



Curriculum Maps: Grades K - 3  
**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 grades and big ideas:

<p><b>Kindergarten</b> Phonemic Awareness Alphabetic Principle Vocabulary Comprehension</p>	<p><b>First Grade</b> Phonemic Awareness Alphabetic Principle Spelling Fluency Vocabulary Comprehension</p>
<p><b>Second Grade</b> Alphabetic Principle Spelling Fluency Vocabulary Comprehension</p>	<p><b>Third Grade</b> Alphabetic Principle Spelling Fluency Vocabulary Comprehension</p>



Curriculum Maps: Grades K - 3

Mapping of Instruction to Achieve Instructional Priorities  
Kindergarten

Instructional Priority: <b>Phonemic Awareness</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Sound and Word Discrimination</b>									
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					
<b>Focus 2: Rhyming <sup>c</sup></b>									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
<b>Focus 3: Blending</b>									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
<b>Focus 4: Segmentation</b>									
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 <sup>a</sup>	X	X	X	25 <sup>a</sup>				
* 4e: Segments individual sounds in words					18 <sup>b</sup>	X	X	X	35 <sup>b</sup>

- \* 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  
Kindergarten

Instructional Priority: <b>Alphabetic Principle</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Letter-Sound Correspondence</b>									
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	13 <sup>a</sup>	X	X	X	25 <sup>a</sup>
<b>Focus 2: Decoding (Sounding Out Words)</b>									
* 2a: Blends letter sounds in 1-syllable words					13 <sup>a</sup>	X	X	X	25 <sup>a</sup>
<b>Focus 3: Sight-Word Reading</b>									
3a: Recognizes some words by sight						X	X	X	X

- \* High priority skill
- a. DIBELS NWF Score



Curriculum Maps: Grades K - 3

Mapping of Instruction to Achieve Instructional Priorities

Kindergarten

Instructional Priority: <b>Vocabulary</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Concept Naming and Use</b>									
* 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
<b>Focus 2: Categorization</b>									
2a: Identifies and sorts pictures of common words into basic categories	X	X	X	X	X	X	X	X	X
<b>Focus 3: Vocabulary Development and Use</b>									
* 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: <b>Comprehension</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Predicting</b>									
1a: Uses pictures and information about the story to predict what will happen next				X	X				
<b>Focus 2: Identifying Information From Stories</b>									
* 2a: Answers <i>who</i> <sup>1</sup> , <i>where</i> <sup>2</sup> , and <i>what</i> <sup>3</sup> 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
<b>Focus 3: Retelling and Summarizing</b>									
* 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
<b>Focus 4: Making Connections</b>									
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



Curriculum Maps: Grades K - 3

Mapping of Instruction to Achieve Instructional Priorities

First Grade

Instructional Priority: <b>Phonemic Awareness</b>	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 <sup>a</sup>								

\* High priority skill  
a. DIBELS PSF Score

Mapping of Instruction to Achieve Instructional Priorities

First Grade

Instructional Priority: <b>Alphabetic Principle</b>	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combinations									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently	24 <sup>a</sup>	X	X	X	50 <sup>a</sup>	X	X	X	X
* 2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X

Instructional Priority: <b>Fluency</b>	1	2	3	4	5	6	7	8	9
Focus 4: Reading Connected Text									
* 4a: Read accurately (1 error in 20 words)				X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	20 <sup>b</sup>	X	X	40 <sup>b</sup>
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

\* High priority skill  
a. DIBELS NWF Score  
b. DIBELS ORF Score



Curriculum Maps: Grades K - 3

Mapping of Instruction to Achieve Instructional Priorities  
First Grade

Instructional Priority: <b>Spelling</b> <sup>a</sup>	1	2	3	4	5	6	7	8	9
Focus 1: Word Spelling									
* 1a: Writes letters associated with each sound in 1-syllable, phonetically regular words	X	X	X						
* 1b: Spells single-syllable regular words correctly and independently		X	X	X	X				
1c: Spells studied sight words accurately	X	X	X	X	X	X	X	X	X

\* High priority skill

a. Once students can read phonetically-regular words, they should be taught how to spell those words.

