson 19(u_e)
Day #27 – R/A Lessons 18,19
Day #28 – Lesson 20 (ee)
Day #29 – Lesson 21 (ea)
Day #30 – R/A Lessons 20,21
Day #31 – Lesson 22 (ea)
Day #32 – Lesson 23 (oa)
Day #33 – R/A Lessons 22 and 23
Day #34 – Lesson 24 (ai)
Day #35 – Lesson 25 (ay)
Day #36 – R/A Lessons 24, 25
Day #37 – Lesson 26 (ei)
Day #38 – Lesson 27 (ue)
Day #39 – R/A Lessons 26, 27
Day #40 – Lesson 28 (oe,ie)
Day #41 – Lesson 29 (ie)
Day #42 – R/A Lessons 28,29
Day #43 – Lesson 30 (oo)
Day #44 – Lesson 31 (oo)
Day #45 – R/A Lessons 30,31
Day #46 – Lesson 32 (oi)
Day #47 – Lesson 33 (oy)
Day #48 – R/A Lessons 32,33
Day #49 – Lesson 34 (er)
Day #50 – Lesson 35 (ir)
Day #51 – R/A Lessons 34,35
Day #52 – Lesson 36 (ur)
Day #53 – Lesson 37 (or)
Day #54 – R/A Lessons 36,37
Day #55 – Lesson 38 (or)
Day #56 – Lesson 39 (ar)
Day #57 – R/A Lessons 38,39
Day #58 – Lesson 40 (aw)
Day #59 – Lesson 41 (au)
Day #60 – R/A Lessons 40,41
Day #61 – Lesson 42 (igh)
Day #62 – Lesson 43 (eigh)
Day #63 – R/A Lessons 42,43
Day #64 – Lesson 44 (dge)
Day #65 – Lesson 45 (ew)
Day #66 – R/A Lessons 44,45
Day #67 – Lesson 46 (ou)
Day #68 – Lesson 47 (ow)
Day #69 – R/A Lessons 46,47
Day #70 – Lesson 48 (ow)
Day #71 – Lesson 49 (kn)
Day #72 – R/A Lessons 48,49
Day #73 – Lesson 50 (wr)
Day #74 – Lesson 51 (tion)
Day #75 – R/A Lessons 50,51
Day #76 – Lesson 52 (sion)
Day #77 – Lesson 53 (soft g)
Day #78 – R/A Lessons 52,53
Day #80 – Lesson 54 (soft c)
Day #82 – Lesson 55 (ture)
Day #83 – R/A Lessons 54,55
Day #84 – Lesson 56 (c/tious)
Day #85 – Lesson 57 (-le)
Day #86 – R/A Lessons 56,57
Day #87 – Lesson 58 (-le)
Day #88 – Lesson 59 (ch)
Day #89 – R/A Lessons 58,59
Day #90 – Lesson 60 (Assessment)