



## WHAT IS WILLIAM AND MARY? A Reference for Parents



**T**he William and Mary Language Arts Program was developed by The Center For Gifted Education at the College of William and Mary to challenge students with complex literary texts. Through consistent use of the program's specific teaching models, students strengthen competence in reading, writing, and critical thinking. Students are challenged to think through complex concepts, issues, and themes. The program does not include explicit instruction in reading informational texts, spelling, or writing, however the program establishes a rigorous context for writing. Teachers use lessons from the MCPS instructional guides to ensure comprehensive student proficiency in reading/language arts.

Implementation is required in Grades 3 through 5 for highly able students and students with the potential or motivation to accept more challenging instruction. Teachers integrate William and Mary instruction with lessons from the MCPS instructional guides. Writing instruction follows the MCPS and 6 Traits guidelines, not the William and Mary Hamburger Model.

Schools use three William and Mary Implementation Models that address different learning needs. Highly able students and students with the potential or motivation to accept more challenging instruction participate in Model 1 or Model 2. Model 3 implementation is embedded in the MCPS instructional guides.

### **MODEL 1 – EXTENDED FULL IMPLEMENTATION**

This model is implemented during Quarters 1–3 for students who:

- read approximately two or more years above grade level
- demonstrate proficiency in oral comprehension
- demonstrate reading proficiency on state and local assessments
- may be identified as Gifted and Talented \*

Model 1 includes:

- instruction in William and Mary Lessons 1–24, including some of the suggested extensions.
- use of the William and Mary pre- and post-assessments.
- use of the William and Mary novels, student literature packet, and other advanced texts.

### **MODEL 2 – FULL IMPLEMENTATION**

This model is implemented during Quarters 3–4 for students who are:

- enthusiastic readers, or
- interpretive thinkers, or
- motivated to accept more challenging instruction, or
- may be identified as Gifted and Talented \*

Model 2 includes:

- instruction in William and Mary Lessons 1–24.
- use of the William and Mary pre- and post-assessments.
- use of William and Mary novels, student literature packet, and other related texts.

### **MODEL 3 – INTRODUCTION TO WILLIAM AND MARY**

Model 3 supports students with emerging strengths, however it is not considered full implementation. Through the MCPS Reading, Writing, Language Arts Instructional Guides all students have access to selected William and Mary strategies and various readings from the units. Model 3 provides students with introductory experiences in interpretation and analysis of literary texts and prepares them for additional challenge.

\* Students do not have to be identified Gifted and Talented to participate in William and Mary, Junior Great Books, or above grade level instruction.

## WILLIAM AND MARY ANCHOR TEXTS FOR IMPLEMENTATION MODELS 1 AND 2

All students should read a wide range of texts, including William & Mary selections, Junior Great Books stories, MCPS core books, informational texts, and a variety of self-selected materials.

*The William and Mary units are carefully designed to work with the books listed below. Unless your child likes rereading books, please **do not** have your child read these books before the units are taught in school. There are lower reading level substitutes for these titles, but no higher reading level substitutes. You will notice there are some choices in the books below, but if your child has read all of the books, he or she will likely have to do some rereading.*

### STUDENT READINGS IN GRADE 3 JOURNEYS AND DESTINATIONS UNIT

Onion Tears by Diana Kidd OR Journey by Patricia MacLachlan OR  
The Green Book by Jill Patton Walsh  
Sachiko Means Happiness by Kimiko Sakai  
Free Fall by David Weisner  
Bringing the Rain to Kapiti Plain by Verna Aardema  
Selected stories from Every Living Thing by Cynthia Rylant  
Student Literature Packet - all selections

### STUDENT READINGS IN GRADE 4 AUTOBIOGRAPHIES UNIT

How I Became A Writer and related works by Phyllis Reynolds Naylor OR  
The Invisible Thread and related works by Yoshiko Uchida OR  
A Day of Pleasure and related works by Isaac Bashevis Singer OR  
Childtimes and related works by Eloise Greenfield  
Little by Little and related works by Jean Little  
Student Literature Packet - all selections

### STUDENT READINGS IN GRADE 5 LITERARY REFLECTIONS UNIT

The Secret Garden by Frances Burnett AND  
Call It Courage by Armstrong Perry OR  
Taking Sides by Gary Soto OR  
Words by Heart by Ouida Sebestyen OR  
Number the Stars by Lois Lowry  
Student Literature Packet - all selections

Parents can learn more about the William and Mary curriculum at [www.cfge.wm.edu](http://www.cfge.wm.edu). For more information about MCPS Accelerated and Enriched Instruction opportunities talk to your child's teacher or visit [www.montgomeryschoolsmd.org/curriculum/enriched](http://www.montgomeryschoolsmd.org/curriculum/enriched)

