

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).
2. Unit Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.
3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...
4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).
5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates.

Course Title: Second Grade ELA Curriculum		
School: Black Rock School	Grade: 2	Curriculum Pacing: 36 weeks
Unit One: Informational Text: Main Ideas and Details	Unit Two: Literature: Key Ideas and Details	Unit Three: Informational Text: Craft and Structure
Unit Pacing: 6 weeks	Unit Pacing: 6 weeks	Unit Pacing: 6 weeks
<p>Unit Overview: In this unit, students will read, ask and answer questions about different topics. They will answer specific questions such as who, what, where, when and how, to demonstrate the understanding of a text. These questions can be asked about many different texts and will help increase understanding of key details. Students will also find the main topic of a text and will be able to identify the focus of a paragraph. They will learn how to follow steps in directions and describe connections between historical events and scientific ideas. In addition to these skills, students will strengthen their writing by writing to inform. They will demonstrate the ability by recalling information from experiences or by gathering information from provided sources.</p>	<p>Unit Overview: In this unit, students will read stories from different genres. They will read fables, folk tales and traditional stories from different cultures. The main focus will be on determining the central message, lesson or moral of the story. Students will ask and answer specific questions such as who, what, where, when, why and how to demonstrate their understanding of key details in a story. Character analysis is another important skill students will learn in this unit. The focus will be on characters in the stories and how the characters' respond to major events and challenges. They will also learn that some stories can teach lessons about life. Students will retell stories in their own words, describe the lesson that story characters learn and describe how characters deal with problems. In writing, the students will continue to focus on writing paragraphs from recollection of experiences or by gathering information from provided sources.</p>	<p>Unit Overview: In this unit, students will use context clues to figure out the meaning of unfamiliar words and phrases that are relevant to grade level topics or subject areas. Students will focus on identifying authors' purpose in a text. The focus moves from information within a text to identifying the author's intention. Students learn that authors write texts for different reasons. They identify the main purpose of a text by determining whether the author wants to answer a question, explain a topic or describe details about a topic. They will identify different text features and use text features to find information and decide on the reason that an author wrote a text. In writing, students will continue to build on recalling information from experiences or gathering information from provided sources to answer a question.</p>

Compelling Questions:

1. What part of the text helps you find key facts about what you are reading?
2. When reading a text, how do I retell a story in sequence of order? Are there specific words that will help guide me?

Compelling Questions:

1. Why is it important to ask questions before, during and after reading?
2. How do I determine the central message or lesson in stories such as fables and folktales?

Compelling Questions:

1. How do I use various text features and search tools to locate key facts or information in a text efficiently?
2. How do I use a context as a clue to understand the meaning of a word or phrase?

Priority Learning Targets

1. I can ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. (CCSS.ELA-Literacy.RI.2.1)
2. I can identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS.ELA-Literacy.RI.2.2)
3. I can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS.ELA-Literacy.RI.2.3)
4. I can recall information from experiences or gather information from provided sources to answer a question. (CCSS. ELA-Writing.W2.8)
5. I can use sentence-level context as a clue to the meaning of a word or phrase. (CCSS. ELA-Language.L.2.4a)
6. I can use vocabulary acquired through responding to texts. (CCSS.Language.L.2.6)
7. I can build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.Speaking and Listening.SL.2.1b)

Priority Learning Targets

1. I can ask and answer such questions who, what, where, when, why and how to demonstrate understanding of key details in a text. (CCSS.ELA-Literature.RL.2.1)
2. I can recount stories, including fables and folktales from diverse cultures and determine their central message. Lesson, or moral. (CCSS.ELA-Literature.RL.2.2)
3. I can recall information from experiences or gather information from provided sources to answer a question. (CCSS. ELA-Writing.W2.8)
4. I can use vocabulary acquired through responding to texts. (CCSS.Language.L.2.6)
5. I can use knowledge of the meaning of individual words to predict the meaning of compound words. (CCSS.Language.L.2.4d)
6. I can build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.Speaking and Listening.SL.2.1b)

