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EDTL 7100

Curriculum Map

Statement of Purpose

Statement of Purpose: Reading Instruction 1st Grade

Reading instruction should never be overlooked by educators. Although some children learn to read without a lot of effort and it doesn’t really seem to matter what reading curriculum they are following, others struggle with learning to read throughout their schooling. Scientists over the last sixty years have been studying the reading process and it has shown the importance of what curriculum is being used and who their first teachers are.

Research has shown that preschool also has lasting benefits for children that attend. There are more and more measures being taken to assure better education for our preschool teachers and that they are using research based models. People are also working to increase the number of disadvantaged kids attending preschool due to the benefits researchers are seeing from children attending preschool.

Due to the number of breakthroughs that have occurred in reading, scientists believe that by routinely applying the lessons learned from scientific findings to the classroom, that most reading failure could be avoided. It is estimated that the current failure rate of twenty to thirty percent could be reduced to the range of two to ten percent. (Walsh)

To do so, elementary classrooms must incorporate certain research-based practices, including: Early identification of children at risk of reading failure, daily training in linguistic and oral skills to build awareness of speech sounds, or phonemes, explicit instruction in letter sounds, syllables, and words accompanied by explicit instruction in spelling, teaching phonics in the sequence that research has found leads to the least amount of confusion, rather than teaching it in a scattered fashion and only when children encounter difficulty, practicing skills to the point of "automaticity" so that children do not have to think about sounding out a word when they need to focus on meaning, concurrently with all of the above, building comprehension skills and vocabulary knowledge through reading aloud, discussing, and writing about quality children's literature and nonfiction topics, and frequent assessment and instructional adjustments to make sure children are making progress. (Walsh)

The first grade curriculum included in this document builds upon the very first steps in literacy, starting with the concepts of print. These concepts and skills will broaden as the students move on to higher grade levels. It is also crucial to not teach skills in isolation, but to incorporate them together and have the students use them in real life experiences.

**References**

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