

Curriculum Deconstruction

Publisher _____ Content Area _____ Grade Level _____

Useful

and

Dangerous

What assumptions does this curriculum rely on?

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What type(s) of student might succeed with this curriculum?

What type(s) of student might have difficulty with this curriculum?

How might you alter and/or supplement this curriculum to meet the needs of the students in your classroom (use the back as necessary)?

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Write what is useful and dangerous about the reading curriculum for each question in the following table. On the back of this paper, make a bulleted list of ways you would alter and/or supplement this reading curriculum.

Questions	Useful	and	Dangerous
<p>How does the reading curriculum provide and position...</p> <ul style="list-style-type: none"> • Access (time; texts; teachers; instruction; demonstrations of how readers, writers, and text work; other readers; and students' own reading processes)? • Elaborative Assistance/Semantic Assistance (making meaning of text during literacy structures like read alouds, guided reading, shared reading, etc. through activities like reading responses, think alouds, reader's theater, sketch-to-stretch, etc.)? • Metalinguistic Assistance/Graphophic & Syntactic Assistance (making sense of words, grammar, syntax during literacy structures like read alouds, guided reading, shared reading, etc. through activities like making & breaking words, acting out word meanings, word walls, using context clues, etc)? 			
<p>How does the reading curriculum assess reading?</p> <ul style="list-style-type: none"> • What types of assessments (oral reading records, retelling, reading conferences, anecdotal notes, etc.)? • What are the purposes of the assessments? 			
<p>How does the reading curriculum position...</p> <ul style="list-style-type: none"> • The teacher? • The student? 			
<p>How does the reading curriculum develop life-long meaningful engagement with reading?</p>			

Name:

Write what is useful and dangerous about the writing curriculum for each question in the following table. On the back of this paper, make a bulleted list of ways you would alter and/or supplement this writing curriculum.

Questions	Useful	and	Dangerous
<p>How does the writing curriculum provide and position...</p> <ul style="list-style-type: none">• Access (time; texts; teachers; instruction; demonstrations of how readers, writers, and text work; other writers; and students' own writing processes)?• Elaborative Assistance/Semantic Assistance (making meaning of text through writing aloud, guided writing, interactive writing, writing mini-lessons, etc.)?• Metalinguistic Assistance/Graphophonic & Syntactic Assistance (making sense of words, grammar, syntax through making & breaking words, acting out word meanings, word walls, etc.)?			
<p>How does the writing curriculum assess writing?</p> <ul style="list-style-type: none">• What types of assessments (trait scoring guide, checklist, anecdotal notes, etc.)?• What are the purposes of the assessments?			
<p>How does the writing curriculum position...</p> <ul style="list-style-type: none">• The teacher?• The student?			
<p>How does the writing curriculum develop life-long meaningful engagement with writing?</p>			