

**Curriculum Quick Reference
English Grade 7**

	<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 instructional guide?</p>
<p align="center">August September October</p>	<p>Unit 1: Identity Enduring Understandings <input type="checkbox"/> Experiences and relationships influence identity. <input type="checkbox"/> Effective readers make inferences about characters in a text. Essential Questions <input type="checkbox"/> What is identity and how is it shaped? <input type="checkbox"/> How do writers develop characters’ identities? Texts Modeled: <i>The Adventures of Tom Sawyer, The Midwife’s Apprentice</i> Common Tasks: ECR; 2 BCRs; research art and write a descriptive paragraph; Shared Inquiry essay; portfolio reflection</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • uses the entire instructional period effectively, bell-to-bell. . (PL,I) • maintains a dynamic language learning environment. (EX, I, EL, PL) • facilitates interactive and thoughtful student discussions about the concepts of language and literature and the processes of reading, writing, listening, speaking, and viewing. (EX, I, PL, EL) • maintains a high level of student engagement and expectations for students. (EX, I, EL) • helps students make connections to prior knowledge. (PL, EX, I, C, EL) • uses a variety of strategies to check for student understanding. (EL) • uses assessment to guide instruction. (EL, PL, I) • differentiates instruction to meet students’ needs. (EL, PL, I, C, EX) • models thinking, reading, writing strategies (PI, I, EX) • provides rigorous instruction as described in MCPS Look Fors. (see reverse)
<p align="center">November December January</p>	<p>Unit 2: A Sense of Place Enduring Understandings <input type="checkbox"/> Where I am affects who I am. <input type="checkbox"/> Writers use place to develop character and plot. Essential Questions <input type="checkbox"/> How does place influence behavior? <input type="checkbox"/> How do writers create a sense of place? Texts Modeled: <i>Call of the Wild; The Great Gilly Hopkins</i> Common Tasks: ECR; 2 BCRs; comparison essay of characters’ reactions to change of place</p>	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. (PL,I, EX) • engage in inquiry, discussions, and tasks that focus on understanding and applying language and literature concepts.(EX, I, PL) • use reading, writing, speaking, listening, and viewing strategies, skills, and processes to communicate effectively. (EX, EL) • apply multiple strategies to construct meaning about text they read, or view. (EX, I) • use the vocabulary of language and literature to express related ideas precisely as they speak and write. (C, EX) • engage in in-class timed writings and writing products that require the full writing process (pre-writing, drafting, revising, editing, proofing, and publishing). (I, EL, EX, PL) • use the writing process and the language of Six Traits—ideas and development, organization, syntax (sentence fluency), semantics (word choice), voice, and conventions—to write effectively. (C, I, E) • develop and apply their understanding of grammar, language usage, and conventions in the context of literature and their own written and spoken products.(EX, C, I, PL) • develop deep understanding of a varied and essential vocabulary and apply their understanding in written and spoken products. (C, I, EX, PL) • use computers as tools to communicate effectively and to manage information. (C, , PL, EX) • monitor their own learning through journals, logs, reflection, self-assessment, and portfolios. (EL, EX)
<p align="center">January February March</p>	<p>Unit 3: Voices from the Past Enduring Understandings <input type="checkbox"/> Voices from the past speak to us of other times and places. <input type="checkbox"/> Learning about the past illuminates our understanding of the present. Essential Questions <input type="checkbox"/> How do good writers bring the past to life? <input type="checkbox"/> How do readers make connections to voices from the past? Texts Modeled: literature circles with selected anchor texts Common Tasks: 2 BCRs; interview and multi-¶ essay; research and present persuasive essay; portfolio reflection</p>	
<p align="center">April May June</p>	<p>Unit 4: Imagination Enduring Understandings <input type="checkbox"/> Imagination reaches beyond the limits of reality. <input type="checkbox"/> Reading imaginative works stimulates our creative abilities. Essential Questions <input type="checkbox"/> How can reading about imaginative worlds deepen our understanding of the real world? <input type="checkbox"/> What techniques do writers use to capture readers’ imaginations? Texts Modeled (and required): <i>A Midsummer Night’s Dream</i> Common Tasks: 2 BCRS; performance; design and create a multigenre work; reflective letter</p>	

