

Curriculum Quick Reference Reading/Language Arts - Kindergarten

Content

Structures

	Is the MCPS curriculum being taught?	Are instructional practices consistent with MCPS curriculum? Are assessments being used as described in the instructional guide and lesson binders?
Quarter One	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Foundational skills-oral language, phonemic awareness, concepts about print, letter identification, phonics, high frequency words <input type="checkbox"/> Establishing literacy processes of <i>before</i>, <i>during</i> and <i>after</i> reading and independent reading <input type="checkbox"/> Introduction to story elements of character, setting and beginning, middle, and end <input type="checkbox"/> Introduction to reading environmental print <input type="checkbox"/> Small group differentiated Guided Reading instruction using the one-page lesson plan or a small group reading skill lesson <input type="checkbox"/> Vocabulary instruction-wonderful words <input type="checkbox"/> Author study-Margaret Wise Brown <p>Learning to Be a Writer</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishing writing process and workshop <input type="checkbox"/> Writing personal narrative using writing process <input type="checkbox"/> Handwriting-continuous stroke 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides 90 minutes of reading/language arts instruction using the literacy block model (includes daily small group instruction for all students). • maintains a literacy rich learning environment. • facilitates interactive and thoughtful student discussions about strategy use and elements of literary and informational text to support reading comprehension, vocabulary, and fluency. • uses <i>before</i>, <i>during</i> and <i>after</i> reading format to help students develop comprehension and fluency when reading across all curriculum areas. • checks students understanding of the instructional focus. • differentiates instruction to meet students' needs. • uses assessment to guide instruction. • models effective reading strategies and traits of effective writing. • provides time for students to independently read and write. • provides a balance of instruction in the reading and writing purposes, making connections where applicable. • uses assessments to measure student mastery of curriculum standards. <p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. • engage in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • use speaking and/or writing to express ideas. • monitor own learning using <i>before</i>, <i>during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • read and write independently.
Quarter Two	<p>Reading Purposes-, Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Foundational skills-oral language, phonemic awareness, concepts about print, letter identification, phonics, high frequency words <input type="checkbox"/> Establishing literacy processes reading and writing strategies of making connections, predictions and retelling and independent reading <input type="checkbox"/> Understanding characters, setting and distinguishing between real and make believe <input type="checkbox"/> Using pictures to understand informational text, answer questions and understand author's purpose <input type="checkbox"/> Small group differentiated Guided Reading instruction using the one-page lesson plan or a small group reading skill lesson, reading target level 1 (A) text <input type="checkbox"/> Interactive writing <input type="checkbox"/> Vocabulary instruction-more wonderful words <input type="checkbox"/> Author studies-Donald Crews and Pat Hutchins <p>Learning to Be a Writer</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishing writing process and workshop <input type="checkbox"/> Writing personal narrative using writing process <input type="checkbox"/> Handwriting-continuous stroke 	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. • engage in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • use speaking and/or writing to express ideas. • monitor own learning using <i>before</i>, <i>during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • read and write independently.

Revised December 2008 – MCPS – OCIP/DCI – Reading/Language Arts

Refer to the Table of Contents of each quarter Instructional Guide for a listing of lesson foci.

