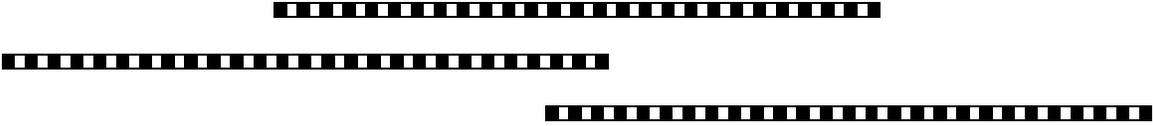




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Three decorative horizontal lines consisting of a series of small black squares, arranged in a staggered pattern. The top line is the longest, the middle line is shorter and centered, and the bottom line is the shortest and centered.

**Curriculum
Maps**

Mapping Instruction
to Achieve
Instructional Priorities
in Beginning Reading
Kindergarten - Grade 3

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Mapping of Instruction To Achieve Instructional Priorities

Kindergarten

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming^b									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies 1 st sound in 1-syllable words		X	X	X	25				
* 4e: Segments individual sounds in words					X	X	X	X	35 ^a

*. high-priority skill

a. sounds per minute

b. optimal time for rhyme instruction not established

Mapping of Instruction To Achieve Instructional Priorities

Kindergarten

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Correspondence									
1a: Identifies letter matched to a sound	X	X	X	X	X	X			
* 1b: Says the most common sound associated with individual letters			X	X	X	X	X	X	X
Focus 2: Decoding (Sounding Out Words)									
* 2a: Blends letter sounds in 1-syllable words									20
Focus 3: Sight-Word Reading									
3a: Recognizes some words by sight						X	X	X	X ^c

*. high-priority skill

a. sounds per minute

b. # correct sounds in words

c. see attached list

Mapping of Instruction To Achieve Instructional Priorities

Kindergarten

Instructional Priority: Passage Understanding	1	2	3	4	5	6	7	8	9
Focus 1: Predicting									
1a: Uses pictures and information about the story to predict what will happen next				X	X				
Focus 2: Identifying Information From Stories									
* 2a: Answers <i>who</i> ¹ , <i>where</i> ² , and <i>what</i> ³ questions after listening to a sentence or short paragraph	1,3	1,3	1-3	1-3					
2b: Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences	X	X	X	X	X	X	X	X	X
Focus 3: Retelling and Summarizing									
* 3a: Retells a familiar story with a book				X	X				
3b: Retells a familiar story without a book including beginning, middle, and end						X	X		
3c: Retells a story and includes characters, settings, and important events							X	X	
3d: Identifies the correct sequence of events in a story read orally by someone								X	X
Focus 4: Making Connections									
4a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X

*. high-priority skill

Mapping of Instruction To Achieve Instructional Priorities

Kindergarten

Instructional Priority: Oral Vocabulary^a	1	2	3	4	5	6	7	8	9
Focus 1: Concept Naming and Use									
* 1a: Names pictures of common concepts									
* 1b: Uses words to describe location, size, color, and shape									
* 1c: Uses names and labels of basic concepts									
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories									
Focus 3: Vocabulary Development and Use									
* 3a: Learns new vocabulary through stories and instruction									
3b: Listens to new vocabulary in multiple contexts to understand its use									
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning									

*. high priority skill

a. Skills in this category are not sequenced according to prerequisites and should be given ongoing emphasis.

Mapping of Instruction To Achieve Instructional Priorities Grade 1

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combinations									
* 1a: Produces L-S correspondences (1/sec)	X	X	X	X	50				
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently			X	X	X	X	X	X	
* 2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Read accurately (1 error in 20 words)			X	X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	X	X	X	40-60
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

*. high-priority skill

Mapping of Instruction To Achieve Instructional Priorities Grade 1

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound Isolation									
1a: Identifies initial sound in 1-syllable words	X	X							
1b: Identifies final sound in 1-syllable words	X	X	X						
1c: Identifies medial sound in 1-syllable words		X	X	X					
Focus 2: Sound Blending									
* 2a: Blends 3-4 phonemes into a whole word	X	X	X	X	X				
Focus 3: Sound Segmentation									
* 3a: Segments 3- and 4-phoneme, 1-syllable words	35								

*. high-priority skill

a. Skills in this category should be established by mid-year.

b. # of phoneme segments per minute

Mapping of Instruction To Achieve Instructional Priorities

Grade 1

Instructional Priority: Oral Vocabulary^a	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories									
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words introduced in stories and informational passages									
* 2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing									

*. high priority skill

a. Skills in this category are not sequenced according to prerequisites and should be given ongoing emphasis.