Key: PC=Professional Learning Communities
C =Curriculum
I = Instruction

EX=Expectations
PL=Planning
EL=Evidence of Student Learning

*Elements from Framework for Improving Teaching and Learning

**Curriculum Quick Reference
English Grade 8**

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<p align="center">August September October</p>	<p>Unit 1: Journeys Enduring Understandings <input type="checkbox"/> People learn about themselves through their journeys. <input type="checkbox"/> Authors use journeys to develop plot, character, and theme. Essential Questions <input type="checkbox"/> How are people shaped by their journeys and experiences? <input type="checkbox"/> How do authors use literal and symbolic journeys to structure stories? Texts Modeled: <i>The Hobbit, Canyons</i> Common Tasks: 2 BCRs; Shared Inquiry; mission statement; paragraph on author’s purposeful use of language; essay in response to quotation; portfolio reflection</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • uses the entire instructional period effectively, bell-to-bell. (PL,I) • maintains a dynamic language learning environment. (EX, I, EL, PL) • facilitates interactive and thoughtful student discussions about the concepts of language and literature and the processes of reading, writing, listening, speaking, and viewing. (EX, I, PL, EL) • maintains a high level of student engagement and expectations for students. (EX, I, EL) • helps students make connections to prior knowledge. (PL, EX, I, C, EL) • uses a variety of strategies to check for student understanding. (EL) • uses assessment to guide instruction. (EL, PL, I) • differentiates instruction to meet students’ needs. (EL, PL, I, C, EX) • models thinking, reading, writing strategies (PI, I, EX) • provides rigorous instruction as described in MCPS Look Fors. (see reverse)
<p align="center">November December January</p>	<p>Unit 2: Community Enduring Understandings <input type="checkbox"/> All individuals have roles in their communities. <input type="checkbox"/> Persuasive writing and speaking influences individual and community thought. Essential Questions <input type="checkbox"/> How do authors develop stories about communities to comment on human behavior? <input type="checkbox"/> What persuasive strategies do people use to influence their communities? Texts Modeled: <i>Animal Farm, The Giver</i> Common Tasks: 2 BCRs; essay to describe individual’s impact on community; research community issue/persuasive essay</p>	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. (PL,I, EX) • engage in inquiry, discussions, and tasks that focus on understanding and applying language and literature concepts.(EX, I, PL) • use reading, writing, speaking, listening, and viewing strategies, skills, and processes to communicate effectively. (EX, EL) • apply multiple strategies to construct meaning about text they read, or view. (EX, I) • use the vocabulary of language and literature to express related ideas precisely as they speak and write. (C, EX) • engage in in-class timed writings and writing products that require the full writing process (pre-writing, drafting, revising, editing, proofing, and publishing). (I, EL, EX, PL) • use the writing process and the language of Six Traits—ideas and development, organization, syntax (sentence fluency), semantics (word choice), voice, and conventions—to write effectively. (C, I, E) • develop and apply their understanding of grammar, language usage, and conventions in the context of literature and their own written and spoken products.(EX, C, I, PL) • develop deep understanding of a varied and essential vocabulary and apply their understanding in written and spoken products. (C, I, EX, PL) • use computers as tools to communicate effectively and to manage information. (C, , PL, EX) • monitor their own learning through journals, logs, reflection, self-assessment, and portfolios. (EL, EX)
<p align="center">January February March</p>	<p>Unit 3: Responsibility Enduring Understandings <input type="checkbox"/> With all rights and privileges come responsibility. <input type="checkbox"/> People need communication skills to be responsible members of society. Essential Questions <input type="checkbox"/> How is honesty a social responsibility? <input type="checkbox"/> What are a writer’s responsibilities? Texts Modeled: literature circles with selected anchor texts Common Tasks: 2 BCRS; Research historical era and create visual; multi-¶ essay comparing anchor text to work of art; portfolio reflection</p>	
<p align="center">April May June</p>	<p>Unit 4: Discoveries Enduring Understandings <input type="checkbox"/> Literature helps us make discoveries about ourselves. <input type="checkbox"/> Writers help us discover the power and beauty of language. Essential Questions <input type="checkbox"/> What have you discovered about yourself this year? <input type="checkbox"/> How does language create images of people, events, places, and feelings? Texts Modeled (and required): poetry unit; <i>As You Like It</i> Common Tasks: 2 BCRS; create a poetry anthology and write a multi-¶ essay about what the poems reveal about you; prepare and present a scene; reflective essay</p>	