Quarter Three	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> ❑ Foundational skills-oral language, phonemic awareness, alphabetic principle/phonics, high frequency words, concepts about print ❑ Establishing literacy processes reading and writing strategies of monitoring for meaning, rereading, using pictures to gain meaning and independent reading ❑ Activating prior knowledge, understanding fairy tales, comparing different versions, introduction to cause and effect ❑ Using pictures to learn about a topic, asking questions when reading informational text, understanding cause and effect in informational text ❑ Small group differentiated Guided Reading instruction using the one-page lesson plan or a small group reading skill lesson, reading target level 2-3 (B-C) text ❑ Interactive writing ❑ Vocabulary instruction-sorting words and making sentences ❑ Author Study-Rosemary Wells <p>Writing Purposes- Personal Expression, To Inform</p> <ul style="list-style-type: none"> ❑ Writing a personal narrative ❑ Writing a How-To booklet ❑ Writing a descriptive report ❑ Handwriting-continuous stroke 	
Quarter Four	<p>Reading Purposes-To Be Informed, Literary Experience</p> <ul style="list-style-type: none"> ❑ Foundational skills-oral language, phonemic awareness, letter identification, phonics, high frequency words-review of all 25 high frequency words ❑ Establishing literacy processes Reading and Writing strategies of before reading (thinking about text structure) and during reading (using fix-up strategies, asking questions, remembering information, changing predictions) strategies, reading fluency, and independent reading ❑ Activating prior knowledge, introduction to problem and solution, poetry, and text structures in informational text. ❑ Small group differentiated Guided Reading instruction using the one-page lesson plan or a small group reading skill lesson, reading target of level 4 (C) text ❑ Interactive writing ❑ Vocabulary instruction- using a picture dictionary ❑ Author study-Charlotte Zolotow <p>Writing Purpose-To Persuade, Personal Expression, To Inform</p> <ul style="list-style-type: none"> ❑ Writing to persuade ❑ Writing poetry ❑ Writing a biography ❑ Writing about kindergarten ❑ Handwriting-continuous stroke 	

Revised December 2008 – MCPS – OCIP/DCI – Reading/Language Arts

Refer to the Table of Contents of each quarter Instructional Guide for a listing of lesson foci.

Curriculum Quick Reference-Look Fors
Reading/Language Arts - Grade 1

Content		Structures
Is the MCPS curriculum being taught?		Are instructional practices consistent with MCPS curriculum? Are assessments being used as described in the instructional guide?
Quarter One	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Foundational skills-oral language, phonemic awareness, alphabetic principle/phonics, high frequency words <input type="checkbox"/> Establishing literacy processes of <i>before, during</i> and <i>after</i> reading and independent reading <input type="checkbox"/> Strategy Lessons-connections, story elements, retelling, asking questions, text features <input type="checkbox"/> Reading for Literary Experience-Story Elements, retelling <input type="checkbox"/> Reading to Be Informed- Fiction vs. Non-fiction, text features, retelling informational text <input type="checkbox"/> Small group differentiated Guided Reading instruction or a small group reading skill lesson, reading target level 5-7 (D-E) text <input type="checkbox"/> Interactive Writing <input type="checkbox"/> Vocabulary instruction-wonderful words, Frayer model <input type="checkbox"/> Reading fluency <input type="checkbox"/> Author study-Kevin Henkes <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishing writing process and workshop <input type="checkbox"/> Writing personal narrative using writing process <input type="checkbox"/> Handwriting-continuous stroke <input type="checkbox"/> Spelling exploration 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides 140 minutes of reading/language arts instruction using the literacy block model (includes daily small group instruction for all students). • maintains a literacy rich learning environment. • facilitates interactive and thoughtful student discussions about strategy use and elements of literary and informational text to support reading comprehension, vocabulary, and fluency. • uses <i>before, during</i> and <i>after</i> reading format to help students develop comprehension and fluency when reading across all curriculum areas. • checks students understanding of the instructional focus. • differentiates instruction to meet students' needs. • uses assessment to guide instruction. • models effective reading strategies and traits of effective writing. • provides time for students to independently read and write. • provides a balance of instruction in the reading and writing purposes, making connections where applicable. • uses assessments to measure student mastery of curriculum standards.
Quarter Two	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Foundational skills- alphabetic principle/phonics, high frequency words <input type="checkbox"/> Establishing literacy processes of <i>before, during</i> and <i>after</i> reading and independent reading <input type="checkbox"/> Strategy lessons-connections, story elements, retelling, asking questions, text features <input type="checkbox"/> Reading for Literary Experience-story elements, retelling <input type="checkbox"/> Reading to Be Informed- reading procedural text, retelling the main idea <input type="checkbox"/> Small group differentiated Guided Reading instruction or a small group reading skill lesson, reading target level 8-11 (E-G) text <input type="checkbox"/> Interactive writing <input type="checkbox"/> Vocabulary instruction-word map, multiple meaning words, K-W-L, learning word meanings <input type="checkbox"/> Reading fluency <input type="checkbox"/> Author study-Eric Carle <p>Writing Purpose-To Inform</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using the writing process to write a How-to Book <input type="checkbox"/> Handwriting-continuous stroke <input type="checkbox"/> Spelling exploration 	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. • engage in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • use speaking and/or writing to express ideas. • monitor own learning using <i>before, during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • read and write independently.