Mapping of Instruction To Achieve Instructional Priorities

Grade 1

Instructional Priority: Spelling^a	1	2	3	4	5	6	7	8	9
Focus 1: Word Spelling									
* 1a: Writes letter associated with each sound in 1-syllable, phonetically regular words	X	X	X						
* 1b: Spells single-syllable regular words correctly and independently		X	X	X	X				
1c: Spells studied sight words accurately	X	X	X	X	X	X	X	X	X

*. high-priority skill

a. Once students can read phonetically-regular words, they should be taught how to spell those words.

Mapping of Instruction To Achieve Instructional Priorities

Grade 1

Instructional Priority: Passage Understanding	1	2	3	4	5	6	7	8	9
Focus 1: Identifying Information From Stories									
* 1a: Answers <i>who</i> ¹ , <i>what</i> ² , <i>when</i> ³ , <i>where</i> ⁴ , and <i>how</i> ⁵ questions after listening to or reading paragraph(s)	1,2	1,2	3,4	3,4	3,4	5	5	f'	f'
* 1b: Tells the main idea of a simple story ¹ or topic of an informational passage ²	1	1	1	1,2	1,2				
* 1c: Identifies and answers questions about characters ^C , setting ^S , and events ^E	C	C,S	C,S	C,S,E					
Focus 2: Making Inferences									
2a: Makes and verifies predictions based on information from the story				X	X	X			
2b: Draws conclusions about information or stories read						X	X	X	
Focus 3: Retelling and Summarizing									
* 3a: Retells the main ideas of simple stories		X	X	X					
3b: Retells a story and includes characters, settings, and important events			X	X	X	X	X	X	X
3c: Retells correct sequence of events in a story or a chronological passage					X	X	X	X	X
3d: Summarizes main ideas learned about a topic from an informational passage							X	X	X

Instructional Priority: Passage Understanding	1	2	3	4	5	6	7	8	9
Focus 4: Monitoring Comprehension									
4a: Stops while reading to assess understanding and clarify	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X

*. high-priority skill

f. Integrated

Mapping of Instruction To Achieve Instructional Priorities

Grade 2

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	40-60	X	X	X	X	X	X	X	90-100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^a	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

*. high-priority skill

a. minutes of practice per day

Mapping of Instruction To Achieve Instructional Priorities

Grade 2

Instructional Priority: Spelling	1	2	3	4	5	6	7	8	9
Focus 1: Word Spelling									
* 1a: Spells previously-studied phonetically regular words correctly	X	X	X	X	X	X	X	X	X
* 1b: Uses phonetic strategies to spell unfamiliar words		X	X	X	X	X	X	X	X
1c: Spells frequently used sight words accurately		X	X	X	X	X	X	X	X
1d: Uses dictionary to check spellings					X	X	X	X	X

*. high-priority skill

Mapping of Instruction To Achieve Instructional Priorities

Grade 2

Instructional Priority: Passage Understanding	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
* 1a: Answers questions about main characters ^{MC} , setting ^S , and events ^E	MC	MC	MC S	MC S	MC S,E	MC S,E			
1b: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X	X			
1c: Makes and confirms predictions based on information from the story							X	X	X
* 1d: Answers <i>what-if</i> , <i>why</i> , and <i>how</i> questions				X	X	X			
* 1e: Distinguishes main idea/details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}		MD	MD	FO	FO	CE	CE		
Focus 2: Comprehending Informational Text									
2a: Uses text structure to aid understanding				X	X	X			
2b: Uses information from simple tables, maps, and charts to learn about a topic					X	X	X		
2c: Uses titles, table of contents, and chapter headings to locate information						X	X	X	
Focus 3: Comprehension Monitoring									
3a: Reads for understanding	X	X	X	X	X	X	X	X	X
3b: Interacts with stories ^S and informational text ^I to clarify and extend comprehension	S	S	S	S,I	S,I	S,I			

