

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. Uni 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](#).

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.

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Course Title: Kindergarten ELA		
School: Black Rock School	Grade: K	Curriculum Pacing: 16 weeks (Kindergarten requires extra time for decoding and fluency in reading)
Unit One: We Are Readers and Writers	Unit Two: Narrative Writing and Reading Strategies	
Unit Pacing: 4 weeks	Unit Pacing: 4 weeks	
<p>Unit Overview:</p> <p>In this unit in reading students will learn the procedures and processes of Reader’s Workshop. Students will establish their identities as readers and develop their foundational skills.</p> <p>In this unit in writing students will learn the procedures and processes of Writer’s Workshop. Students will establish their identities as authors and illustrators.</p> <p>Summative Assessment: iReady Reading Diagnostic, and Skills-Based Assessment Packet (Aligned to standards).</p>	<p>Unit Overview:</p> <p>In this unit in reading students will become better readers by using everything they know about the pictures and the words.</p> <p>In this unit in writing students will continue using strategies to make their writing more clear and they will write words and sentences in their stories.</p> <p>Summative Assessment: Narrative Writing Prompt, DRA, and Skills-Based Assessment Packet (Aligned to standards).</p>	
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How can I read books “as best I can” both by myself and with a partner? 2. How do authors and illustrators make their writing the best it can be? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How can I use all I know about the pictures and the words to read and understand books? 2. How can I use strategies to make my writing readable? 	

<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can explain how illustrations connect to events in a story or ideas in a text. (CCSS.ELA-LITERACY.RL.K.7; RI.K.7) 2. I can ask and answer questions about what I read (with prompting). (CCSS.ELA-LITERACY.RL.K.1; RI.K.1) 3. I can write with words and pictures to share information about a topic. (CCSS.ELA-LITERACY.W.K.2) 4. I can write with words and pictures to tell a story and share my feelings about what happened in the story. (CCSS.ELA-LITERACY.W.K.3) 5. I can give detailed descriptions of familiar people, places, things, and events (with prompting and support). (CCSS.ELA-LITERACY.SL.K.4) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can retell a story or recount a text with most of the key details with prompting. (CCSS.ELA-LITERACY.RL.K.2; RI.K.2) 2. I can explain how characters, events, ideas, or pieces of information are connected in a text (with prompting and support). (CCSS.ELA-LITERACY.RL.K.3; RI.K.3) 3. I can write with words and pictures to share my opinion of a topic or book I am reading. (CCSS.ELA-LITERACY.W.K.1) 4. I can use questions and suggestions from others to make my writing better (with prompting and support). (CCSS.ELA-LITERACY.W.K.5) 5. I can add drawings and pictures to give more detail to my descriptions. (CCSS.ELA-LITERACY.SL.K.5)
<p>Unit Three: Becoming Avid Readers and Persuasive Writing</p>	<p>Unit Four: Informational Writing and Reading More Challenging Books</p>
<p>Unit Pacing: 4 weeks</p>	<p>Unit Pacing: 4 weeks</p>
<p>Unit Overview:</p> <p>In this unit in reading, students will use all that they have learned to read successfully independently and with others.</p> <p>In this unit in writing, students will write an opinion piece to explain how they feel about a topic and why.</p>	<p>Unit Overview:</p> <p>In this unit in reading students will become better readers by using all that they have learned to read more challenging books.</p> <p>In this unit in writing students will write informational texts that include facts about a chosen topic.</p>

<p>Summative Assessments: Persuasive Writing Prompt, DRA, iReady Diagnostic, and Skills-Based Assessment Packet (Aligned to standards).</p>	<p>Summative Assessments: Informational Writing Prompt, DRA, iReady Diagnostic, and Skills-Based Assessment Packet (Aligned to standards).</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How can I use what I know to read different types of texts? 2. How can I express to others how I feel about a topic and why? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How can I use all that I know to read and understand more challenging books? 2. How can I write a book to teach a reader about a topic?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can identify the type of text I am reading (story, poem, fiction, nonfiction) and parts of the text (front cover, back cover, title page). (CCSS.ELA-LITERACY.RL.K.5; RI.K.5) 2. I can compare and contrast the adventures and experiences of characters in different stories (with prompting and support). (CCSS.ELA-LITERACY.RL.K.9) 3. I can learn and use digital tools to create and share my writing (with guidance and support). (CCSS.ELA-LITERACY.W.K.6) 4. I can participate in shared research and writing projects. (CCSS.ELA-LITERACY.W.K.7) 5. I can ask and answer questions to when I need help, need more information, or do not understand something. (CCSS.ELA-LITERACY.SL.K.3) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can ask and answer questions about unknown words in a text (with prompting and support). (CCSS.ELA-LITERACY.RL.K.4; RI.K.4) 2. I can identify what is similar and what is different between two texts on the same topic (with prompting and support). (CCSS.ELA-LITERACY.RI.K.9) 3. I can write about my experiences and what I have learned through reading to answer a question (with guidance and support). (CCSS.ELA-LITERACY.W.K.8) 4. I can participate in a discussion by following shared rules, asking questions, answering questions, and responding to others' ideas. (CCSS.ELA-LITERACY.SL.K.1.A;SL.K.1.B) 5. I can speak clearly and express my thoughts, feelings, and ideas. (CCSS.ELA-LITERACY.SL.K.6)