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English Grade 9**

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<p align="center">Yearly</p>	<p>Enduring Understandings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literature reflects the history of a people and enriches its culture. <input type="checkbox"/> Particular conventions and characteristics define literary genres. <input type="checkbox"/> Effective readers, writers, and speakers engage actively with text to create meaning. <input type="checkbox"/> Effective readers, writers, and speakers master the subtleties of text and language. <p>Essential Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do authors reflect the dynamics of a society? <input type="checkbox"/> How do the characteristics of a genre affect the expression of ideas? <input type="checkbox"/> How does subtext deepen understanding of a text? <input type="checkbox"/> How do culture, gender, and social factors affect communication? 	<p>The teacher:</p> <ul style="list-style-type: none"> • uses the entire instructional period effectively, bell-to-bell. . (PL,I) • maintains a dynamic language learning environment. (EX, I, EL, PL) • facilitates interactive and thoughtful student discussions about the concepts of language and literature and the processes of reading, writing, listening, speaking, and viewing. (EX, I, PL, EL) • maintains a high level of student engagement and expectations for students. (EX, I, EL) • helps students make connections to prior knowledge. (PL, EX, I, C, EL) • uses a variety of strategies to check for student understanding. (EL) • uses assessment to guide instruction. (EL, PL, I) • differentiates instruction to meet students’ needs. (EL, PL, I, C, EX) • models thinking, reading, writing strategies (PI, I, EX) • provides rigorous instruction as described in MCPS Look Fors. (see reverse)
<p align="center">August September October</p>	<p>Unit 1: Becoming Critical Readers and Writers Texts Modeled: <i>Of Mice and Men, Our Town, Spoon River Anthology</i> Common Tasks: 3 BCRs; ECR; multi-¶ essay; portfolio reflection</p>	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. (PL,I, EX) • engage in inquiry, discussions, and tasks that focus on understanding and applying language and literature concepts.(EX, I, PL) • use reading, writing, speaking, listening, and viewing strategies, skills, and processes to communicate effectively. (EX, EL) • apply multiple strategies to construct meaning about text they read, or view. (EX, I) • use the vocabulary of language and literature to express related ideas precisely as they speak and write. (C, EX) • engage in in-class timed writings and writing products that require the full writing process (pre-writing, drafting, revising, editing, proofing, and publishing). (I, EL, EX, PL) • use the writing process and the language of Six Traits—ideas and development, organization, syntax (sentence fluency), semantics (word choice), voice, and conventions—to write effectively. (C, I, E) • develop and apply their understanding of grammar, language usage, and conventions in the context of literature and their own written and spoken products.(EX, C, I, PL) • develop deep understanding of a varied and essential vocabulary and apply their understanding in written and spoken products. (C, I, EX, PL) • use computers as tools to communicate effectively and to manage information. (C, , PL, EX) • monitor their own learning through journals, logs, reflection, self-assessment, and portfolios. (EL, EX)
<p align="center">November December January</p>	<p>Unit 2: Linking Literature to History Texts Modeled: <i>To Kill a Mockingbird; A Farewell to Arms</i> Common Tasks: 3BCRs; ECR; multi-¶ essay; research with synthesis and analysis</p>	
<p align="center">January February March</p>	<p>Unit 3: Transcending Time and Place Texts Modeled: <i>Romeo and Juliet</i> Common Tasks: 2 BCRs; ECR; performance; multi-¶ essay; portfolio reflection</p>	
<p align="center">April May June</p>	<p>Unit 4: Exploring Cultural Perspectives Texts Modeled: poetry unit; literature circles with selected anchor texts; <i>A Raisin in the Sun</i> Common Tasks: 2 BCRs; poetry series; ECR; reflective essay</p>	

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**Curriculum Quick Reference
English Grade 10**

