

	<p align="center">Is the MCPS curriculum being taught? Curriculum Element from Framework for Improving Teaching and Learning</p>	<p align="center">Are instructional practices consistent with MCPS curriculum? Are assessments being used as described in the instructional guide?</p>
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, shared poetry, independent reading, and literature circles <input type="checkbox"/> Strategy Lessons—characteristics of text, story structure, theme, summarizing, description, compare/contrast, sequence <input type="checkbox"/> Reading in the Content Area—atlas, drawing conclusions, vocabulary, cause/effect, problem/solution <input type="checkbox"/> Historical Fiction <input type="checkbox"/> Small Group Instruction—fluency, vocabulary, comprehension <input type="checkbox"/> Vocabulary—concept mapping, prefixes/suffixes/roots, multiple meanings, Frayer model <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing—writer’s notebook, writing process <input type="checkbox"/> Spelling Explorations—prefixes, suffixes, derivations (Greek/Latin roots) <input type="checkbox"/> 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). (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 instruction in reading and writing purposes, making connections where 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, 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-To Be Informed, Literary Experience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategy Lessons—Literature web, SQ3R, QAR, reciprocal teaching, critical reading <input type="checkbox"/> Genre Study—poetry, Langston Hughes, Ralph Fletcher <input type="checkbox"/> Vocabulary Instruction—analogies, context, vocabulary web, connotations <input type="checkbox"/> Reading to be Informed—literature circles, note-taking, the Internet, content integrated task, functional documents <input type="checkbox"/> Test-taking Strategies <input type="checkbox"/> Small Group Instruction—fluency, vocabulary, comprehension <p>Writing Purposes-Personal Expression and Writing to Inform</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing—poetry, introduction to writing to inform <input type="checkbox"/> Spelling Explorations—derivatives, prefixes, suffixes, homophones <input type="checkbox"/> Grammar—verb tense, negatives, possessive nouns, compound and complex sentences 	
Quarter Three	<p>Reading Purposes-Literary Experience, To Be Informed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategy Lessons—making inferences, writing a conclusion, citing evidence, building background knowledge <input type="checkbox"/> Genre Study—plays, science fiction, feature articles, Jean Fritz, Chris VanAllsburg, <input type="checkbox"/> Junior Great Books—Shared Inquiry <input type="checkbox"/> Vocabulary Instruction—similarities and differences, collecting words, synonyms <input type="checkbox"/> Reading to be Informed—advertisements, directions, sequence, key ideas, persuasion <input type="checkbox"/> Small Group Instruction—fluency, vocabulary, comprehension <p>Writing Purpose-Writing to Inform and Writing to Persuade</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing—feature articles, a persuasive letter <input type="checkbox"/> Spelling Explorations—prefixes, suffixes, derivatives, letter games <input type="checkbox"/> Grammar—pronouns 	
Quarter Four	<p>Reading Purposes-To Be Informed, Literary Experience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Genre Study—tall tales, legends, memoirs, Betsy Byars, Patricia Lauber <input type="checkbox"/> Vocabulary Instruction—VOC, Knowledge Rating Scale, Semantic Feature Analysis, sorting, word choice <input type="checkbox"/> Reading to be Informed—organizing information, main idea, discussion, questioning, paragraph frames <input type="checkbox"/> Small Group Instruction—fluency, vocabulary, comprehension, William and Mary novel study <p>Writing Purpose-Personal Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing—memoir <input type="checkbox"/> Spelling Explorations—derivatives, prefixes, suffixes, Portmanteau words <input type="checkbox"/> Grammar—dialogue, interjections, clauses, phrases 	

*Elements from Framework for Improving Teaching and Learning