Revised December 2008 – MCPS – OCIP/DCI – Reading/Language Arts

Refer to the Table of Contents of each quarter Instructional Guide for a listing of lesson foci.

Quarter Three	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading for Literary Experience-introduction to folktales and fairytales <input type="checkbox"/> Reading to Be Informed- setting a purpose, determining the main idea, cause and effect <input type="checkbox"/> Small group differentiated Guided Reading instruction or a small group reading skill lesson, reading target level 12-15 (H-I) text <input type="checkbox"/> Vocabulary instruction-synonyms, antonyms, collecting words <input type="checkbox"/> Reading fluency-echo reading, phrased cued text <input type="checkbox"/> Junior Great Books-folktale lessons <input type="checkbox"/> Author study- Ezra Jack Keats <p>Writing Purpose-To Persuade</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using writing process and 6-Traits to write a letter <input type="checkbox"/> Spelling explorations- word endings, contractions <input type="checkbox"/> Handwriting-reinforcing continuous stroke 	
Quarter Four	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading for Literary Experience-introduction to plays and poetry <input type="checkbox"/> Reading to Be Informed-using text features to gain information, reading posters, flyers, menus, news articles <input type="checkbox"/> Small group differentiated Guided Reading instruction or a small group reading skill lesson, reading target level 16-17 (I) text <input type="checkbox"/> Vocabulary instruction-cloze procedure, using words in sentences <input type="checkbox"/> Reading fluency-reading poetry <input type="checkbox"/> Junior Great Books-poetry lessons <input type="checkbox"/> Author study-Arnold Lobel <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing personal narrative using writing process and 6-Traits <input type="checkbox"/> Introduction to poetry <input type="checkbox"/> Handwriting-reinforcing continuous stroke <input type="checkbox"/> Spelling explorations-contractions, adding endings 	

**Curriculum Quick Reference
Reading/Language Arts - Grade 2**

	Content Is the MCPS curriculum being taught?	Structures Are instructional practices consistent with MCPS curriculum? Are assessments being used as described in the instructional guide?
Quarter One	<p>Reading Purposes-Reading for Literary Experience, Reading To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishing literacy processes of <i>before</i>, <i>during</i> and <i>after</i> reading and independent reading <input type="checkbox"/> Strategy Lessons-connections, story structure, cause/effect, fact/opinion, retelling and restating, text features, and identifying main idea <input type="checkbox"/> Small group instruction-reading target Level J text <input type="checkbox"/> Vocabulary instruction-wonderful words, word sorts, context clues, VOC, Frayer model <input type="checkbox"/> Genre studies-poetry and author study <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing personal narrative using writing process and 6-Traits <input type="checkbox"/> Spelling explorations-letter and sound, high frequency words <input type="checkbox"/> Handwriting-reinforcing continuous stroke 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides 140 minutes of reading/language arts instruction using the literacy block model (includes daily small group instruction for all students). • maintains a literacy rich learning environment. • facilitates interactive and thoughtful student discussions about strategy use and elements of literary and informational text to support reading comprehension and fluency. • uses <i>before</i>, <i>during</i> and <i>after</i> reading format to help students develop comprehension and fluency when reading across all curriculum areas. • uses effective prompts to support students as they problem-solve on words and word meaning. • checks students understanding of the instructional focus. • differentiates instruction to meet students' needs. • uses assessment to guide instruction. • models effective reading strategies and traits of strong writing. • provides time for students to independently read and write. • provides a balance of instruction in the reading and writing purposes, making connections where applicable. • uses assessments to measure student mastery of curriculum standards. <p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. • engage in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • use speaking and/or writing to express ideas. • monitor own learning using <i>before</i>, <i>during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • read and write independently.
Quarter Two	<p>Reading Purposes-Reading for Literary Experience, Reading To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independent reading-book talks, reader's theater <input type="checkbox"/> Strategy lessons-predicting, story elements, titles, cause and effect, asking questions, text features, compare/contrast, responding in writing-BCRs <input type="checkbox"/> Small group instruction- reading target Level K text <input type="checkbox"/> Vocabulary instruction-word map, K-W-L, bookmarks, context, word sorts, using new words <input type="checkbox"/> Genre studies-plays and author study <p>Writing Purpose-To Inform</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing to inform using writing process and 6-Traits <input type="checkbox"/> Spelling explorations- letter and sound, high frequency words, homophones, prefixes, word endings <input type="checkbox"/> Handwriting-reinforcing continuous stroke 	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. • engage in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • use speaking and/or writing to express ideas. • monitor own learning using <i>before</i>, <i>during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • read and write independently.

