

CURRICULUM MAP

Course Title: Reading

UNIT/ORGANIZING PRINCIPLE: Reading Standards:
Foundational Skills

PACING:
UNIT NUMBER:

ESSENTIAL QUESTIONS:				
CONCEPTS/ CONTENT (outcomes)	LEARNING TARGETS/SKILLS (Performance Tasks)	BENCHMARKS	KEY TERMINOLOGY	ACTIVITIES/ RESOURCES
<p><u>Print Concepts</u> RF.K.1</p> <p>RF.K.1a</p> <p>RF.K.1.c</p> <p>RF.K.1.d</p> <p><u>Phonological Awareness</u> RF.K.2</p>	<p>I can understand basic features of print.</p> <p>I can follow words from left to right, top to bottom, and page by page.</p> <p>I can understand that words are separated by spaces in print.</p> <p>I can recognize and name all upper and lower case letters of the alphabet.</p> <p>I can demonstrate</p>		<p>difference final sound initial sound long vowel medial sound rhyme sight word similarity syllable</p>	<p><i>Little Bear</i> by Else Holmelund Minarik <i>Green Eggs and Ham</i> by Dr. Seuss</p> <ul style="list-style-type: none"> -pointers -read aloud -Students read aloud and use pointers to demonstrate left-to-right, top-to-bottom. -Students use spacers to bring attention to spaces between words in text. -Students use pointers to identify and name letters.

RF.K.2a	<p>understanding of spoken words, syllables and sounds.</p> <p>I can recognize and produce rhyming words.</p>			<p>-students sort picture cards into stacks of rhyming words and generate additional words for each sort.</p>
RF.K.2b	<p>I can count, pronounce, blend, and segment syllables in spoken words.</p>			<p>-Students pronounce and clap individual syllables of spoken words.</p>
RF.K.2c	<p>I can blend and segment onsets and rimes of single-syllable spoken words.</p>			<p>-Students use prompts to identify words from the word wall.</p>
RF.K.2d	<p>I can isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.</p>			<p>-Students manipulate letter tiles to build and pronounce CVC words.</p>
RF.K.2e	<p>I can add or substitute individual sounds in simple, one-syllable words to make new words.</p>			<p>-Students read selected words from the word wall, change initial or final sounds and read the new words.</p>
<p><u>Phonics and Word Recognition</u> RF.K.3a</p>				
RF.K.3b	<p>I can make the most common sound for each consonant.</p>			<p>-Students identify</p>

