




# Curriculum Map 2004-2005

Woodward-Granger

Miller , Kristi / Resource Elem. Reading / Elementary School (Special Program)



Period	Essential Questions	Content	Skills	Students/ Practiced, Mastered	Standards/ Benchmarks	Activities Teaching in the Block	Assessment	Resources
2004-2005	Alphabetic Principals :	<p>What is a letter? What are the letter names? What are the letter sounds?</p> <p>A. Letter Identification B. Sound and Symbol Relationships</p>  <p>teacher resource</p>	<p>1-Identify lower and upper case letters of the alphabet. 2-Identifies letter match to sound. 3-Says the most common sound associated with the letter. 4-Blends letter sounds and one-syllable words. 5-Recognizes some words by sight.</p>	<p>Mastered: 1-5: TBa, LO, MMo, AK, (December, 2003) 1-5: BW, TBr, AM, MMi (October, 2003) 1-5: AB, AJ, AH (September 2004) 1-5: SM, JM, BL (March 2005)</p>	<p>K.1.1 Identifies upper and lower case letters by name K.1.2 Understands concepts of print (left to right, top to bottom, return sweep, beginning of story, points to a word in a sentence, understands that words can be written, isolate a letter in a word, one to one matching, identifies capital letter) K.1.3 Understands letter-sound correspondence (21 consonants and 5 vowels)</p>	<p>-Flash Cards -Teach the letters in their name first. -Practice blending and segmenting by using CVC words. -Sight word flash cards (around the world) -Reading Mastery Program</p>	<p>-Orally identify all of the letter names. -Orally identify all of the letter sounds. -Orally identify Dolch sight words.</p>	<p>-Reading Mastery Books -Letter Name &amp; Sound Flash Cards -Sight Word Bingo -Sight Word Flash Cards</p>
	Phonemic Awareness :	<p>What are sounds in words?</p> <p>A. Rhyme and Alliteration B. Parts of a word C. Sequence of Sounds (Blending) D. Separation of Sounds (Segmentation) E. Manipulation of Sounds</p>	<p>1.-Provide a rhyming word when listening to a story. -Providing a word that rhymes with another word. 2.-Blending sounds of a word- words to compound words "foot^ball" = -Syllables to words- "Ta^ble" = "Table" -Onset Rhymes to words- "F ish" -Two Sound Words (s^o) -Three Sounds (h^a^t) -Four Sounds (f^l^a^g) 3. Recognizing beginning, middle, and ending sounds in words. 4. -Compound words to words- "football" = "foot ball" -Words to syllables- "water" "wa^ter" -Words to Onset Rimes- "sun" = "s^un"</p>	<p>Practiced: 1-5: JM (September-October 2004) 1-5: TBa, LO, MMo, AK, BL, BW, AH, MMi, AB (September-October 2004) 1-5: JS (February 2005) Mastered: 1-5: AJ (September 2004) Mastered: 1-5: GS, BC (September, 2003) 1-5: TBr, AB, AM, AJ (May 2004)</p>	<p>K.1.5 Demonstrates phonemic awareness skills (Blends 2-3 phonemics in a word, segments 2-3 phonemic words, identifies beginning sound n a spoken work, identifying ending sounds in spoken words, blend cvc words) 1.1.1 Applies word attack skills to decode and pronounce unknown words in written materials 1.1.2 Can demonstrate sound/symbol association 2.1.1 Applies phonic skills to decode and to gain meaning from written materials</p>	<p>-Guided reading -1st grade dictation -"Reading Mastery" program -"Phonics for Reading" program -daily work (worksheets, workbooks)</p>	<p>-Reading Fluency probes -Reading Mastery tests -Observation of their reading</p>	<p>-Reading Mastery program -"Phonics for Reading" program -"DIBELS" Fluency Probes -"Quick Reads" Program -Scholastic "make and take stories"</p>

-Words to 2  
 Sounds- "shoe" =  
 "sh^oe"  
 -Words to 3  
 Sounds- "foot" =  
 "f^oo^t"  
 -Words to 4  
 sounds- "stop" =  
 "s^t^o^p"

5. Manipulate  
 sounds within  
 words – adding,  
 changing, or  
 deleting sounds  
 to form new  
 words

(No Unit Name)