Revised December 2008 – MCPS – OCIP/DCI – Reading/Language Arts

Refer to the Table of Contents of each quarter Instructional Guide for a listing of lesson foci.

Quarter Three	<p>Reading Purposes-Reading for Literary Experience, Reading To Be Informed</p> <ul style="list-style-type: none"> ❑ Independent reading- book talks, giving a persuasive speech ❑ Strategy Lessons- revisiting the text, inferring, the literacy web, previewing and predicting, fix-up strategies, test-taking strategies, main idea, summarizing, ❑ Small group instruction-reading target Level L-M text ❑ Vocabulary instruction- monitoring, adjectives, synonyms, antonyms, analogies, multiple-meanings ❑ Genre studies-tall tales, folktales, biographies, Junior Great Books <p>Writing Purpose-To Persuade</p> <ul style="list-style-type: none"> ❑ Writing to persuade using writing process and 6-Traits ❑ Spelling explorations- word endings, contractions ❑ Handwriting-reinforcing continuous stroke 	
Quarter Four	<p>Reading Purposes-Reading for Literary Experience, Reading To Be Informed</p> <ul style="list-style-type: none"> ❑ Independent reading- sharing interests, writing about a favorite book ❑ Strategy Lessons- titles, author’s tone, text features, note taking, cause/effect, directions for performing a task, explanations of how something happens ❑ Small group instruction- comprehension and fluency, reading target Level M text ❑ Vocabulary instruction- affixes, concept map, dictionary skills, William and Mary vocabulary web ❑ Genre studies-poetry, chapter books, Junior Great Books <p>Writing Purpose-Personal Expression and To Inform</p> <ul style="list-style-type: none"> ❑ Writing poetry and folktales using writing process and 6-Traits ❑ Writing a report using the AGOPP research model ❑ Spelling explorations- plurals, abbreviations, compound words ❑ Handwriting-reinforcing continuous stroke 	

Revised December 2008 – MCPS – OCIP/DCI – Reading/Language Arts

Refer to the Table of Contents of each quarter Instructional Guide for a listing of lesson foci.