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Yearly	<p>Enduring Understandings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Literature interprets human experience and enriches culture. <input type="checkbox"/> Form shapes meaning. <input type="checkbox"/> Effective readers, writers, and speakers engage actively with text to create meaning. <input type="checkbox"/> Effective readers, writers, and speakers master the subtleties of text and language. <p>Essential Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does literature express the values of a society? <input type="checkbox"/> How do an author’s choices create meaning? <input type="checkbox"/> How does engagement with text reinforce and refine critical reading, writing, and thinking? <input type="checkbox"/> How do subtleties of expression affect meaning? 	<p>The teacher:</p> <ul style="list-style-type: none"> • uses the entire instructional period effectively, bell-to-bell. . (PL,I) • maintains a dynamic language learning environment. (EX, I, EL, PL) • facilitates interactive and thoughtful student discussions about the concepts of language and literature and the processes of reading, writing, listening, speaking, and viewing. (EX, I, PL, EL) • maintains a high level of student engagement and expectations for students. (EX, I, EL) • helps students make connections to prior knowledge. (PL, EX, I, C, EL) • uses a variety of strategies to check for student understanding. (EL) • uses assessment to guide instruction. (EL, PL, I) • differentiates instruction to meet students’ needs. (EL, PL, I, C, EX) • models thinking, reading, writing strategies (PI, I, EX) • provides rigorous instruction as described in MCPS Look Fors. (see reverse)
August September October	<p>Unit 1: Form and Expression Texts Modeled: <i>Catcher in the Rye</i>, Short Story Collection Common Tasks: 2 BCRs; argumentative speech; ECR; argumentative essay; multi-¶ literary analysis; portfolio reflection</p>	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. (PL,I, EX) • engage in inquiry, discussions, and tasks that focus on understanding and applying language and literature concepts.(EX, I, PL) • use reading, writing, speaking, listening, and viewing strategies, skills, and processes to communicate effectively. (EX, EL) • apply multiple strategies to construct meaning about text they read, or view. (EX, I) • use the vocabulary of language and literature to express related ideas precisely as they speak and write. (C, EX) • engage in in-class timed writings and writing products that require the full writing process (pre-writing, drafting, revising, editing, proofing, and publishing). (I, EL, EX, PL)
November December January	<p>Unit 2: Odysseys Texts Modeled: <i>The Odyssey</i> Common Tasks: 2 BCRs; speech; persuasive essay; interpretive presentation; multi-¶ essay</p>	<ul style="list-style-type: none"> • use the writing process and the language of Six Traits—ideas and development, organization, syntax (sentence fluency), semantics (word choice), voice, and conventions—to write effectively. (C, I, E) • develop and apply their understanding of grammar, language usage, and conventions in the context of literature and their own written and spoken products.(EX, C, I, PL) • develop deep understanding of a varied and essential vocabulary and apply their understanding in written and spoken products. (C, I, EX, PL) • use computers as tools to communicate effectively and to manage information. (C, , PL, EX) • monitor their own learning through journals, logs, reflection, self-assessment, and portfolios. (EL, EX)
January February March	<p>Unit 3: Through the Prism of Literature Texts Modeled: literature circles with selected anchor texts Common Tasks: 2 BCRs; research an issue and write an informative paper; persuasive speech on researched issue; ECR</p>	
April May June	<p>Unit 4: In Our Time Texts Modeled: <i>Taming of the Shrew, Much Ado About Nothing</i>, essay collection Common Tasks: 2 BCRs; performance; extended essay</p>	

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**Curriculum Quick Reference
Reading Grade 6**

