



Curriculum Vision Statement

Milford Public Schools believes curriculum is a sequence of high-quality learning experiences aligned to prioritized standards that support all learners. Our curriculum is grounded in Milford's Vision of the Learner: the belief that all learners in our community will engage in assured experiences that are rooted in scholarship, personal development, citizenship, creativity, and innovation.

Through our district's model of High Quality Instruction, all learners will develop a strong knowledge of content and skills while they challenge themselves, exhibit high levels of agency, work autonomously, take risks, live a healthy lifestyle, and develop a sense of community awareness and engagement - where everyone is able to think and act beyond themselves as individuals.

Curriculum Position Statement

Milford Public Schools believes curriculum encompasses instruction, assessment, and professional learning.

- Curriculum establishes the knowledge economy of what learners will know and be able to do through assured experiences.
- The district's model for High-Quality Instruction involves intentionally engineering environments where agency is
- 2` through actionable feedback, a growth mindset, and developmental relationships among all learners.
- Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.

Because ongoing learning is at the center of everything we do, adult learners engage in a cycle of professional learning experiences that allow them to expand their understanding of their own needs and the developing needs of diverse learners so that through continuous reflection, evaluation, and revision they can improve learning experiences within all environments.

MPS High Quality Instruction (HQI)
[MPS Vision of the Learner](#)
[Developmental Relationships Framework](#)

MPS Academic Expectations
[MPS Curriculum Revision Cycle](#)
MPS Curriculum Revision Calendar

Grade 2 Overview

Concept(s)	Length of Unit	Big Ideas / Enduring Understanding(s)
Launching for Agency with Choice	2-3 weeks	• Writers engage in a process to capture their ideas, write, and share their writing with others. • Writers build agency through solving problems flexibly and independently. • Writers reflect, set goals, and work towards meeting goals, making adjustments as needed. • Writers collaborate with peers to grow ideas and work through the writing process.
Growing Our Reading and Writing (Unit 1)	6-8 weeks	• Readers take charge of their reading by employing a variety of strategies to solve tricky words, paying close attention to the author's craft, and sharing their learning. • Readers monitor for accuracy and draw on known word-solving strategies to fix up their reading. • Readers build a repertoire of strategies for solving words. • Writers study mentor texts in order to notice and utilize precise and specific language.
Reading & Writing Nonfiction (Unit 2)	8-10 weeks	• Readers know that by reading many books on a topic, they can grow their knowledge and share their learning. • Writers know that there are a variety of techniques and structures authors use to share information with their audience.
Empowering Readers & Writers (Unit 3)	6-8 weeks	• Readers use a variety of strategies to read with expression, determine the meaning of figurative language and keep track of multiple events in order to read and understand longer and more challenging texts. • Writers compose letters to share and support their opinions using reasons and evidence about characters/books for different purposes and audiences. • Readers and writers work with partners to share and debate opinions about characters to improve their reading, writing, and thinking.
Reading & Writing Narrative (Unit 4)	7-8 weeks	• Readers pay close attention to plot, characters, and how characters respond to problems. • Readers pay close attention to how authors' craft strengthens understanding of text. • Writers understand the importance of making decisions about word choice and structure to convey meaningful ideas and feelings.

Pre Unit 1	Launching for Agency with Choice Understanding systems and structures help to build a classroom of independent problem solvers. Students will develop and demonstrate agency and independence, while immersing themselves in the writing process.	Length of Unit	2-3 weeks
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Essential Questions	- What process can we follow to guide us through communicating our thoughts with others? - How do we solve problems during the writing workshop? - How does studying mentor texts strengthen our writing?		
Standards	Speaking & Listening: SL.2.1	Language: L.2.3	Writing: W.2.1, 2.2, 2.3
Key Vocabulary	independence, agency, choice, problem solver, obstacle, rehearse, draft, plan, revise, edit, opinion, informative/explanatory, narrative, goals, feedback		

Critical Content:	Key Skills:
<i>Students will KNOW...</i>	<i>Students will be able to (DO)...</i>
- the steps of the writing process - how to find and utilize materials and tools - ways in which they can solve problems and overcome obstacles independently - that by writing more they will build stamina - when to work in partnerships and collaborate with peers - writers set, monitor, and adjust goals	- follow the writing process to communicate their ideas to others. - locate various tools that they need as a writer. - use various strategies to solve problems flexibly and independently. - write routinely over extended periods of time. - collaborate with peers at different times through the writing process to support growth. - reflect on their process and make goals for moving forward.