Mapping of Instruction to Achieve Instructional Priorities  
First Grade

Instructional Priority: <b>Vocabulary</b>	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words introduced in stories and informational passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X

\* High priority skill



Curriculum Maps: Grades K - 3

Mapping of Instruction to Achieve Instructional Priorities  
First Grade

Instructional Priority: <b>Comprehension</b>	1	2	3	4	5	6	7	8	9
Focus 1: Identifying Information From Stories									
* 1a: Answers <i>who</i> <sup>1</sup> , <i>what</i> <sup>2</sup> , <i>when</i> <sup>3</sup> , <i>where</i> <sup>4</sup> , and <i>how</i> <sup>5</sup> questions after listening to or reading paragraph(s)	1,2	1,2	3,4	3,4	3,4	5	5	1 <sup>f</sup>	1 <sup>f</sup>
* 1b: Tells the main idea of a simple story or topic of an informational passage	1	1	1	1,2	1,2				
* 1c: Identifies and answers questions about characters <sup>C</sup> , settings <sup>S</sup> , and events <sup>E</sup>	C	C,S	C,S	C, S,E					
Focus 2: Making inferences									
2a: Makes and verifies predictions based on information from the story				X	X	X			
2b: Draws conclusions about information or stories read						X	X	X	
Focus 3: Retelling and Summarizing									
* 3a: Retells the main idea of simple stories		X	X	X					
3b: Retells a story and includes characters, settings and important events			X	X	X	X	X	X	X
3c: Retells correct sequence of events in a story or a chronological passage					X	X	X	X	X
3d: Summarizes main ideas learned about a topic from an informational passage							X	X	X
Focus 4: Monitoring Comprehension									
4a: Stops while reading to assess understanding and clarify	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X

\* High priority skill

f. Integrated



Curriculum Maps: Grades K - 3

Mapping of Instruction to Achieve Instructional Priorities  
Second Grade

Instructional Priority: <b>Alphabetic Principle</b>	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X

Instructional Priority: <b>Fluency</b>	1	2	3	4	5	6	7	8	9
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	44 <sup>a</sup>	X	X	X	68 <sup>a</sup>	X	X	X	90 <sup>a</sup>
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 <sup>b</sup>	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

\* High priority skill

a. DIBELS ORF Score

b. Minutes of practice per day



Curriculum Maps: Grades K - 3

Mapping of Instruction to Achieve Instructional Priorities  
Second Grade

Instructional Priority: <b>Spelling</b>	1	2	3	4	5	6	7	8	9
Focus 1: Word Spelling									
* 1a: Spells previously-studied phonetically regular words accurately	X	X	X	X	X	X	X	X	X
* 1b: Uses phonetic strategies to spell unfamiliar words		X	X	X	X	X	X	X	X
1c: Spells frequently used sight words accurately		X	X	X	X	X	X	X	X
1d: Uses dictionary to check spellings					X	X	X	X	X

\* High priority skill

Mapping of Instruction to Achieve Instructional Priorities  
Second Grade

Instructional Priority: <b>Vocabulary</b>	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and texts	X	X	X	X	X	X	X	X	X
2b: Understands and explains common antonyms and synonyms	X	X	X	X	X	X	X	X	X
* 2c: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2d: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2e: Examines word usage and effectiveness to expand descriptive vocabulary	X	X	X	X	X	X	X	X	X
2f: Makes inferences about the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2g: Uses word structure to learn meaning	X	X	X	X	X	X	X	X	X
2h: Identifies simple multiple-meaning words	X	X	X	X	X	X	X	X	X

