

How to read curriculum maps

The numbers in the top row of the curriculum map correspond to the months of the school year. For example, if your school year begins in September, then September would be month 1 on the map. If your school year begins in August, then August would be month one.

The shaded boxes marked with "X" represent the months in which 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, then 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 that month.

Curriculum maps are organized by grade and big idea. Within each big idea, there are multiple objectives children should accomplish. It is important to note that these are time-sensitive maps in the sense that the skills children should master are linked to particular points in time during the academic year. These skills are cumulative and developmental. One of the features that can help teachers prioritize skills are items with an asterisk that are 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.

Curriculum Maps are included for the following big ideas:

Kindergarten

Phonemic Awareness
Alphabetic Principle
Vocabulary
Comprehension

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 ^a									
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	X	X	X	X	X				
* 4e: Segments individual sounds in words					33 ^b	X	X	X	X

* High priority skill
 a. Optimal time for rhyme instruction not established
 b. DIBELS PSF Score

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	19 ^a	X	X	X	39 ^a
Focus 2: Decoding (Sounding Out Words)									
* 2a: Blends letter sounds in 1-syllable words					19 ^a	X	X	X	39 ^a
Focus 3: Sight-Word Reading									
3a: Recognizes some words by sight						X	X	X	X

* High priority skill
 a. DIBELS NWF-CLS Score

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

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

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Comprehension	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 else								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

This document is included with materials that are available for the uses listed below (full statement is available at: http://dibels.uoregon.edu/news.php#ed_use)

Permission To Use Statement

July 1, 2014

- * Schoolwide Model Materials®
- * Curriculum Maps

The Schoolwide Model® is a proprietary name referring to the work of Drs. Edward Kame'enui, Deborah Simmons (now at Texas A&M University), and other select colleagues working for and with the Center on Teaching and Learning (CTL) at the University of Oregon. Our intent is to make the materials listed above available to the educational entities listed below. Such use, however, is not intended to and does not place the materials in the public domain. Photocopy masters of the materials are available at (dibels.uoregon.edu). Schools, school districts and multi-district agencies may make unlimited photocopies of these materials for internal educational use. Materials may not be resold or distributed on a for-profit basis or outside of your organization. We require that users copy the materials without modification except as agreed to in advance and in writing by the Center on Teaching and Learning. Modifications that would be agreed to include changing the color or font of the materials. Modifications that would not be permitted include altering the content or removing logos or acknowledgements. These materials are recent additions to the dibels.uoregon.edu website and are not covered under the current DIBELS Service Agreement. Your use of the materials is conditioned on the use restrictions above and the following provisions:

THE STATE OF OREGON ACTING BY AND THROUGH THE STATE BOARD OF HIGHER EDUCATION ON BEHALF OF THE UNIVERSITY OF OREGON PROVIDES THESE MATERIALS "AS-IS" AS A RESEARCH AND TEACHING COURTESY AND ONLY TO THE EXTENT OF ANY RIGHTS HELD IN THE MATERIALS BY THE UNIVERSITY OF OREGON. THE UNIVERSITY OF OREGON MAKES NO REPRESENTATIONS OR WARRANTIES OF ANY KIND CONCERNING THE WORK, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, WITHOUT LIMITATION, WARRANTIES OF TITLE, MARKETABILITY, MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, NONINFRINGEMENT, OR THE ABSENCE OF LATENT OR OTHER DEFECTS, ACCURACY, OR THE PRESENCE OF ABSENCE OF ERRORS, WHETHER OR NOT DISCOVERABLE. SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OF IMPLIED WARRANTIES, SO SUCH EXCLUSION MAY NOT APPLY TO YOU. EXCEPT TO THE EXTENT REQUIRED BY APPLICABLE LAW, IN NO EVENT WILL THE UNIVERSITY OF OREGON AND STATE OF OREGON BE LIABLE TO YOU ON ANY LEGAL THEORY FOR ANY SPECIAL, INCIDENTAL, CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES ARISING OUT OF THIS PERMISSION OR THE USE OF THE MATERIALS, EVEN IF THE UNIVERSITY OF OREGON HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.