Priority Learning Targets

1. I know and can use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS. ELA.Literacy.RI.2.5)
2. I can identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS.ELA.Literacy.RI.2.6)
3. I can use vocabulary acquired through responding to texts. (CCSS.Language.L.2.6)
4. I can use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.Language.L.2.4a)
5. I can form and use the past tense of frequently occurring irregular verbs (e.g, sat, hid, told) (CCSS.ELA.Language.L.2.1d)
6. I can recall information from experiences or gather information from provided sources to answer a question. (CCSS. ELA-Writing.W2.8)
7. I can build on others' talk in conversations by linking their comments to the remarks of others. (CCSS.Speaking and Listening.SL.2.1b)

Unit Four: Literature: Craft and Structure	Unit Five: Informational Texts: Integration of Knowledge and Ideas	Unit Six: Literature: Integration of Knowledge and Ideas
Unit Pacing: 6 weeks	Unit Pacing: 6 weeks	Unit Pacing: 6 weeks
<p>Unit Overview: In this unit, the focus is on how authors' make choices when writing stories, poetry or songs. Word choice helps authors tell a good story and write poems and songs. Students are introduced to literary elements, including alliteration and repetition. They will identify words and phrases in stories that use alliteration and repetition and describe how this language provides meaning. Students are also introduced to rhyming and the regular beats that create rhythm. They will learn how word sounds give meaning to a story. All of these elements and skills necessary to become a great story teller. They will also learn how word choice helps reading comprehension. Students will also strengthen their retelling skills by elaborating on the beginning, middle and end of a story and by identifying differences in characters' points of view.</p>	<p>Unit Overview: In this unit, the focus will be on the integration of knowledge and ideas in informational texts. Students will use pictures in a text to help increase understanding of a passage. They will explain how images such as diagrams, contribute to and clarify a text. Increased understanding will occur as visual features and words work together to show and describe information. The students will compare and contrast two texts that have similarities and differences on a topic. They will also find important points the author makes in a passage and find the reasons/evidence the author uses to make those points.</p>	<p>Unit Overview: In this unit, the focus is on integration of knowledge and ideas in literature. Students will show increased understanding of a story's characters, setting and plot through pictures. This requires students to distinguish between important and unimportant points in a text, which prepares them for comparing key details. Students will compare and contrast the same story told by different authors and will compare and contrast the same story from different cultures.</p>

<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How do I recognize different points of view of the characters when reading? 2. How do special words and phrases supply rhythm to a story, poem or song? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How do the illustrations help me to better understand characters, setting and plot of a story? 2. How does analyzing diverse media help us to build our own knowledge? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How does comparing and contrasting more than one text help us build knowledge? 2. How do I use graphic organizers to compare/contrast, authors, cultures, theme, setting and plot?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song. (CCSS.Literacy.RL.2.4) 2. I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS.Literacy.RL.2.5) 3. I can acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue out loud. (CCSS.Literacy.RL.2.6) 4. I can use vocabulary acquired through responding to texts. (CCSS.Language.L.2.6) 5. I can use a root word as a clue to the meaning of an unknown word with the same root. (CCSS. Language.2.4.c) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can explain how specific images(e.g., a diagram showing how a machine works) contribute to and clarify a text) (CCSS.Literacy.RI.2.7) 2. I can describe how reasons support specific points the author makes in a text.(CCSS.Literacy.RI.2.8) 3. I can compare and contrast the most important points presented by two texts on the same topic. (CCSS.Literacy.RI.2.9) 4. I can use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-Language.L.2.4a) 5. I can use vocabulary acquired through responding to texts. (CCSS.Language.L.2.6) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can explain how specific images(e.g., a diagram showing how a machine works) contribute to and clarify a text) (CCSS.Literacy.RI.2.7) 2. I can compare and contrast the most important points presented by two texts on the same topic. (CCSS.Literacy.RI.2.9) 3. I can compare and contrast the most important points presented by two texts on the same topic. (CCSS.Literacy.RI.2.9) 4. I can use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-Language.L.2.4a)

6. I can recall information from experiences or gather information from provided sources to answer a question. (CCSS. ELA-Writing.W2.8)

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