

Phonics Implementation Pacing Chart Kindergarten

September	October	November	December	January
<p>What to see:</p> <ul style="list-style-type: none"> >Name chart posted >Alphabet poster on display. >Pocket chart with poems or >Poems written on chart paper >Magnetic letters available <p>What to ask:</p> <ul style="list-style-type: none"> >How are routines coming? >What procedures have been taught? >How many children cannot write their names? How are you addressing this? >What centers have you started? >What assessments have been done? >How are you differentiating instruction? 	<p>What to see:</p> <p>What to see:</p> <ul style="list-style-type: none"> >Word wall with names of children and a few easy sight words. >Pocket chart in use. >Evidence of shared reading - charts and poems displayed. >Evidence of centers and guided reading. <p>What to ask:</p> <ul style="list-style-type: none"> >How are centers coming? What centers are you implementing? >Describe your center management system. How do children move from one center to the next? 	<p>What to see:</p> <ul style="list-style-type: none"> >Children comfortable with center routines. >Guided reading in place for all children. >One center with application piece of phonics instruction. <p>What to ask:</p> <ul style="list-style-type: none"> >Which children are you concerned about? >How are you adjusting to give them extra support? >Are children able to say words slowly to hear the sounds when writing? 	<p>What to see:</p> <ul style="list-style-type: none"> >Evidence of independent reading by children - use of browsing boxes or individual book bags. >Children engaged in beginning word study during centers. >Children building high frequency words with a model. >Sorting as an activity during center time. >Color words on the word wall. <p>What to ask:</p> <ul style="list-style-type: none"> >Which high frequency words can your children write? >How do your children use the word wall? >What center activities are you using? 	<p>What to see:</p> <ul style="list-style-type: none"> >Children engaged in independent reading activities. >More words added to the word wall. >Lists of words with common phonograms such as -ay, -an. <p>What to ask:</p> <ul style="list-style-type: none"> >What understandings about words do your children control? (ie. Noticing common word parts) >What evidence do you see that your children are using their understanding of words in reading and writing? >How many times per week do you teach phonics whole group?

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February	March	April	May/June
<p>What to see:</p> <ul style="list-style-type: none"> >Continued use of the word wall and evidence that children see it as a tool. >Children using 1:1 correspondence when reading (Levels A-C). >Number words on the word wall. >Centers that include making words with magnetic letters, building and writing high frequency words. <p>What to ask:</p> <ul style="list-style-type: none"> >Which words can most of your children write automatically? >Are you using the "Verbal Path for the Formation of Letters" to teach handwriting? 	<p>What to see:</p> <ul style="list-style-type: none"> >Children using games to practice skills. Ie. concentration, Go Fish, "Follow the Path." >Guided reading 4 times per week for below target kids. >Continued word wall use. >At least one center devoted to phonics and/or writing. <p>What to ask:</p> <ul style="list-style-type: none"> >How many words can most children write quickly and automatically? (12) >How many children are at Level A? Level B? (Level B is the target for March.) >Are there any students you are concerned may not reach target? How can I help? 	<p>What to see:</p> <ul style="list-style-type: none"> >An efficient classroom with all children seeing themselves as readers and writers. >All children actively engaged in meaningful tasks during center time. >Days of the week on the word wall. <p>What to ask:</p> <ul style="list-style-type: none"> >How are children demonstrating understanding of vowels? >How do you help them discriminate middle sounds in 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"> >Children independently reading Level A and B texts. >Children writing for authentic purposes such as notes and lists. >Centers operating smoothly and efficiently. >Class charts with words in alphabetical order. <p>What to ask:</p> <ul style="list-style-type: none"> >Who is not at target? What supports do you need? >How many high frequency words can most children write? >How are children using high frequency words in reading and writing? >How do you help children make connections between reading and writing?