Evidence of Learning: <i>(Student learning will be measured by . . .)</i>	Writing: - Anecdotal notes/observational data, interest inventories in regards to: - process, demonstrating stamina, building agency - topics of interest, peer interactions, collaboration - viewing themselves as writers - reflecting and setting goals
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Unit 1	Growing Our Reading & Writing Establishing routines for a reading and writing workshop while developing strong habits. Developing writer's craft by studying mentor texts.	Length of Unit	6 -8 weeks
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Essential Questions	- How can I be the kind of reader who remembers to monitor my reading by fixing-up when I make mistakes and use everything I know to solve words? - How can I use all that I know about writing to plan, draft, and revise pieces that are focused, detailed and fun to read? - How can I use strategies to take ownership of my reading and writing?
Standards	Reading Literature: RL.2.1 - 2.7, 2.10, RL.3.1, 4; Foundational Skills: RF.2.3 - 4 Speaking & Listening: SL.2.1, 2.1a, 2 -4, 6 Language: L.2.1 - 6; L.3.3a Writing: W.2.3, 2.5, 2.6, 2.8; W.3.3a, 3.3b
Key Vocabulary	automaticity, blurb, checklist, choral read, contents, craft, decode, details, echo read, editing, familiar, faster, feedback, fix-up, goal setting, grow ideas, habits, intent, introduction, meaning, mentor, pace, pattern, phrase, predict, reread, respond, retell, revise/revising/revision, seesaw, self-monitoring, small moment, smoother, stamina, stop and jot, strategy/strategies, synonym, title, tricky word

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
readers take ownership of their reading.	- choose <i>how</i> to read based on a preview of the book. - with a funny tone, slowly, deeply thinking, sing-songy... - mark thinking during reading. - read in longer phrases. - check comprehension during reading.
readers have a variety of strategies to solve words.	- monitor and self-correct their reading. - recognize and use known word parts. - think about what word makes sense. - look inside the word for another word. - look through the whole word part by part.

readers and writers can pay close attention to what other authors do in order to make their writing better.	● notice the author's intentions . ● notice and try out new craft moves. ● notice and add precise and specific language.
writers bring what they have learned previously to their current writing.	● use strategies they have used in the past in their writing. ● use structures, routines and genres from grades k & 1 .
writers revise with purposeful, thoughtful decision making.	● add details. ● convey specific meaning or feeling through word choice. ● think about what they are trying to do as a writer. ● try different ways to revise their own writing to see what “fits”.

Evidence of Learning: <i>(Student learning will be measured by . . .)</i>	Reading: ● Running records, checklists and/or anecdotal notes showing evidence of ○ reading with accuracy and fluency including making attempts to decode and determine the meaning of key vocabulary and tricky words ○ integrating sources of information (done through miscue analysis) ○ understanding the text by accumulating key details and important events ○ noticing and understanding new vocabulary Writing: ● Anecdotal notes, daily writing pieces, published pieces and/or checklists showing evidence of ○ creating a volume of writing demonstrating stamina, planning, editing and revising ○ using a mentor text to add craft to their writing
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Unit 2	Reading and Writing Nonfiction Readers and writers explore and compose a variety and volume of nonfiction texts to learn from and teach others.	Length of Unit	8 - 10 weeks
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Essential Questions	- How can I expand my knowledge about a topic and share this information? - How can I use what I already know about reading and writing nonfiction books to become a stronger reader and writer?
Standards	Reading: Information: RI.2.1 - 2.7, 2.9 - 2.10 ; Foundational Skills: RF2.3 - 2.4 Speaking & Listening: SL.2.1 - 2.4, 2.6 Language: L.2.1 - 2.6 Writing: W.2.2, 2.5, 2.7 - 2.8
Key Vocabulary	audience, boldfaced word, checklist, compare, contrast, craft, detail, different/difference, edit, expert, feedback, glossary, habit, how-to book, index, informational, key detail, keyword, knowledge, main topic, mentor, mentor text, nonfiction, nonfiction chapter book, preview, question and answer book, questioning, reread, retell, revise, same/similarity, strategy/strategies, structure, text box, text feature, text set, topic, vocabulary