<i>Concepts of Print :</i>	1. What are the parts of a book? 2. How do I read a book? 3. When do I use capital letters? 4. What is a word? 5. What does a period at the end of a sentence mean? 6. What does a question mark mean?	A. Parts of a book. B. Directionality C, D, and E. Words/Letters/ Punctuation	1. -Identify the front of a book. -Point to the title of the book. -Identify the back of the book. -Can tell what an author does.  2.-Point to where the beginning of the story starts. -Show me where to begin reading on a page. -Point from left to right as the teacher reads. -Point to each word as the teacher reads. -Shows where to go next while teacher reads a multiple line passage. (Knows how to do a return sweep while reading.) -Can illustrate reading from top to bottom of the page. (Knows to know from top to bottom.)  3, 4, and 5. -Point to a capital letter. -Tell when a capital letter is used. -Point to a lower case letter. -Point to a word. -Point to a picture. -Identify a period and tell when it is used. -Identify a question mark and tell when it is used. -Identify an exclamation point and tell when it used.	Practiced: 1-5: JM (September-October 2004) Practiced: 1-5: AJ, MMi, AB, AH, BW, BL, TBa, LO, MMo, AK (September-October 2004) Mastered: 1-5: TBa, LO, MMo, AK, BL, BW, AB, AH, AJ, MMi, JS (February 2005)	K.1.2 Understands concepts of print (left to right, top to bottom, return sweep, beginning of story, points to a word in a sentence, understands that words can be written, isolate a letter in a word, one to one matching, identifies capital letter) K.1.4 Identifies parts of a book (front and back)	-Reading and talking about the different parts of a book. -Identifying concepts (punctuation, capital letters, pictures) in daily work (workbook pages, practice sheets)	Performance test Daily observation	A Book of student's choice. "Reading Mastery" program, questions during lessons
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Reading

What can I

A. Reading

1-The child will

Practiced: 1-10:

K.1.5

-"Wright

-Reading

-Guided

<b>Strategies :</b>	do to figure out an unknown word?	<b>Strategies</b>	point to words while reading. 2-Will reread the sentence to figure out an unknown word. 3-Will look at the first letter of an unknown word and slide to the end of the word and look at the last letter to try to pronounce the word. 4-Student will get mouth ready and say the word. 5-Will be able to find words within words. (chunking) 6-Child will identify parts of a word that they have seen before. (look-book) 7-When a child misreads a word while reading, he/she will replace the word with one that makes sense. 8-When a child misreads a word while reading, he/she will change a sound or sounds in the word to make it sound right. 9-Use picture clues to assist in reading an unknown word. 10-Will break a word apart which contains a double consonant in the middle of a word to assist them in figuring out an unknown word.	TBa, LO, MMo, AK, JS, BL, BW (May 2003 - February 2005) 1-10: TBr, GS, AJ, AB, BC, AM, MMi, AH (September 2002 - February 2005) 1-9: JM (September 2004- February 2004) Mastered:	Demonstrates phonemic awareness skills (Blends 2-3 phonemics in a word, segments 2-3 phonemic words, identifies beginning sound in a spoken work, identifying ending sounds in spoken words, blend cvc words) 1.1.1 Applies word attack skills to decode and pronounce unknown words in written materials 1.1.4 Is able to fluently read aloud first grade material at a rate of 40 words per minute 2.1.1 Applies phonic skills to decode and to gain meaning from written materials 2.1.3 Uses self-correction strategies (structural and contextual clues)	Group" Guided reading -Reading Mastery program -Phonics for Reading program -"Read Naturally" Fluency Probes	Probes -Reading of stories in Reading Mastery -Reading of stories in Phonics For Reading	reading -Reading Mastery program -Phonics for Reading program -Quick Reads program
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<b>Fluency :</b>	How can I increase the speed at which I read?  How does reading fluently help me?	A.Fluency-rate B. Intonation C. Inflection	1-Reading text in a normal speaking voice with good intonation and inflection. 2- Comprehending what you read. 3-Developing automaticity. 4-Show increased fluency through repeated readings. 5-Identifies and names Dolch sight words in isolation, content, and specific lists.	Practiced: 1-5: JM, TBa, LO, MMo, AK, JS, BL, BW (September 2003 - February 2005) 1-5: TBr, GS, AJ, AB, BC, AM, MMi, AH (September 2002 - February 2005) Mastered:	1.1.3 Identifies and names Dolch words in isolation, context and in specific lists 1.1.4 Is able to fluently read aloud first grade material at a rate of 40 words per minute 2.1.2 Reads expressively with proper phrasing 2.1.3 Uses self-correction strategies (structural and contextual clues) 2.1.4 Reads second grade material at a rate of 90 words per minute 3.1.1 Reads expressively with proper phrasing 3.1.2 Will correctly read third grade material at a rate	-Teacher listens as student reads aloud in class or one on one with the teachers. -Student will read from books which use the most commonly used sight words. -Rereading Read Naturally Probes -Reading Guided Reading books to teachers, associates, and peers.	-Weekly fluency probes -Observation of reading -Read Naturally probes student graphs -Sight word probes	-Dolch word flash cards -Reading Mastery timed readings -Read Naturally repeated reading probes -Dibels reading probes -Sight Word Stories
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of at least 110 words per minute  
3.1.3 Applies phonics skills to decode and to gain meaning from Written materials.  
3.1.4 Read text appropriately using fluency and comprehension strategies

