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: 3rd Grade ELA			
School: Black Rock Elementary School	**Grade: 3rd**	**Curriculum Pacing: 36 weeks**	
Unit One: Key Ideas and Details in Informational Text	**Unit Two: Key Ideas and Details in Literature**	**Unit Three: Craft and Structure in Informational Text**	
Unit Pacing: 6 weeks	**Unit Pacing: 6 weeks**	**Unit Pacing: 6 weeks**	
Unit Overview: In this unit students will: ● Refer directly to a text in order to answer questions and demonstrate comprehension of a text's key details. ● Be introduced to the term "main idea" and this will require students to deepen their understanding of what a text is mostly about. Students not only identify key details but also explain how these details support the main idea of a text. ● Use language that pertains to time and sequence when describing the relationship between a series of events in a historical text. The replacement of the word "connection" with "relationship" in this unit introduces an awareness of the dynamics between ideas and events. ● Use language that pertains to cause and effect when describing the relationship between scientific ideas or concepts in a text. The replacement of the word "connection"	**Unit Overview:** In this unit students will: ● Refer directly to the text to ask and answer questions about a story and demonstrate comprehension of a story's key details. Students are required to use text based evidence for their answers. ● Recognize and identify characters' traits, motivations and feelings. Students also explain how characters' actions contribute to the sequence of events in the story. ● Continue to recount stories, including myths. ● Explain how the central message, lesson, or moral is conveyed through key details in the text. Students focus on traditional stories from different cultures.	**Unit Overview:** In this unit students will: ● Use context clues to determine the meaning of academic vocabulary and domain specific words and phrases in texts that are grade specific topics or subject areas. They continue to build domain specific knowledge and are introduced to the academic language they will encounter in texts. ● Efficiently use additional text features such as sidebars, and search tools, such as hyperlinks, to locate information in a text. ● Build on their understanding of author's purpose. Students are introduced to the concept of point of view. They learn that a text is created by an author who has a particular point of view and purpose for writing. Students also distinguish their own point of view from that of the author of a text.	

with "relationship" in this unit introduces an awareness of the dynamics between ideas and concepts.		
Compelling Questions: 1. How can asking and answering questions help in understanding an informational text? (RI 3.1) 2. How does a writer develop real or imagined experiences in a narrative text? (W 3.3)	**Compelling Questions:** 1. How does asking and answering questions help to show understanding of a text? (RL 3.1) 2. How does a writer write a well-supported opinion piece? (W 3.1)	**Compelling Questions:** 1.How does understanding vocabulary words help me to become a better reader? 2. How can I explain my own point of view?
Priority Learning Targets 1. (Reading) I can read with purpose and understanding both when I read aloud and silently. RF 3.4 2. (Reading) I can explain how specific details help contribute to the moral/lesson/message. RL 3.3 3. (Writing) I can organize the events in my story so that they follow a sequential order using sequential terms such as, before, first, then, next, after than, and finally. W 3.3 Narrative 4. (Writing) I can demonstrate command of the conventions of standard English	**Priority Learning Targets** 1. (Reading) I can refer to the text to explain and support my answer. RI 3.1 2. (Reading) I can determine the definition of vocabulary words when reading grade level text. RI 3.4 3. (Writing) I can write a topic sentence that states my opinion and I can organize my writing with an introduction, middle and conclusion. W 3.1 4. (Writing) I can accurately use third grade academic vocabulary to express my ideas. L 3.6	**Priority Learning Targets** 1.RI.3.1(Reading) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 2. RI.3.3 (Reading and Writing) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

capitalization, punctuation, and spelling when writing. L 3.2 5. (Speaking and Listening) I can analyze information from the text to answer questions that ask why or how an event occured when discussing the text with a teacher or peer.	5. (Speaking and Listening) I can explain how the key details in a text tell about the main idea. RI 3.2	
Unit Four: Craft and Structure in Literature	**Unit Five: Integration of Knowledge and Ideas in Informational Text**	**Unit Six: Integration of Knowledge and Ideas in Literature**
Unit Pacing: 6 weeks	**Unit Pacing: 6 weeks**	**Unit Pacing: 6 weeks**
Unit Overview: In this unit students will… ● Begin to understand the difference between literal and nonliteral language. They will understand that a word or phrase can have multiple meanings, depending on the way it is used in a text. ● Increase their understanding about how stories are organized. They refer to parts of stories by using terms such as "chapter" and describe how each successive part builds on earlier sections. ● Be introduced to drama and learn how plays are organized. They refer to parts of drama by using terms such as "scene" and describe how each successive part builds on earlier sections. ● Be introduced to poems and how they are organized. They refer to parts of poems by using terms such as "stanza," and describe how each	**Unit Overview**:In this unit students will… ● Use information from illustrations, such as maps and photographs, and the words in texts to better understand what they read. ● Describe how reasons support specific points the author makes in a text by explaining the connections between particular sentences and paragraphs in a text, including cause/effect and sequence. ● Identify and describe how reasons support an author's specific points in a text, by explaining connections between particular sentences and paragraphs in a text, including comparison. ● Determine the most important points and key details supporting those points in order to compare and contrast two texts on the same topic.	**Unit Overview:** In this unit students will: ● Examine specific aspects of an illustration to explain its connection to the text. In particular, students need to identify how an illustration in a text helps a reader better understand what he or she is reading. ● Compare and contrast different stories in a series about the same characters. Students are asked to analyze how themes, settings, and plots are alike and different.

successive part builds on earlier sections. ● Deepen their understanding of point of view by distinguishing their own point of view from that of the narrator or those of the character in the story.		
Compelling Questions: 1. Why is it important for good readers to identify their own points of view about a fiction text? (RL 3.6) 2. What steps should writers use to improve their writing? (W 3.5)	**Compelling Questions:** 1. How do the text and visuals support understanding of a topic? (RI 3.7) 2. How can informational text be written to present ideas and information clearly? (W 3.2)	**Compelling Questions:** 1.How does the mood and character setting help us to make an interesting story? 2. How does comparing and contrasting theme setting and plots help us develop better reading comprehension?
Priority Learning Targets 1. (Reading) I can use literary terms to describe parts of a story or poem (e.g., chapter, scene stanza). RL 3.5 2. (Reading) I can distinguish between a narrator or character's point of view and my own. RL 3.6 3. (Writing) I can utilize the writing process to plan, revise and edit my writing, with the support from adults and peers. W 3.5 4. (Writing) I can use a variety of sentences in my writing such as, simple, compound and complex. L 3.1	**Priority Learning Targets** 1. (Reading) I can use text features to locate information efficiently. RI 3.5 2. (Reading) I can use information from the words in a text (i.e. where, when, why and how) to understand informational texts. RI 3.7 3. (Writing) I can conduct a short research project by building my knowledge about a topic through my research. W 3.7 4. (Writing) I can write an informative/explanatory text that will examine a topic by conveying my information clearly. W 3.2	**Priority Learning Targets** 1.Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) 2. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

5. (Speaking and Listening) I can keep my questions, ideas and comments focused to the topic being discussed. SL 3.1	5. (Speaking and Listening) I can speak in complete sentences with appropriate detail. SL 3.6	