Curriculum Quick Reference Reading/Language Arts – Grade 3

	Content	Structures
	Is the MCPS curriculum being taught?	Are instructional practices consistent with MCPS curriculum? Are assessments being used as described in the instructional guide?
Quarter One	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> ❑ Establishing literacy processes of <i>before</i>, <i>during</i> and <i>after</i> reading and independent reading ❑ Strategy lessons-connections, story structure, text features, cause/effect, compare/contrast, questioning, determining importance, main idea ❑ Genre studies-realistic fiction, picture books, and author study ❑ Small group instruction-reading target Level M text ❑ Vocabulary instruction-concept mapping, context clues, word sorts, VOC, prefixes and roots, probable passages <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> ❑ Writing personal narrative using writing process ❑ Spelling explorations-high frequency words, letter and sound, plurals, endings, compound words, contractions ❑ Handwriting-introduce cursive 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides 120 minutes of reading/language arts instruction using the literacy block model (includes daily small group instruction for all students). • maintains a literacy rich learning environment. • facilitates interactive and thoughtful student discussions about strategy use and elements of literary and informational text to support reading comprehension, vocabulary, and fluency. • uses <i>before</i>, <i>during</i> and <i>after</i> reading format to help students develop comprehension and fluency when reading across all curriculum areas. • uses effective prompts to support students as they problem-solve on words and word meaning. • checks students understanding of the instructional focus. • differentiates instruction to meet students' needs. • uses assessment to guide instruction. • models effective reading strategies and traits of effective writing. • provides time for students to independently read and write. provides a balance of instruction in the reading and writing purposes, making connections where applicable. • uses assessments to measure student mastery of curriculum standards. <p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. • engage in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • use speaking and/or writing to express ideas. • monitor own learning using <i>before</i>, <i>during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • read and write independently.
Quarter Two	<p>Reading Purposes-To Be Informed, Literary Experience</p> <ul style="list-style-type: none"> ❑ Strategy lessons-main idea, self-monitoring, using background knowledge, text features, summarizing, compare/contrast, inferring, theme, titles, sequence, fact/opinion, perform a task ❑ Genre studies-folktales, fables, content area reading, author study ❑ Small group instruction-reading target Level N text ❑ Vocabulary instruction-Frayer model, multiple meanings, William & Mary vocabulary web, analogies <p>Writing Purpose-To Inform</p> <ul style="list-style-type: none"> ❑ Writing (about a topic, to answer science or social studies questions, game directions) using writing process and 6-Traits ❑ Spelling explorations-high frequency words, letter patterns, prefixes, suffixes, comparatives and superlatives, derivatives, compound words ❑ Handwriting-cursive 	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. • engage in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • use speaking and/or writing to express ideas. • monitor own learning using <i>before</i>, <i>during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • read and write independently.

Revised December 2008 – MCPS – OCIP/DCI – Reading/Language Arts

Refer to the Table of Contents of each quarter Instructional Guide for a listing of lesson foci.

Quarter Three	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> ❑ Strategy lessons-point of view, mood, figurative language, William & Mary literature web, test-taking strategies ❑ Genre studies-William & Mary, historical fiction, novels, content area reading, author study ❑ Small group instruction-reading target Level O text ❑ Vocabulary instruction-multiple meanings, thesaurus, connotations, word associations <p>Writing Purposes-To Inform, To Persuade</p> <ul style="list-style-type: none"> ❑ Researching a topic using AGOPP, writing process, and 6-Traits ❑ Art of persuasion using writing process and 6-Traits ❑ Spelling explorations-letter patterns, homophones, prefixes, suffixes, derivatives ❑ Handwriting-cursive 	
Quarter Four	<p>Reading Purposes-To Be Informed, Literary Experience</p> <ul style="list-style-type: none"> ❑ Strategy lessons-self-monitoring, summarizing, inferring, author’s message, dialogue, perform a task ❑ Content area reading (primary source documents), fantasy, poetry, author study ❑ Small group instruction-reading target Level P text ❑ Vocabulary instruction-using context, glossary, analogies <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> ❑ Writing stories and poetry using writing process and 6-Traits ❑ Spelling explorations-letter patterns, homophones, prefixes, suffixes, derivatives ❑ Handwriting-cursive 	

Revised December 2008 – MCPS – OCIP/DCI – Reading/Language Arts

Refer to the Table of Contents of each quarter Instructional Guide for a listing of lesson foci.