Instructional Priority: Passage Understanding	1	2	3	4	5	6	7	8	9
Focus 4: Retelling, Summarizing, Synthesizing									
* 4a: Retells explicit ^E and implicit ^I main ideas		E	E	E	I	I	I		
* 4b: Identifies the correct sequence of events	X	X	X						
* 4c: Draws conclusions based on content			X	X	X				
4d: Identifies/discusses themes of the text					X	X	X		
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections					X	X	X	X	X

*. high-priority skill

Mapping of Instruction To Achieve Instructional Priorities

Grade 2

Instructional Priority: Oral Vocabulary^a	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups									
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and texts									
2b: Understands and explains common antonyms and synonyms									
* 2c: Increases knowledge of vocabulary through independent reading									
2d: Uses new vocabulary									
2e: Examines words usage and effectiveness to expand descriptive vocabulary									
2f: Makes inferences about the meaning of a word based on its use in a sentence									
2g: Uses word structure to learn meaning									
2h: Identifies simple multiple-meaning words									

*. high-priority skill

a. Skills in this category are not sequenced according to prerequisites and should receive ongoing emphasis.

Mapping of Instruction To Achieve Instructional Priorities

Grade 3

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
* 1a: Produces common word parts	X	X							
* 1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X
Focus 3: Reading Connected Text									
* 3a: Reads 120 wpm	90	94	98	102	106	110	112	116	120
3b: Reads with phrasing, expression, inflection	X	X	X						
* 3c: Increases independent reading	5	10	10	15	15	20	20	25	30 minutes per day

*. high-priority skill

Mapping of Instruction To Achieve Instructional Priorities

Grade 3

Instructional Priority: Spelling	1	2	3	4	5	6	7	8	9
Focus 1: Word Spelling									
* 1a: Spells phonetically regular words correctly	X								
1b: Spells previously studied contractions, possessives, compound words, and words with inflectional endings		X	X	X	X	X			
1c: Organizes words in alphabetical order			X	X	X				
1d: Uses the dictionary or glossary to confirm and correct uncertain spellings					X	X	X		

*. high-priority skill

Mapping of Instruction To Achieve Instructional Priorities

Grade 3

Instructional Priority: Passage Understanding	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
* 1a: Answers literal ^L , inferential ^I , and evaluative ^E questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
* 1c: Answers questions about main characters ^{MC} , setting ^S , theme ^T , and plot ^P	MC S	MC S	MC S,P	MC S,P	MC S,P T	X	X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
* 1e: Distinguishes between main idea/ details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}	MD	MD	FO	FO	CE	CE	X	X	X
Focus 2: Comprehending Informational Text									
* 2a: Uses structure of informational text to aid understanding			X	X	X				
* 2b: Uses information in tables, graphs, diagrams, maps, and charts					X	X	X		
2c: Follows multiple-step written instructions	X	X	X	X	X	X	X	X	X

Instructional Priority: Passage Understanding	1	2	3	4	5	6	7	8	9
Focus 3: Comprehension Monitoring									
3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
Focus 4: Retelling, Summarizing, Synthesizing									
* 4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story ^S or informational passage ^I	S	S	I	I	X	X	X	X	X
4c: Draws conclusions ^C and generalizations ^G	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

*. high-priority skill

Mapping of Instruction To Achieve Instructional Priorities

Grade 3

Instructional Priority: Oral Vocabulary^a	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups									
1b: Categorizes words hierarchically									
1c: Draws and uses semantic maps and organizers to convey word relations									
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and passages									
* 2b: Increases knowledge of vocabulary through independent reading									
2c: Uses new vocabulary									
2d: Uses more descriptive vocabulary									
2e: Determines the meaning of a word based on its use in a sentence									
2f: Uses dictionary to determine word meaning									
2g: Uses knowledge of prefixes and suffixes to determine word meaning									

*. high-priority skill

a. Skills in this category are not sequenced according to prerequisites and should receive ongoing emphasis.