

Phonics Implementation Pacing Chart Grade 1

September	October	November	December	January
<p>What to see:</p> <ul style="list-style-type: none"> >Multiple read alouds daily. >Enlarged texts (charts, poems, stories for shared reading. >Evidence of inter-active writing >Children comfortable with routines. >Word wall in use >Guided reading and centers every day. <p>What to ask:</p> <ul style="list-style-type: none"> >How have you organized instruction so that children practice skills in small groups? >What strengths do your students have in writing? >How are you managing centers? 	<p>What to see:</p> <ul style="list-style-type: none"> >Smooth transitions between centers. >Children using the word wall in writing. >Use of games to support word study. >Read aloud, shared reading, interactive writing, and whole group phonics. <p>What to ask:</p> <ul style="list-style-type: none"> >Can your children identify the number of syllables in a word? >Can your children write words with the beginning, middle and ending sounds? >Can your children read the days of the week and months? >Can your children identify onset and rimes in words? 	<p>What to see:</p> <ul style="list-style-type: none"> >Children working independently at reading, writing, listening and centers for 60 minutes daily. >Word wall extended. >Charts and/or poems displayed. >Charts of common word patterns. <p>What to ask:</p> <ul style="list-style-type: none"> >Can your children identify short vowel sounds in words? >Do you see evidence that children have a set of known words they can read and write quickly? >Who are you concerned about? What supports are in place? 	<p>What to see:</p> <ul style="list-style-type: none"> >Children using the alphabet linking chart, word wall, and the name chart as tools for writing. >Increased time for independent reading. >Word work as part of every guided reading lesson. >Children playing games during center time to support word study skills. <p>What to ask:</p> <ul style="list-style-type: none"> >How do you plan for guided reading? >What word work activities do you incorporate in guided reading? >How do you connect reading and writing? 	<p>What to see:</p> <ul style="list-style-type: none"> >Words added to the word wall to demonstrate a principle. >Children using the word wall independently as they write. >One or two centers devoted to word study. <p>What to ask:</p> <ul style="list-style-type: none"> >How do your children select books for independent reading? >What kinds of word building activities do you plan for centers? How do you choose them? >What evidence do you see that shows children are seeing common patterns in words?

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February	March	April	May/June
<p>What to see:</p> <ul style="list-style-type: none"> >Word wall as vital and integral part of writing and word study. >Guided reading daily with three to five groups. >Lists of contractions displayed for children to reference. >Centers that include making words with magnetic letters, building and writing high frequency words, and playing games. <p>What to ask:</p> <ul style="list-style-type: none"> >How many times a week are you seeing below target students? >How adept are your children with short vowel sounds in reading and writing? >How many high frequency words can most children write? 	<p>What to see:</p> <ul style="list-style-type: none"> >Children increasingly independent in centers. They are reading and writing for longer periods. >Consistent use of word work during guided reading. >Lists of compound words displayed for student reference. >Beginning of buddy/study for spelling. <p>What to ask:</p> <ul style="list-style-type: none"> >How are you teaching buddy/study to your children? >Who are you concerned about? What supports are in place? >How do you move children in guided reading? What ongoing assessments are you using? 	<p>What to see:</p> <ul style="list-style-type: none"> >Ever increasing time in centers and guided reading. >Continued daily opportunities for read alouds using a variety of genres. >Five days of buddy/study routines being taught. <p>What to ask:</p> <ul style="list-style-type: none"> >How do you manage buddy/study? >How are children using the words on the word wall? >How do you help children focus on the meaning of words? >What is the status of below target children? What additional supports are in place? 	<p>What to see:</p> <ul style="list-style-type: none"> >Confident readers and writers. >Children reading Level I texts with support. >Buddy/study system in place and working efficiently. >Centers operating smoothly. <p>What to ask:</p> <ul style="list-style-type: none"> >Who has not reached target in reading? How are you supporting this child? >How many high frequency words can most children write quickly and accurately? (Target is 50).