\* High priority skill





Curriculum Maps: Grades K - 3

Mapping of Instruction to Achieve Instructional Priorities  
Second Grade

Instructional Priority: <b>Comprehension</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Comprehending Stories</b>									
* 1a: Answers questions about main characters, <sup>MC</sup> settings, <sup>S</sup> and events <sup>E</sup>	MC	MC	MC S	MC S	MC S,E	MC S,E			
1b: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X	X			
1c: Makes and confirms predictions based on information from the story							X	X	X
* 1d: Answers <i>what-if</i> , <i>why</i> , and <i>how</i> questions				X	X	X			
* 1e: Distinguishes main idea/details <sup>MD</sup> ; fact/opinion <sup>FO</sup> ; cause/effect <sup>CE</sup>		MD	MD	FO	FO	CE	CE		
<b>Focus 2: Comprehending Informational Text</b>									
2a: Uses text structure to aid understanding				X	X	X			
2b: Uses information from simple tables, maps, and charts to learn about a topic					X	X	X		
2c: Uses titles, table of contents, and chapter headings to locate information						X	X	X	
<b>Focus 3: Comprehension Monitoring</b>									
3a: Reads for understanding	X	X	X	X	X	X	X	X	X
3b: Interacts with stories <sup>S</sup> and informational <sup>I</sup> text to clarify and extend comprehension	S	S	S	S,I	S,I	S,I			
<b>Focus 4: Retelling, Summarizing, Synthesizing</b>									
* 4a: Retells explicit <sup>E</sup> and implicit <sup>I</sup> main ideas		E	E	E	I	I	I		
* 4b: Identifies the correct sequence of events	X	X	X						
* 4c: Draws conclusions based on content			X	X	X				
4d: Identifies/discusses theme of text					X	X	X		
<b>Focus 5: Making Connections</b>									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections					X	X	X	X	X

\* High priority skill



Curriculum Maps: Grades K - 3

Mapping of Instruction to Achieve Instructional Priorities  
Third Grade

Instructional Priority: <b>Alphabetic Principle</b>	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
* 1a: Produces common word parts	X	X							
* 1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X

Instructional Priority: <b>Fluency</b>	1	2	3	4	5	6	7	8	9
Focus 3: Reading Connected Text									
* 3a: Reads 110-120 wpm	77 <sup>a</sup>	X	X	X	92 <sup>a</sup>	X	X	X	110 <sup>a</sup>
3b: Reads with phrasing, expression, and inflection	X	X	X						
* 3c: Increases independent reading	5 <sup>b</sup>	10	10	15	15	20	20	25	30

\* High priority skill

a. DIBELS ORF Score

b. Minutes per day



Curriculum Maps: Grades K - 3

### Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: <b>Spelling</b>	1	2	3	4	5	6	7	8	9
Focus 1: Word Spelling									
* 1a: Spells phonetically regular words correctly	X								
1b: Spells previously studied contractions, possessives, compound words, and words with inflectional endings		X	X	X	X	X			
1c: Organizes words in alphabetical order			X	X	X				
1d: Uses the dictionary or glossary to confirm and correct uncertain spellings					X	X	X		

\* High priority skill

### Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: <b>Vocabulary</b>	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups	X	X	X	X	X	X	X	X	X
1b: Categorizes words hierarchically	X	X	X	X	X	X	X	X	X
1c: Draws and uses semantic maps and organizers to convey word relationships	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2c: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2d: Uses more descriptive vocabulary	X	X	X	X	X	X	X	X	X
2e: Determines the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2f: Uses dictionary to determine word meaning	X	X	X	X	X	X	X	X	X
2g: Uses knowledge of prefixes and suffixes to determine word meaning	X	X	X	X	X	X	X	X	X

\* High priority skill



Curriculum Maps: Grades K - 3

Mapping of Instruction to Achieve Instructional Priorities  
Third Grade

Instructional Priority: <b>Comprehension</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Comprehending Stories</b>									
* 1a: Answers literal <sup>L</sup> , inferential <sup>I</sup> , and evaluative <sup>E</sup> questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
* 1c: Answers questions about main characters <sup>MC</sup> , setting <sup>S</sup> , theme <sup>T</sup> , and plot <sup>P</sup>	MC S	MC S	MC S,P	MC S,P	MC S,P,T	X	X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
* 1e: Distinguishes main idea/details <sup>MD</sup> ; fact/opinion <sup>FO</sup> ; cause/effect <sup>CE</sup>	MD	MD	FO	FO	CE	CE	X	X	X
<b>Focus 2: Comprehending Informational Text</b>									
* 2a: Uses structure of informational text to aid understanding			X	X	X				
* 2b: Uses information in tables, graphs, diagrams, maps, and charts					X	X	X		
2c: Follows multiple-step written instructions	X	X	X	X	X	X	X	X	X
<b>Focus 3: Comprehension Monitoring</b>									
3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
<b>Focus 4: Retelling, Summarizing, Synthesizing</b>									
* 4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story <sup>S</sup> or informational passage <sup>I</sup>	S	S	I	I	X	X	X	X	X
4c: Draws conclusions <sup>C</sup> and generalizations <sup>G</sup>	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
<b>Focus 5: Making Connections</b>									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

\* High priority skill



## Curriculum Maps: Grades K - 3

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