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
reading nonfiction is an active process that requires slowing down to attend to details and ask questions.	- notice details while reading nonfiction texts to learn new information. - ask questions while reading nonfiction texts (What does this book say? What's important about this? What do I think about this?). - alternate between reading and thinking to learn more.
strategies to flexibly and efficiently determine the meaning of new vocabulary to learn more and to check for understanding.	- use strategies flexibly to solve words and determine the meaning of new vocabulary and concepts from nonfiction texts. - use text features to determine the meaning of new vocabulary. - use new vocabulary when discussing their nonfiction reading.
strategies to compare and contrast information within and across texts to add on, confirm and grow knowledge about topics.	- find, think and talk about what is the same and different within and across multiple books on one topic. - discuss what they have learned from reading multiple books on a topic.

writers bring what they have learned about writing nonfiction and from mentor texts to write many nonfiction books.	● write a volume of nonfiction books. ● apply craft moves used by other nonfiction authors. ● set goals for themselves as writers of nonfiction.
writers consider their audience when deciding what information they will include in their nonfiction books.	● choose not only a topic, but an audience as well ● ask questions about their intended audience (What information does my audience want to know?). ● reread and make revisions with an audience in mind.
strategies to flexibly apply knowledge of nonfiction writing to different structures.	● write a variety of types of nonfiction books (chapter book, question & answer book, story that teaches, how-to book). ● use feedback to improve the quality of their writing. ● use mentor texts to improve the quality of their writing.

Evidence of Learning: <i>(Student learning will be measured by . . .)</i>	Reading: ● Running records, checklists and/or anecdotal notes showing evidence of ○ reading with accuracy and fluency including making attempts to decode and determine the meaning of key vocabulary words ○ integrating sources of information (done through miscue analysis) ○ determining main idea, asking questions about key details, learning new vocabulary and accumulating information within and across texts ● Ongoing formative assessment including ○ stop and sketch/stop and jot from read alouds asking about main topics, headings, questions, similarities/differences ○ sticky notes from independent reading that show thinking about main topics, questions, similarities/differences Writing: ● Anecdotal notes, daily writing pieces, published pieces and/or checklists showing evidence of ○ creating a volume of nonfiction chapter books that teach a specific audience about a topic. ○ creating multiple types of nonfiction that teach a specific audience about a topic. ○ engaging in the writing process using checklists, mentor texts and feedback to lift the quality of writing.
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Unit 3	Empowering Readers and Writers Readers tackle longer and more challenging books. Writers understand the importance of structure and word choice when conveying meaningful ideas.	Length of Unit	6 - 8 weeks
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Essential Questions	- How can I read and understand longer and more challenging books? - How can I write in ways that express meaningful ideas or feelings?
Standards	Reading: Literature: RL.2.1 - 2.7, 2.10; RL.3.5; Foundational Skills: RF.2.3 - 4 Speaking & Listening: SL.2.1 - 2, 4, 6 Language: L.2.1 - 2.6; L.3.3a Writing: W.2.3, 2.5; W.3.3b
Key Vocabulary	anchor chart, comparison, dialogue, dialogue tag, editing, expressive, feedback, figurative language, fluency, goal, idiom, important event, line, line break, meaning, metaphor, monitor, mood, pace, pausing, phrasing, point of view, pun, punctuation, reading club, repetition, revise/revising, routine, self-assess, simile, smooth, storyline, structure, topic, voice, word choice

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
readers use smooth and expressive voices to make their reading fluent.	- read with phrasing and pausing, using punctuation as a guide. - read with intonation by thinking about characters and using dialogue tags. - read at an appropriate pace. - reread to monitor their reading and to improve fluency.
authors use figurative language and readers need to notice and consider the language and its meaning.	- recognize figurative language (metaphors, similes, puns and idioms). - use what is happening in the story to understand the figurative language.
strategies for keeping track of the storyline in longer texts.	- determine important events when reading. - use sticky notes to remember the important events in longer books. - talk with same-book partners to follow the storyline and check for understanding while reading.

strategies to self-assess, set goals and use feedback to reach those goals.	● self-assess and set goals for themselves as readers. ● provide feedback to peers using various tools. ● apply feedback to their reading.
the importance of word choice in conveying meaning and mood.	● identify literary devices (figurative language, repetition, alliteration) and use them in their own writing.
writers choose structures that best match what they want to convey.	● explore structures in a variety of narrative writing. ● recognize the relationship between structure and meaning. ● choose their own structure to match what they want to convey.

