

**Curriculum Quick Reference**  
**Reading/Language Arts - Kindergarten**

	<p style="text-align: center;"><b>Is the MCPS curriculum being taught?</b> Curriculum Element from Framework for Improving Teaching and Learning</p>	<p style="text-align: center;"><b>Are instructional practices consistent with MCPS curriculum?</b> <b>Are assessments being used as described in the instructional guide?</b></p>
Quarter One	<p><b>Reading Purposes-Literary Experience, To Be Informed</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Foundational skills-oral language, phonemic awareness, alphabetic principle/phonics, high frequency words, concepts about print</li> <li><input type="checkbox"/> Establishing literacy processes of <i>before</i>, <i>during</i> and <i>after</i> reading and independent reading</li> <li><input type="checkbox"/> Introduction to story elements of character, setting and beginning, middle, and end</li> <li><input type="checkbox"/> Introduction to reading environmental print</li> <li><input type="checkbox"/> Small group instruction-comprehension and fluency</li> <li><input type="checkbox"/> Vocabulary instruction-wonderful words</li> <li><input type="checkbox"/> Author study-Margaret Wise Brown</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"/> Handwriting-continuous stroke</li> </ul>	<p><b>The teacher:</b></p> <ul style="list-style-type: none"> <li>• provides 60 minutes for half-day K or 90 minutes for full day K 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</i>, <i>during</i> and <i>after</i> reading format to help students develop comprehension and fluency when reading across all curriculum areas. I</li> <li>• 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>
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-oral language, phonemic awareness, alphabetic principle/phonics, high frequency words, concepts about print</li> <li><input type="checkbox"/> Establishing literacy processes Reading and Writing strategies of making connections, predictions and retelling and independent reading</li> <li><input type="checkbox"/> Understanding characters, setting and distinguishing between real and make believe</li> <li><input type="checkbox"/> Using pictures to understand informational text, answer questions and understand author’s purpose</li> <li><input type="checkbox"/> Small group instruction-comprehension and fluency</li> <li><input type="checkbox"/> Vocabulary instruction-more wonderful words</li> <li><input type="checkbox"/> Author studies-Donald Crews and Pat Hutchins</li> </ul> <p><b>Writing Purpose-To Inform</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interactive writing</li> <li><input type="checkbox"/> Researching information to create a class book using the writing process</li> <li><input type="checkbox"/> Handwriting-continuous stroke</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</i>, <i>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 Three	<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, concepts about print</li> <li>❑ Establishing literacy processes Reading and Writing strategies of monitoring for meaning, rereading, using pictures to gain meaning and independent reading</li> <li>❑ Activating prior knowledge, understanding fairy tales, comparing different versions, introduction to cause and effect</li> <li>❑ Using pictures to learn about a topic, asking questions when reading informational text, understanding cause and effect in informational text</li> <li>❑ Small group instruction-comprehension and fluency</li> <li>❑ Vocabulary instruction-Sorting words and making sentences</li> <li>❑ Author Study-Rosemary Wells</li> </ul> <p><b>Writing Purposes- To Persuade</b></p> <ul style="list-style-type: none"> <li>❑ Interactive Writing</li> <li>❑ Writing a friendly letter, giving an opinion and supporting information using the writing process</li> <li>❑ Handwriting-continuous stroke</li> </ul>	
Quarter Four	<p><b>Reading Purposes-To Be Informed, Literary Experience</b></p> <ul style="list-style-type: none"> <li>❑ Foundational skills-oral language, phonemic awareness, alphabetic principle/phonics, high frequency words-review of all 25 high frequency words</li> <li>❑ 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</li> <li>❑ Activating prior knowledge, introduction to problem and solution, poetry, and text structures in informational text.</li> <li>❑ Small group instruction-comprehension and fluency- Kindergarten Reading target of Level 3 text</li> <li>❑ Vocabulary instruction- using a picture dictionary</li> <li>❑ Author study-Charlotte Zolotow</li> </ul> <p><b>Writing Purpose-Personal Expression and Writing to Inform</b></p> <ul style="list-style-type: none"> <li>❑ Understanding the revision process-using capital <i>I</i>, inserting a caret to add more information, crossing out words, researching to write about a topic using the writing process</li> <li>❑ Handwriting-continuous stroke</li> </ul>	

Key: PC=Professional Learning Communities

EX=Expectations

C =Curriculum

PL-Planning

I =Instruction

EL=Evidence of Student Learning

\*Elements from Framework for Improving Teaching and Learning