



Greenwich Public Schools Curriculum Overview

Native Spanish Language Arts Grade 5

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: The Author's Purpose</p> <p><i>Enduring Understandings:</i></p> <ul style="list-style-type: none"> • Good readers understand that authors have a purpose and the intention to communicate a message. 	<p>In Spanish, students will :</p> <ul style="list-style-type: none"> • Read and analyze digital and non-digital texts to find and describe the author's purpose • Identify the author's purpose in a text: entertain, persuade, inform • Describe the “entertaining” elements that an author adds to a story (i.e., exaggeration, suspense, repetition, internal thinking) • Compare entertaining stories • Analyze the text features of informational books • Express the characteristics of persuasive texts • Explain the purpose of a text with evidence orally or in writing • Create an informational presentation in any media using resources on a theme of personal interest



<ul style="list-style-type: none">• Good readers understand that the principal motivations for an author to write are to entertain, to persuade, or to inform.	<ul style="list-style-type: none">• Write a text with a specific purpose: inform, persuade or entertain <p>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.</p>
<p>Unit 2: Who is Don Quijote?</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none">• <i>Don Quijote</i> is the best known work of Spanish literature.• Classic stories from the Spanish speaking world help us understand and appreciate our cultural and linguistic heritage.	<p>In Spanish, students will:</p> <ul style="list-style-type: none">• Learn relevant facts about the geography and history of Spain for children (brief overview)• Identify famous authors and artists from Spain (and your country of origin)• Study the biography of Miguel de Cervantes: childhood, adolescence, difficulties and achievements, and how he has influenced and inspired others• Read childrens' versions of Don Quijote to discuss characters' goals and actions and to make inferences and summarize events• Analyze and describe illustrations of characters, settings, and events in <i>Don Quijote</i> picture books• Read as "detectives" to identify the author's message and/or purpose• Make personal connections with the stories and events of <i>Don Quijote de la Mancha</i>• Create digital summaries of a chapter of Don Quijote (children versions) using images, words, or dialogues• Identify the story elements of a chapter in Don Quijote (children's version) <p>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.</p>



<p>Unit 3: Narraciones (Personal Narrative Writing)</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none">● Authors understand that storytelling is the process of recounting a sequence of events, real or imagined.● Authors write personal narratives to better understand their experiences and to make meaningful connections with others.	<p>In Spanish, students will:</p> <ul style="list-style-type: none">● Write narratives which show actions, dialogue, and internal thinking● Write narratives including details, descriptive language, thoughts, connections, and feelings● Analyze and explain the writing style of narratives● Share personal stories orally, in writing, and digitally with others● Generate ideas for writing based on cultural celebrations and family events● Tell/write a story in order using transition words● Edit their own writing and the writing of others● Elaborate to add details, actions, thoughts, feelings, and/or dialogue● Make personal connections with the experiences of other writers● Include some literary devices such as sensory imagery in their personal narratives <p>Click on the link to the WRSLL World Readiness Standards for Learning Languages and to the WLRSACC WL Readiness Standards Alignment with Common Core Standards to learn more.</p>
<p>Unit 4: Expésate: Digital Storytelling</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none">● Digital writers use images, dialogue, sensory imagery, humor, and creativity , as well as organize layouts to articulate ideas, express and evoke emotions, and make their stories more interesting for their readers.	<p>In Spanish, students will:</p> <ul style="list-style-type: none">● Create digital graphic novels and comic texts● Learn the element of a graphic novel● Read graphic novels and comic books in Spanish (Gaturro, Natacha)● Create a story using images and digital resources● Plan, write and edit stories● Find images (using safe search options) or design images that match stories● Use storyboards to create and edit digital stories● Use different literary devices to enhance a story (similes, metaphors, sensory imagery, humor, repetition, and personification)● Incorporate elements of a story in digital storytelling (character, setting, goal, events, problem, solution, feelings)● State the role of illustrations in a story● Invent their own Don Quijote adventure comic book (book creator)



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.