



Greenwich Public Schools Curriculum Overview

Native Spanish Language Arts Grade 3

Families as Partners in Learning

The goal of the GPS Native Spanish Language Arts Program is to build literacy skills in Spanish, all of which can easily transfer to the development of skills in the area of English language arts. Spanish Native Language Instruction is offered at three elementary schools (New Lebanon, Hamilton Avenue and Riverside) to heritage and native Spanish speaking students who need to develop strong literacy skills in their first language in order to become truly bilingual. Instruction is focused on helping students develop basic proficiency in reading and writing through exposure to age-appropriate literature of the Spanish-speaking world. Grammar and vocabulary is taught in context through a variety of genres and texts. In addition, students participate in journal writing and use technology to enhance their writing skills.

Aligned to the World-Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines, the GPS Native Spanish Language Arts Program is an integrated part of the elementary curriculum and school environment. Participation in it will prepare students for a global, multilingual and multicultural environment through tolerance, understanding and the ability to communicate across language barriers.

Unit	Student Learning Expectations
<p>Unit 1: Cuentos y Palabras: An Introduction to Spanish Language Arts</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Good readers listen to stories to discuss and explain the meanings of words and key phrases in context. 	<p>In Spanish, students will:</p> <ul style="list-style-type: none"> • Learn the alphabet and the sound system in Spanish • Review high frequency words from grades 1-2 • Listen to read alouds to identify key words and events, make mental images, and formulate questions • Respond to 5 W's questions during read alouds: <i>Quién, Qué, Dónde, Por qué, Cómo</i> (<i>Who, What, When, Why, How</i>) • Respond to literature: orally, in writing, or through gestures, or role playing • Make predictions before, during, and after reading a story • Make personal connections with the text



- Good readers preview stories and make predictions before reading.
- Good readers identify the important parts of a story.

- Recreate stories in different media (Mini-book, drawing, acting, through technology)
- Ask and answer questions about a story
- Respond to open-ended questions about a story

Click on the link to the WRSLL [World Readiness Standards for Learning Languages](#) and to the WLRSAAC [WL Readiness Standards Alignment with Common Core Standards](#) to learn more.

Unit 2: The Elements of a Story

Enduring Understandings:

- Good readers think about and analyze the story elements to determine importance and develop their ideas about a story.
- Good readers recognize, predict and infer the actions and goals of characters in a story.
- Good readers use the story elements to summarize stories and demonstrate comprehension.

In Spanish, students will:

- Identify or infer important characters, problems, settings, events, relationships, and details using the illustrations and the text in picture books
- Recognize and explain the goals, motivations, feelings, and traits of important characters
- Summarize and/or retell stories based on their knowledge of the story elements
- Create written responses using simple, compound, and complex sentences
- Deepen understanding of texts through collaborative discussions with peers
- Compare stories and/or characters, settings, and events in different stories with similar themes
- Read and discuss authentic literature from Spanish speaking and heritage cultures

Click on the link to the WRSLL [World Readiness Standards for Learning Languages](#) and to the WLRSAAC [WL Readiness Standards Alignment with Common Core Standards](#) to learn more.



Unit 3: Animal Adaptation

Enduring Understandings:

- Animals have physical and behavioral adaptations for getting food, for protection, and for survival in their environment.
- Good readers understand that nonfiction texts provide them with information about the world and its inhabitants.

In Spanish, students will:

- Read nonfiction passages in Spanish to locate facts and information about animals
- Identify supporting details in nonfiction selections
- Restate the stated or implied main idea in nonfiction selections
- Use context clues to understand low frequency vocabulary
- Write answers to open-ended questions using evidence from the text to support them
- Identify and describe different animal adaptations, physical characteristics, behavior, and habitat
- Generate questions about animals and their adaptations
- State opinions about which animal they like and explain why
- Explain how animals use their eyes, ears, legs, and tails to survive

Click on the link to the WRSLL [World Readiness Standards for Learning Languages](#) and to the WLRSAAC [WL Readiness Standards Alignment with Common Core Standards](#) to learn more.



**Unit 4: Los Precolombinos:
The Original Inhabitants of
Latin America**

Enduring Understandings:

- “Los precolombinos” were the inhabitants of the Americas prior to the arrival of Columbus.
- The Incas, Mayas, Aztecs, and Taínos were some of the original people of Latin America.
- Each ancient civilization had its own unique way of dressing, finding food, playing and expressing itself artistically.

In Spanish, students will:

- Research ancient Pre-Columbian cultures to create presentations on a variety of related topics (i.e., food, family life, art, animals, dwellings, activities, clothing, communication, and beliefs)
- Identify countries where Spanish is the official language and where the ancient cultures of Mayans, Incas, Aztecs and Tainos ruled
- Describe the geography and culture of Mexico and Central America, South America, and the Caribbean
- Describe the culture “now and then” of some of the regions studied
- Identify some major landmarks in Spanish speaking countries
- Compare and contrast one ancient culture to our own culture in terms of food, clothing, transportation, dwelling, and artistic expression

Click on the link to the WRSLL [World Readiness Standards for Learning Languages](#) and to the WLRSAAC [WL Readiness Standards Alignment with Common Core Standards](#) to learn more.