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<p align="center">August September October</p>	<p>Unit 1: Foundations Enduring Understandings <input type="checkbox"/> Readers and writers grow by understanding process, structure, and style. <input type="checkbox"/> Readers and writers grow by making connections to themselves, others, and text. Essential Questions <input type="checkbox"/> What challenges an individual entering middle school? <input type="checkbox"/> How do readers develop and apply strategies to construct meaning? <input type="checkbox"/> How is reading a reflective process? Texts Modeled: <i>Reader’s Handbook, 9 Good Habits, Interactive Reader</i> Common Tasks: portfolio; summer reading; reading log; graphic organizers for reading purposes; reading strategies resource manual</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • uses the entire instructional period effectively, bell-to-bell. . (PL,I) • maintains a dynamic language learning environment. (EX, I, EL, PL) • facilitates interactive and thoughtful student discussions about the concepts of language and literature and the processes of reading, writing, listening, speaking, and viewing. (EX, I, PL, EL) • maintains a high level of student engagement and expectations for students. (EX, I, EL) • helps students make connections to prior knowledge. (PL, EX, I, C, EL) • uses a variety of strategies to check for student understanding. (EL) • uses assessment to guide instruction. (EL, PL, I) • differentiates instruction to meet students’ needs. (EL, PL, I, C, EX) • models thinking, reading, writing strategies (PI, I, EX) • provides rigorous instruction as described in MCPS Look Fors. (see reverse)
<p align="center">November December January</p>	<p>Unit 2: Myths Enduring Understandings <input type="checkbox"/> Readers and writers make sense of the human experience through story telling. <input type="checkbox"/> Myths often attempt to explain the unexplainable. Essential Questions <input type="checkbox"/> How does reading about mythological characters help us make connections to our current world? <input type="checkbox"/> How can research and inquiry lead to new understandings? Texts Modeled: <i>Language of Literature, Retold Classic Myths, D’Aulaires’ Book of Greek Myths, The Children’s Homer, Greek Myth Mini-books, Robber Baby</i> Common Tasks: graphic organizers for purposes of myths; original writing; 4 BCRs</p>	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. (PL,I, EX) • engage in inquiry, discussions, and tasks that focus on understanding and applying language and literature concepts.(EX, I, PL) • use reading, writing, speaking, listening, and viewing strategies, skills, and processes to communicate effectively. (EX, EL) • apply multiple strategies to construct meaning about text they read, or view. (EX, I) • use the vocabulary of language and literature to express related ideas precisely as they speak and write. (C, EX) • engage in in-class timed writings and writing products that require the full writing process (pre-writing, drafting, revising, editing, proofing, and publishing). (I, EL, EX, PL) • use the writing process and the language of Six Traits—ideas and development, organization, syntax (sentence fluency), semantics (word choice), voice, and conventions—to write effectively. (C, I, E) • develop and apply their understanding of grammar, language usage, and conventions in the context of literature and their own written and spoken products.(EX, C, I, PL) • develop deep understanding of a varied and essential vocabulary and apply their understanding in written and spoken products. (C, I, EX, PL) • use computers as tools to communicate effectively and to manage information. (C, , PL, EX) • monitor their own learning through journals, logs, reflection, self-assessment, and portfolios. (EL, EX)
<p align="center">January February March</p>	<p>Unit 3: Triumphs Enduring Understandings <input type="checkbox"/> Accomplishments of great stature inspire an entire community. <input type="checkbox"/> Narration and exposition record and celebrate extraordinary achievements. Essential Questions <input type="checkbox"/> What motivates individuals to strive for their personal best? <input type="checkbox"/> What insights do readers gain from stories of personal, historical, literary triumphs? Texts Modeled: <i>Reader’s Handbook, Language of Literature ,bio and auto-biographies</i> Common Tasks: biographic presentations; 3 BCRs</p>	
<p align="center">April May June</p>	<p>Unit 4: The Newspaper Enduring Understandings <input type="checkbox"/> Newspapers communicate ideas and information on a variety of subjects. <input type="checkbox"/> Shared Inquiry requires readers to search for an author’s meaning. Essential Questions <input type="checkbox"/> How does interacting with information lead to understanding and communicating? <input type="checkbox"/> How does Shared Inquiry provide perspective about readers and writers? Texts Modeled: <i>Reader’s Handbook, Language of Literature, periodicals</i> Common Tasks: 2 BCRs; investigate an issue and present findings; Shared Inquiry</p>	

