

Curriculum Quick Reference
Reading/Language Arts – Grade 3

	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-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <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 structure, text features, cause/effect, compare/contrast, questioning, determining importance, main idea <input type="checkbox"/> Realistic fiction, picture books, and author study <input type="checkbox"/> Small group instruction-comprehension and fluency <input type="checkbox"/> 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"> <input type="checkbox"/> Writing personal narrative using writing process <input type="checkbox"/> Spelling explorations- high frequency words, letter and sound, plurals, endings, compound words, contractions <input type="checkbox"/> 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). (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, 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)
Quarter Two	<p>Reading Purposes-To Be Informed, Literary Experience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategy Lessons-main idea, self-monitoring, using background knowledge, text features, summarizing, compare/contrast, inferring, theme, titles, sequence, fact/opinion, perform a task <input type="checkbox"/> Folktales, fables, content area reading, author study <input type="checkbox"/> Small group instruction- comprehension and fluency <input type="checkbox"/> Vocabulary instruction-Frayer model, multiple meanings, W & M vocabulary web, analogies <p>Writing Purpose-To Inform</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing (about a topic, to answer science or social studies questions, game directions) using writing process and 6-Traits <input type="checkbox"/> Spelling explorations-high frequency words, letter patterns, prefixes, suffixes, comparatives and superlatives, derivatives, compound words <input type="checkbox"/> Handwriting-cursive 	<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, during</i> and <i>after</i> reading strategies when reading across all curriculum areas.(EL, EX) • read and write independently.(EX, EL)
Quarter Three	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategy Lessons-point of view, mood, figurative language, W & M literature web, test-taking strategies <input type="checkbox"/> William and Mary, historical fiction, the novel, content area reading, author study <input type="checkbox"/> Small group instruction-comprehension and fluency <input type="checkbox"/> Vocabulary instruction-multiple meanings, thesaurus, connotations, word associations <p>Writing Purposes-To Inform, To Persuade</p> <ul style="list-style-type: none"> <input type="checkbox"/> Researching a topic using AGOPP, writing process, and 6-Traits <input type="checkbox"/> Art of persuasion using writing process and 6-Traits <input type="checkbox"/> Spelling explorations-letter patterns, homophones, prefixes, suffixes, derivatives <input type="checkbox"/> Handwriting-cursive 	
Quarter Four	<p>Reading Purposes-To Be Informed, Literary Experience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategy lessons-self-monitoring, summarizing, inferring, author’s message, dialogue, perform a task <input type="checkbox"/> Content area reading (primary source documents), fantasy, poetry, author study <input type="checkbox"/> Small group instruction-comprehension and fluency <input type="checkbox"/> Vocabulary instruction-using context, glossary, analogies <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing stories and poetry using writing process and 6-Traits <input type="checkbox"/> Spelling explorations-letter patterns, homophones, prefixes, suffixes, derivatives <input type="checkbox"/> Handwriting-cursive 	

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

EX=Expectations

*Elements from Framework for Improving Teaching and Learning

C =Curriculum

PL=Planning

I =Instruction

DPAET February 2004 MCPS OCIB Reading