**Curriculum Quick Reference
Reading/Language Arts - Grade 4**

	Content	Structures
	Is the MCPS curriculum being taught?	Are instructional practices consistent with MCPS curriculum? Is there evidence that formative assessment is being utilized?
Quarter One	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> ❑ Establishing literacy processes of <i>before, during</i> and <i>after</i> reading strategies, independent reading, literature circles ❑ Strategy lessons-making connections, determining importance, questioning, visualizing, synthesizing, and inferring, text features, cause/effect, main idea, and drawing conclusions, distinguishing between fact and opinion ❑ Small group instruction-reading target Level Q-R text ❑ Vocabulary instruction-concept mapping, context clues, word sorts, VOC, prefixes and roots ❑ Genre study-fantasy, fables, and author studies: Phyllis Reynolds Naylor, Patricia Polacco <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> ❑ Writing personal narrative using writing process, writing a fable ❑ Introduction to writer’s notebook ❑ Grammar- generic lesson format, lessons: sentences, compound sentences, run-on sentences, subject-verb agreement ❑ Spelling explorations- high frequency words, letter and sound explorations, plurals, and compound words 	<p>The Teacher:</p> <ul style="list-style-type: none"> • provides 130 minutes of reading/language arts instruction using the literacy block model (includes daily small group instruction for all students). • maintains a literacy rich learning environment. • facilitates interactive and thoughtful student discussions about strategy use and elements of literary and informational text to support reading comprehension, vocabulary, and fluency. • uses <i>before, during and after</i> reading format to help students develop comprehension and fluency when reading across all curriculum areas. • checks students understanding of the instructional focus. • differentiates to meet students’ needs. • uses assessment to guide instruction. • models effective reading strategies and traits of effective writing. • provides time for students to independently read and write. • balances instruction of the reading and writing purposes, making connections where applicable. • uses assessments to measure student mastery of curriculum standards. <p>The Student:</p> <ul style="list-style-type: none"> • works individually, in pairs, in small groups, and as a whole class. • engages in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • uses speaking and/or writing to express ideas. • monitors own learning using <i>before, during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • reads and writes independently.
Quarter Two	<p>Reading Purposes- Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> ❑ Small group instruction-using a novel, reading target Level Q-R text ❑ Strategy lessons-anticipation guide, <i>before, during</i> and <i>after</i> reading strategies, reading challenging text, making connections, determining importance and questioning, study skills strategies-SQ3R ❑ Vocabulary-using the context, vocabulary web, analogies ❑ Genre study-realistic and historical fiction and author study: Eloise Greenfield ❑ Literature circles, organizational text structures of informational text, integrated reading/social studies content and common task, test taking practice-strategies for answering a BCR <p>Writing Purpose-To Inform</p> <ul style="list-style-type: none"> ❑ Research writing using the AGOPP model ❑ Grammar lessons: nouns, verbs, adjectives, conjunctions, and prepositions ❑ Spelling/word study-derivatives, suffixes 	<p>The Student:</p> <ul style="list-style-type: none"> • works individually, in pairs, in small groups, and as a whole class. • engages in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • uses speaking and/or writing to express ideas. • monitors own learning using <i>before, during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • reads and writes independently.

Revised December 2008 – MCPS – OCIP/DCI – Reading/Language Arts

Refer to the Table of Contents of each quarter Instructional Guide for a listing of lesson foci.

Quarter Three	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Genre study-plays, biography, autobiography, and memoir <input type="checkbox"/> Author studies-Eve Bunting and Seymour Simon <input type="checkbox"/> Content connections in social studies lessons <input type="checkbox"/> Integrated reading/science with a common task <input type="checkbox"/> Small group instruction-reading fluency techniques, <i>before, during, and after</i> reading strategies, and vocabulary, reading target Level S-T text <p>Writing Purposes- To Persuade and To Express Personal Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing a persuasive essay or another persuasive form <input type="checkbox"/> Writing an autobiographical sketch 	<p>DRAFT FEB 2005 – MCPS - OCIP - Reading</p>
Quarter Four	<p>Reading Purposes- Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Genre study-poetry and mystery <input type="checkbox"/> Content connections in social studies lessons integrated reading/social studies with a common task <input type="checkbox"/> Vocabulary <input type="checkbox"/> Small group instruction-reading fluency lessons, <i>before, during, and after</i> reading strategies, reading target Level S-T text <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing poetry <input type="checkbox"/> Writing a mystery <input type="checkbox"/> Grammar-generic grammar lesson format <input type="checkbox"/> Spelling/word study-syllables, past tense, derivatives, prefixes, accented vs. unaccented syllables, final syllable (<i>-le</i>) 	

Revised December 2008 – MCPS – OCIP/DCI – Reading/Language Arts

Refer to the Table of Contents of each quarter Instructional Guide for a listing of lesson foci.

