

Phonics Implementation Pacing Chart Grade 2

September	October	November	December	January
<p>What to see:</p> <ul style="list-style-type: none"> >Routines for buddy study in place. >Word study in centers. >Routines firmly established for word study and centers. >Daily read alouds. >Daily guided reading. <p>What to ask:</p> <ul style="list-style-type: none"> >Are your children able to write a growing number of high frequency words quickly? >Can your children independently perform routines for buddy study? >Who are you concerned about? 	<p>What to see:</p> <ul style="list-style-type: none"> >Children actively engaged in word study and familiar with routines and games. >Children taking activities home to practice. >Poetry displayed. >Word wall set up. <p>What to ask:</p> <ul style="list-style-type: none"> >How adept are your children at blending sounds? >Can your children use CVVC word patterns? >How familiar are your students with word endings such as -ed? >Can your children recognize long and short vowels in words? 	<p>What to see:</p> <ul style="list-style-type: none"> >Read alouds daily with discussion. >Word study notebook is introduced. >Materials are organized and accessible to children. >Word study materials are sent home for practice. >At least 3 guided reading groups per day. <p>What to ask:</p> <ul style="list-style-type: none"> >What evidence do you have that children's known pool of high frequency words is increasing? >Are children familiar and comfortable with games such as Lotto and Follow the Path? >Are you seeing below target children daily? 	<p>What to see:</p> <ul style="list-style-type: none"> >Children proficient in buddy/study and word study. >Word wall continues to expand and change with needs of the class. >Word study is part of every guided reading lesson. >Gradual increase of time spent reading independently. >List of category words are displayed. <p>What to ask:</p> <ul style="list-style-type: none"> >Can your students write and read words with endings you have taught? >How do you choose lessons for buddy/study? >Can your children use antonyms and synonyms in writing? 	<p>What to see:</p> <ul style="list-style-type: none"> >Children gradually reading more during guided reading/center time. >Children proficient at games used to teach skills. >Teacher observing children during guided reading to document application of word study principles. <p>What to ask:</p> <ul style="list-style-type: none"> >How many high frequency words can your children read and write? (150) >How proficient are your students at writing words with consonant clusters at the beginning and end of words?

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February	March	April	May/June
<p>What to see:</p> <ul style="list-style-type: none"> >Daily guided reading for children who are not at target. >Children comfortable using the word study notebook. >Charts of words displayed for student reference such as homophones and common word patterns. <p>What to ask:</p> <ul style="list-style-type: none"> >What evidence do you have that children are applying the principles of word study in reading and writing? >Who are you concerned about? How are you supporting these students in addition to guided reading? 	<p>What to see:</p> <ul style="list-style-type: none"> >Word study across all instructional contexts. >Increased time devoted to reading and decreased time spent in centers. >Children demonstrating increased ability to sort words in different ways. >Routines such as using word ladders, Lotto with consonant clusters, and Crazy Eights with vowel digraphs. <p>What to ask:</p> <ul style="list-style-type: none"> >How are you decreasing center time and increasing independent reading opportunities? >What kinds of comprehension activities do you plan? >What evidence do you have that children use suffixes and plurals in reading and writing? 	<p>What to see:</p> <ul style="list-style-type: none"> >Children reading longer texts and spending less time in center activities. >Word study notebook is used as an assessment for students and the teacher. >Charts of words with common word parts such as ow, ou, aw are displayed. <p>What to ask:</p> <ul style="list-style-type: none"> >How are you using the word study notebook? >What evidence do you have that children can read and write using vowel combinations? >How do you monitor children's acquisition of reading strategies? >Which students are you concerned about? How do you monitor these students' understandings? 	<p>What to see:</p> <ul style="list-style-type: none"> >Continued emphasis on long stretches of independent reading of longer texts with very little center time. >Emphasis on teaching plurals, suffixes and compound words. >Word study notebooks used by children for self assessment. <p>>How have you implemented response journals?</p> <ul style="list-style-type: none"> >How many high frequency words can most children write quickly and accurately? (Target is 250). >Who is not at target? What additional supports do you need?