Comprehension :	<div>-What is the text about? -What meaning can I get from this text? -What is my purpose for reading this text?</div>	<div>A. Question B. Predict C. Drawing Inferences D. Main Idea E. Retell and summarize F. Compare/Contrast G. Cause &amp; Effect H. Drawing Conclusions I. Sequencing</div>	<div>1-Activating prior knowledge. 2-Having a purpose before reading. 3-Predicting outcomes. 4-Uses and interprets meaning of positional words.</div>	<div>Practiced: 1-4: JM (September-October 2004) 1-4: TBa, LO, MMo, AK, JS, BL, BW (September 2003-February 2005) 1-4: AJ, AB, MMi, AH (September 2002 - February 2005)  Mastered:</div>	<div>K.2.1 Uses and interprets meaning of positional words K.2.2 Retells stories and poems K.2.3 Organizes three events in sequence K.2.4 Increases vocabulary relevant to texts 1.2.1 Identifies main character 1.2.2 Predicts outcomes in a story, by drawing, or in writing 1.2.3 Relates stories to personal experiences 1.2.4 Increases vocabulary relevant to text 2.2.1 Draws conclusions 2.2.2 Sequences a story or series of events 2.2.3 Identifies main characters, main ideas, and problems in the stories 2.2.4 Follows simple written instructions 2.2.5 Orally summarizes information found in text 2.2.6 Distinguishes between reality and fantasy 2.2.7 Increases vocabulary relevant to context 2.2.8 Identifies and names Dolch words in isolation, content, and specific lists 3.2.1 Uses context clues to determine meaning 3.2.2 Makes predictions 3.2.3 Draw conclusions 3.2.4 Identifies dialogue and narration in a story 3.2.5 Distinguishes between fact and opinion</div>	<div>-A Student-Teacher conference about main idea, details, characters, setting, etc -Student summarizes what they read and states the characters, setting, etc. -Students create a story map.</div>	<div>-Work Assignments -Story Maps -Observation of read and a narrative or checklist for for recording what student knew about characters, setting, etc. -Reading Mastery story questions</div>	<div>-Books and stories to read -Reading Mastery Program -Phonics For Reading Program -Wright Group Guided Reading Program -Websites with story maps -Accelerated Reader program  graphic organizers for reading comprehension  more graphic organizers</div>
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3.2.6 Increases vocabulary relevant to context  
 3.2.7 Identifies antonyms, synonyms, and common homonyms  
 3.2.8 Uses structural analysis to gain meaning (prefix, suffix, base words)

<i>Vocabulary :</i>	<p>What are the meaning of the words I will read most often?</p> <p>How can I figure out the meaning of a word I don't know?</p>	<p>A. Basic Sight Words            B. Using Context Clues            C. 5 Step plan to figure out an unknown word:            1. Start The Word (1st Letter)            2. Look through the word.            3. Look for chunks/ smaller words within the word.            4. Does it make sense?            5. Does it look right?</p>	<p>1-Choose correct word to complete a sentence. (cloze)            2-Use a dictionary to look up and unknown word.            3-Recognize basic sight words.</p>	<p>Practiced: 3: JM (September 2004-October 2004)            1-3: TBa, LO, MMo, AK, JS, BL, BW (September 2004-February 2005)            1-3: AJ, AB, MMi, AH (September 2002 - March 2005)</p> <p>Mastered:</p>	<p>2.2.4 Follows simple written instructions            2.2.7 Increases vocabulary relevant to context            2.2.8 Identifies and names Dolch words in isolation, content, and specific lists            3.2.6 Increases vocabulary relevant to context</p>	<p>Wright Group Guided Reading Program Reading Mastery Program Phonics for Reading Program Practice Dolch Sight words in isolation and in context Play Sight Word BINGO Cloze sentences Practice 5-Step Plan            1) Get it started (1st letter)            2) Look through the word            3) Look for chunks/small words            4) Does it make sense?            5) Does it look right?</p>	<p>-Observation of reading.            -Dolch sight word checklists (levels pp, p, 1, 2, 3)            -Various work assignments.</p>	<p>-Sight word stories.            -Wright Group Guided Reading Program            -Reading Mastery Program            -Phonics for Reading Program            -Websites with cloze activities            -Sight word cloze activities</p>  <p>cloze activities on the internet</p>
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Updated: Tuesday, March 08, 2005

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