

Resource #1: Curriculum Maps

How to read curriculum maps

The numbers in the top row on the curriculum map correspond to the months of the school year. For example, if your school begins in September, then September would be month one on the map. If your school begins in August, then August would be month one.

The shaded boxes marked with "X" are the months where a particular skill should be taught.

The map can be read using either a "horizontal trace" or a "vertical trace." To do a horizontal trace, you select a skill you are interested in, trace across the row to find the months marked with an "X" for that skill. This will tell you which months a skill should be taught. To perform a vertical trace, select a particular month, then trace down the column to find the shaded boxes. The shaded boxes correspond to the skills that should be taught.

Phonological Awareness Mapping

Phonological awareness should only need to be taught in kindergarten and first grade. By the end of first grade, students should have a firm grasp of phonological awareness.

Phonological awareness skills should be taught in a particular sequence that maximizes student understanding and instructional efficiency. The curriculum maps on the following page provide an outline for when specific phonological awareness skills should be taught and which ones on the most critical. One of the features that can help teachers prioritize skills is an item with an asterisk, outlined in red that is considered more important than others. This doesn't mean that the other skill areas don't need to be taught, but the asterisk items should be given priority.

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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 ^c									
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 first sound in 1-syllable words	8 ^a	X	X	X	25 ^a				
* 4e: Segments individual sounds in words					18 ^b	X	X	X	35 ^b

* High priority skill

a. DIBELS ISF Score

b. DIBELS PSF Score

c. Optimal time for rhyme instruction not established

Mapping of Instruction to Achieve Instructional Priorities First Grade

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 ^a								

* High priority skill

a. DIBELS PSF Score

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