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**Reading/Language Arts - Grade 1**

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