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Reading Grade 7**

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<p align="center">August September October</p>	<p>Unit 1: Underpinnings Enduring Understandings <input type="checkbox"/> Proficiency in reading creates opportunities for life-long enjoyment of reading. <input type="checkbox"/> Developing the essential skills necessary for reading impacts all learning. Essential Questions <input type="checkbox"/> How does becoming a more proficient reader create an enjoyment of reading? <input type="checkbox"/> What are the supports needed to become a life-long reader and learner? Texts Modeled: <i>Bridges to Literature, Contemporary Reader, Reader’s Handbook</i> Common Tasks: 2 BCRs, complete college application</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • uses the entire instructional period effectively, bell-to-bell. . (PL,I) • maintains a dynamic language learning environment. (EX, I, EL, PL) • facilitates interactive and thoughtful student discussions about the concepts of language and literature and the processes of reading, writing, listening, speaking, and viewing. (EX, I, PL, EL) • maintains a high level of student engagement and expectations for students. (EX, I, EL) • helps students make connections to prior knowledge. (PL, EX, I, C, EL) • uses a variety of strategies to check for student understanding. (EL) • uses assessment to guide instruction. (EL, PL, I) • differentiates instruction to meet students’ needs. (EL, PL, I, C, EX) • models thinking, reading, writing strategies (PI, I, EX) • provides rigorous instruction as described in MCPS Look Fors. (see reverse)
<p align="center">November December January</p>	<p>Unit 2: Framework Enduring Understandings <input type="checkbox"/> Efficient readers explore text structure to adapt strategies for comprehension. <input type="checkbox"/> Efficient readers, writers, and thinkers compare texts and self to make meaning. Essential Questions <input type="checkbox"/> How does a text’s organization relate to author’s purpose? <input type="checkbox"/> How does recognizing text structure help readers make meaning of text? Texts Modeled: <i>Bridges to Literature, Contemporary Reader, Reader’s Handbook</i> Common Tasks: Explanation of strategies used to identify text structure, 2 BCRs</p>	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. (PL,I, EX) • engage in inquiry, discussions, and tasks that focus on understanding and applying language and literature concepts.(EX, I, PL) • use reading, writing, speaking, listening, and viewing strategies, skills, and processes to communicate effectively. (EX, EL) • apply multiple strategies to construct meaning about text they read, or view. (EX, I) • use the vocabulary of language and literature to express related ideas precisely as they speak and write. (C, EX) • engage in in-class timed writings and writing products that require the full writing process (pre-writing, drafting, revising, editing, proofing, and publishing). (I, EL, EX, PL) • use the writing process and the language of Six Traits—ideas and development, organization, syntax (sentence fluency), semantics (word choice), voice, and conventions—to write effectively. (C, I, E) • develop and apply their understanding of grammar, language usage, and conventions in the context of literature and their own written and spoken products.(EX, C, I, PL) • develop deep understanding of a varied and essential vocabulary and apply their understanding in written and spoken products. (C, I, EX, PL) • use computers as tools to communicate effectively and to manage information. (C, , PL, EX) • monitor their own learning through journals, logs, reflection, self-assessment, and portfolios. (EL, EX)
<p align="center">January February March</p>	<p>Unit 3: Roughing In Enduring Understandings <input type="checkbox"/> Efficient readers use text features, context clues, and word meanings to understand text. <input type="checkbox"/> Efficient readers use prior knowledge and personal point of view to make inferences. Essential Questions <input type="checkbox"/> How do text features, context clues, and words contribute to the meaning of text? <input type="checkbox"/> How does using prior knowledge and personal point of view help readers make inferences about text? Texts Modeled: <i>Bridges to Literature, Contemporary Reader, Reader’s Handbook</i> Common Tasks: 2 BCRs, explanation of meaning of words used in poster</p>	
<p align="center">April May June</p>	<p>Unit 4: Punch Out Enduring Understandings <input type="checkbox"/> Efficient readers create concept maps and use fluency strategies to make meaning. <input type="checkbox"/> Efficient readers use vocabulary strategies to analyze words and define meaning. <input type="checkbox"/> Efficient readers apply comprehension and analysis strategies to interpret text. Essential Questions <input type="checkbox"/> How do text features, context clues, and word meanings help make meaning? <input type="checkbox"/> How does prior knowledge and personal point of view help readers make inferences? Texts Modeled: <i>Bridges to Literature, Contemporary Reader, Reader’s Handbook</i> Common Tasks: Concept Map and 2 BCRs</p>	