Curriculum Quick Reference
Reading/Language Arts – Grade 5

	Content	Structures
	Is the MCPS curriculum being taught?	Are instructional practices consistent with MCPS curriculum? Are assessments being used as described in the instructional guide?
Quarter One	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> ❑ Establishing literacy processes of <i>before, during</i> and <i>after</i> reading, shared poetry, independent reading, and literature circles ❑ Strategy lessons-characteristics of text, story structure, theme, summarizing, description, compare/contrast, sequence ❑ Reading in the content area-atlas, drawing conclusions, vocabulary, cause/effect, problem/solution ❑ Genre study-historical fiction ❑ Small group instruction- reading target Level T-U text ❑ Vocabulary-concept mapping, prefixes/suffixes/roots, multiple meanings, Frayer model <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> ❑ Writing-writer’s notebook, writing process ❑ Spelling explorations-prefixes, suffixes, derivations (Greek/Latin roots) ❑ Grammar-parts of speech 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides 130 minutes of reading/language arts instruction using the literacy block model (includes daily small group instruction for all students). • maintains a literacy rich learning environment. • facilitates interactive and thoughtful student discussions about strategy use and elements of literary and informational text to support reading comprehension, vocabulary, and fluency. • uses <i>before, during</i> and <i>after</i> reading format to help students develop comprehension and fluency when reading across all curriculum areas. • uses effective prompts to support students as they problem-solve on words and word meaning. • checks students understanding of the instructional focus. • differentiates instruction to meet students’ needs. • uses assessment to guide instruction. • models effective reading strategies and traits of effective writing. • provides time for students to independently read and write. • provides a balance of instruction in the reading and writing purposes, making connections where applicable. • uses assessments to measure student mastery of curriculum standards. <p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. • engage in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • use speaking and/or writing to express ideas. • monitors own learning using <i>before, during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • read and write independently.
Quarter Two	<p>Reading Purposes-To Be Informed, Literary Experience</p> <ul style="list-style-type: none"> ❑ Strategy Lessons-literature web, SQ3R, QAR, reciprocal teaching, critical reading ❑ Genre study-poetry: Langston Hughes, Ralph Fletcher ❑ Vocabulary instruction-analogies, context, vocabulary web, connotations ❑ Reading to be Informed-literature circles, note-taking, the Internet, content integrated tasks, functional documents ❑ Test-taking strategies ❑ Small group instruction-reading target Level T-U text <p>Writing Purposes-Personal Expression and Writing to Inform</p> <ul style="list-style-type: none"> ❑ Writing-poetry, introduction to writing to inform ❑ Spelling explorations-derivatives, prefixes, suffixes, homophones ❑ Grammar-verb tense, negatives, possessive nouns, compound and complex sentences 	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. • engage in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • use speaking and/or writing to express ideas. • monitors own learning using <i>before, during</i> and <i>after</i> reading strategies when reading across all curriculum areas. • read and write independently.

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Refer to the Table of Contents of each quarter Instructional Guide for a listing of lesson foci.

Quarter Three	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> ❑ Strategy lessons-making inferences, writing a conclusion, citing evidence, building background knowledge ❑ Genre study-plays, science fiction, feature articles, author studies: Jean Fritz, Chris VanAllsburg, ❑ Junior Great Books-shared inquiry ❑ Vocabulary instruction-similarities and differences, collecting words, synonyms ❑ Reading to be Informed-advertisements, directions, sequence, key ideas, persuasion ❑ Small Group Instruction-reading target Level V-W text <p>Writing Purpose-Writing to Inform and Writing to Persuade</p> <ul style="list-style-type: none"> ❑ Writing-feature articles, a persuasive letter ❑ Spelling explorations-prefixes, suffixes, derivatives, letter games ❑ Grammar-pronouns 	
Quarter Four	<p>Reading Purposes-To Be Informed, Literary Experience</p> <ul style="list-style-type: none"> ❑ Genre Study-tall tales, legends, memoirs, Betsy Byars, Patricia Lauber ❑ Vocabulary Instruction-VOC, knowledge rating scale, semantic feature analysis, sorting, word choice ❑ Reading to be Informed-organizing information, main idea, discussion, questioning, paragraph frames ❑ Small Group Instruction-comprehension, vocabulary, fluency, reading target Level V-W text ❑ William and Mary, reading instruction using a novel <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> ❑ Writing-memoir ❑ Spelling explorations-derivatives, prefixes, suffixes, portmanteau words ❑ Grammar-dialogue, interjections, clauses, phrases 	

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