Evidence of Learning: <i>(Student learning will be measured by . . .)</i>	Reading: ● Running records, checklists and/or anecdotal notes showing evidence of ○ reading with accuracy and fluency including phrasing, intonation and rate ○ integrating sources of information to solve words efficiently (done through miscue analysis) ○ recognizing and understanding figurative language when reading ○ determining and keeping track of important events in longer books ● Ongoing formative assessment including ○ sticky notes from independent reading that show thinking about important events, keeping track of longer texts, and understanding what is happening in the story Writing: ● Anecdotal notes, daily writing pieces, published pieces and/or checklists showing evidence of ○ creating narratives that convey meaning and mood through the use of literary devices and structure ○ engaging in the writing process using mentor texts to lift the quality of writing.
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Unit 4	Reading and Writing About Series Books Readers focus on using metacognitive strategies to strengthen their understanding of increasingly complex text. Writers develop their opinion writing skills using elaboration and evidence to support their thinking around texts.	Length of Unit	7-8 weeks
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Essential Questions	• How can I pay close attention to plot, characters, and how characters respond to problems? • How can the author's craft help me to better understand what I read? • How can I write letters to share opinions using evidence about characters/books for different purposes and audiences? • How can working with a partner help me share and debate opinions about characters to improve my reading, writing, and thinking?
Standards	Reading: Literature: RL.2.1 - 2.7, 10; RL.3.1, 3, 9; Foundational Skills: RF.2.3 - 2.4 Speaking & Listening: SL.2.1 -2. 6; SL.3.3 Language: L.2.1, 2.1f, L.2.2, L.2.2a, b, L.2.3 - 6; L.3.1i, L.3.2a, L.3.3a Writing: W.2.1, 2.5 - 2.6; W.3.1a, d
Key Vocabulary	audience, book swap, character relationship, checklist, conclusion, debating, elaborate/elaboration, ending, example, extraordinary, figurative language, generate, genre, goal, introduction, letter, linking word, literary language, main character(s), nominee, opinion, ordinary, paint picture, precise, predict, publishing, quote, rest stop, retelling, revision, series books, signpost, similarity/similarities, strategy/strategies, supporting reason, writing energy

Critical Content <i>Students will KNOW...</i>	Key Skills: <i>Students will be able to (DO)...</i>
various strategies to develop an understanding of characters when reading series books.	• use pictures, words, character dialogue and traits to learn more about characters across series books.
how a character responds to problems reveals important information about the character as a person.	• identify how a character responds to a problem. • reread with a focus to learn more about how characters react/respond across series books. • identify lessons learned and how they relate to their lives.
authors use various craft moves to bring stories read to life.	• recognize and understand literary/figurative language.

	● identify precise words an author uses to enhance understanding of characters and story/series. ● read like storytellers.
the opinions they share about books can encourage others to read a new series.	● share their opinions about a book/series with reasons and examples. ● debate about a book/series with evidence.
writers can increase stamina by generating ideas with partners.	● develop and write opinions about characters. ● produce longer writing pieces with elaboration. ● use transition words and retell important parts of books. ● write for a specific audience.
writers read closely to lift the quality of their writing.	● close read to gather more evidence to support their opinion. ● link details and ideas to write longer pieces. ● use quotes to support opinions. ● write introductions and conclusions that captivate their audience.
conventions of writing enhance how an audience will read and interpret their writing.	● use grade level phonics (recognize and use other vowel sounds, compound words, use a large number of phonograms, multisyllabic words, manipulate phonemes) to conventionally spell words. ● use appropriate capitalization, punctuation, and spacing to make writing easy to read.
writers use tools to edit and revise their writing.	● edit and revise their writing using an editing checklist (past tense verbs, subject verb agreement, possessive pronouns). ● provide specific feedback to lift the level of their writing.

Evidence of Learning: <i>(Student learning will be measured by . . .)</i>	Reading: ● Checklists and/or anecdotal notes showing evidence of ○ reading with accuracy and fluency including making attempts to decode unknown words. ○ synthesizing their understanding of what they are reading (lesson learned, character response to problems, character change, relationships, setting change, readers' voices changing, comparisons). Writing: ● Anecdotal notes, daily writing pieces and/or checklists showing evidence of ○ demonstrating the process of writing including publishing to share with an audience
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| | <ul style="list-style-type: none">○ writing opinion letters about characters and books.○ organizing their thinking, using words and pictures to share opinions using the writing process with increased independence.○ demonstrating the process of writing opinion letters including publishing to share with an audience. |
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