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Reading Grade 8**

	<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 instructional guide?</p>
<p align="center">August September October</p>	<p>Unit 1: Finding the Point Enduring Understandings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers determine the main idea or concept of text by locating and connecting relevant facts and details used by authors. <input type="checkbox"/> Identifying the main idea or concept of a passage is essential to critical reading. <p>Essential Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which skills and strategies must readers develop to determine the main idea or concept in a text passage? <input type="checkbox"/> How can readers learn and practice these skills to develop proficiency? <p>Texts Modeled: <i>Teaching Reading, Bridges to Literature III, Phenomena, Heroes</i> Common Tasks: 3 BCRs</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • uses the entire instructional period effectively, bell-to-bell. . (PL,I) • maintains a dynamic language learning environment. (EX, I, EL, PL) • facilitates interactive and thoughtful student discussions about the concepts of language and literature and the processes of reading, writing, listening, speaking, and viewing. (EX, I, PL, EL) • maintains a high level of student engagement and expectations for students. (EX, I, EL) • helps students make connections to prior knowledge. (PL, EX, I, C, EL) • uses a variety of strategies to check for student understanding. (EL) • uses assessment to guide instruction. (EL, PL, I) • differentiates instruction to meet students’ needs. (EL, PL, I, C, EX) • models thinking, reading, writing strategies (PI, I, EX) • provides rigorous instruction as described in MCPS Look Fors. (see reverse)
<p align="center">November December January</p>	<p>Unit 2: Making Connections Count Enduring Understandings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proficient readers use strategies to recognize text structure patterns to analyze information. <input type="checkbox"/> Proficient readers use strategies to analyze poetry and interpret deeper meanings. <p>Essential Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which skills /strategies must readers develop to use text structures to make meaning? <input type="checkbox"/> How can readers learn strategies and develop the skills needed for critical analysis and making inferences? <p>Texts Modeled: <i>Teaching Reading, Bridges to Literature III, Phenomena, Heroes</i> Common Tasks: 3 BCRs</p>	<p>The students:</p> <ul style="list-style-type: none"> • work individually, in pairs, in small groups, and as a whole class. (PL,I, EX) • engage in inquiry, discussions, and tasks that focus on understanding and applying language and literature concepts.(EX, I, PL) • use reading, writing, speaking, listening, and viewing strategies, skills, and processes to communicate effectively. (EX, EL) • apply multiple strategies to construct meaning about text they read, or view. (EX, I) • use the vocabulary of language and literature to express related ideas precisely as they speak and write. (C, EX) • engage in in-class timed writings and writing products that require the full writing process (pre-writing, drafting, revising, editing, proofing, and publishing). (I, EL, EX, PL) • use the writing process and the language of Six Traits—ideas and development, organization, syntax (sentence fluency), semantics (word choice), voice, and conventions—to write effectively. (C, I, E) • develop and apply their understanding of grammar, language usage, and conventions in the context of literature and their own written and spoken products.(EX, C, I, PL) • develop deep understanding of a varied and essential vocabulary and apply their understanding in written and spoken products. (C, I, EX, PL) • use computers as tools to communicate effectively and to manage information. (C, , PL, EX) • monitor their own learning through journals, logs, reflection, self-assessment, and portfolios. (EL, EX)
<p align="center">January February March</p>	<p>Unit 3: Symbols, Drama, and Powerful Interpretations Enduring Understandings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proficient readers use text features and text structures to increase comprehension. <input type="checkbox"/> Proficient readers actively compare text to other texts and to self to make meaning. <p>Essential Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does using text features and structures help readers make meaning of text? <input type="checkbox"/> How can making comparisons between and among texts contribute to comprehension? <p>Texts Modeled: <i>Teaching Reading, Bridges to Literature III, Phenomena, Heroes</i> Common Tasks: 3 BCRs</p>	
<p align="center">April May June</p>	<p>Unit 4: Proving or Disproving a Point Enduring Understandings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proficient readers are able to form hypotheses and read to respond to them. <input type="checkbox"/> Proficient readers actively compare texts, recognize the author’s purposeful use of language, and use this information to make meaning. <p>Essential Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can readers learn to formulate questions that guide and stimulate further research and inquiry? <input type="checkbox"/> How can readers learn to compare texts in order to evaluate the effectiveness and reliability of a presentation? <p>Texts Modeled: <i>Teaching Reading, Bridges to Literature III, Phenomena, Heroes</i> Common Tasks: 3 BCRs</p>	

Key: PC=Professional Learning Communities
C =Curriculum
I =Instruction

EX=Expectations
PL=Planning
EL=Evidence of Student Learning

*Elements from Framework for Improving Teaching and Learning