

Curriculum Quick Reference Reading/Language Arts - Grade 2

	Is the MCPS curriculum being taught? Curriculum Element from Framework for Improving Teaching and Learning	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-comprehension and fluency, reading target Level J-K <input type="checkbox"/> Vocabulary instruction-wonderful words, word sorts, context clues, VOC, Frayer model <input type="checkbox"/> 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). (PL, I) • maintains a literacy rich learning environment. (PL, EX) • 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) • 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. (I) • uses effective prompts to support students as they problem-solve on words and word meaning. (I, PL) • uses effective prompts to develop student’s written communication skills. (I, PL) • checks students understanding of the instructional focus (EL) • differentiates instruction to meet students’ needs. (EX, I) • uses assessment to guide instruction. EL, PL, I) • models effective reading strategies and traits of strong writing. (I, C) • provides time for students to independently practice reading and writing. (I) • provides a balance of in the instruction reading and writing purposes, making connections were applicable. (I, C) • assessments measure student mastery of curriculum standards (EL, C) <p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. (I, PL) • engage in reflective classroom discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. (EX, I, C) • use speaking and/or writing to express ideas. (EX, EL) • monitors own learning using <i>before</i>, <i>during</i> and <i>after</i> reading strategies when reading across all curriculum areas.(EL, EX) • read and write independently.(EX, EL)
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-comprehension and fluency, reading target Level K-L <input type="checkbox"/> Vocabulary instruction-word map, K-W-L, bookmarks, context, word sorts, using new words <input type="checkbox"/> 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 	
Quarter Three		
Quarter Four		

*Elements from Framework for Improving Teaching and Learning

Key: PC=Professional Learning Communities
EL=Evidence of Student Learning

EX=Expectations

C =Curriculum

PL=Planning

I =Instruction

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