Sequencing Rationale

The curriculum map for Guided Reading has three major concepts. Each concept can be taught and/or modeled throughout one lesson, however, it is important that students have a good understanding of the first concept before moving on to the next two. This unit is organized using the concept related sophistication pattern. There were several possibilities in sequencing the unit, I felt that the level of complexities started smaller and got more complex.

The first subunit is “Print Strategies”. In this unit students will learn the basics of beginning to read. They will start to understand that letters form words and begin to recognize basic sight words. They will also begin to read simple texts using decoding strategies and using pictures clues to help with unknown words. This subunit being first is very appropriate because the concepts taught are the foundation for the concepts to come.

The next subunit is “Fluency”. In this unit the concepts are a little more complex. Students will begin to become fluent readers by applying punctuation, controlling the speed of their reading, changing the tone or pitch of their voice, and reading the words in a text accurately.

The last subunit is “Comprehension”. This unit will focus on answering questions and remembering important details from a text. Students will start to ask questions as they read and also begin to make connections to the text. The overall goal of reading is to comprehend. This is something that students really struggle with and hopefully the strategies laid out in this concept map will help to boost comprehension skills.