**Sequencing Rationale**

 The reading curriculum would be taught over the course of the school year, with new skills from all four standards introduced during specific times. These standards are built off of the standards taught the previous year in kindergarten. A variety of texts can be used to teach reading concepts in any given standard. The first standard would include phonemic awareness, word recognition, and fluency since these are important skills that will be used throughout the school year. Students will be able to read well by sounding out words and recognizing them by sight and reading out loud with ease and fluency. The benchmarks that will be taught first are being able to know the difference between letters, words and sentences, figuring out what a word is by sounding out letters and changing the sound in a word to make a new or rhyming word.

 The second standard taught is acquisition of vocabulary. The benchmarks focused on are to use known words in the sentence to figure out other words and to know what synonyms and antonyms are. These benchmarks focus on being able to recognize clues in reading and ask

questions, listen and converse with adults and peers.

 The third standard focused on the reading process. This includes concepts of print, comprehension strategies and self-monitoring strategies. Through reading, students will understand the basic concepts and meanings of different types of print materials.

 The final standard covers reading applications in informational, technical, persuasive and literary text. Now that the students can read at their grade level the application process will come into play. Reading, understanding, explaining and critiquing different kinds of written materials such as magazines, essays, maps and online sites will take place. The reading skills taught at the beginning of the year will now be used to organize and interpret results through collecting data to answer questions and solve problems, show relationships and make predictions about different types of literature (e.g., fables, tales, short stories).

 As a reading teacher it is important to conduct a pre-assessment and analyze data from the previous year’s standardized test to make adjustments in sequencing according to the need of each class. Ongoing assessment is advised to if there is a need for further adjustments in the sequencing of the reading curriculum.