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EDTL 7100

Curriculum Map

Unit & Unit Outcomes

Sequencing Rationale

Reading Instruction 1st Grade

Sequencing Rationale

The unit uses the sequential steps to learning to read. It begins with Phonics and Phonemic Awareness skills, which includes print awareness and phonological awareness. Students need to first understand how to properly hold a book and understand that they need to read from left to right. Once they have a general concept of how reading works, they then work on rhyming, letter sounds, and syllables. Successful completion of these skills will then allow students to move on to the next level of reading.

Next, the unit will have students apply corresponding sounds to letters and name letter sounds to given words. Students will also identify all corresponding sounds to letters and complete the phonics chant. Students must know the sounds that letters make in order to start sounding out simple words.

After the students start to learn simple, beginning sight words and have gained knowledge of making new words with blending and segmenting they are ready for the next step. Students will read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes. Students will also read aloud with changes in emphasis, voice, timing and expression that show recognition of punctuation and an understanding of meaning. Students will develop fluency through read alouds and independent reading practice.

Once students are able to fluently read, they then need to understand what they are reading. In order to comprehend what they are reading, students will make predictions while reading and support predictions with information from the text or prior experience. Students will also compare information (e.g., recognize similarities) in texts with prior knowledge and experience. Students will recall the important ideas in fictional and non-fictional texts and create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension. Students also need to be able to answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. The last part of the unit is to have on-going monitoring to assure students are learning all of the objectives from the unit.