

Greenwich Public Schools Curriculum Overview

Kindergarten: Humanities (Reading, Writing, & Social Studies)

Families as Partners in Learning

In Reading, Writing, and Social Studies, GPS students study other writers and thinkers, contemporary and historical, in order to develop their own abilities to read, write, speak, and think critically and globally.

The GPS Humanities Program is grounded in the workshop model and inquiry. The workshop model includes explicit strategy instruction through mini-lessons and conferring, an emphasis on providing student choice and the time for independent application of skills alongside peers, consistent conferring time in one-on-one or small group settings, and a structured “share” time to highlight student progress and products. Students also participate in inquiry-based learning as well as thematic studies which focus on incorporating and applying knowledge of civics, economics, geography and history to particular concepts, events, or topics.

The English Language Arts and Reading (ELAR) curriculum is aligned to the Connecticut Core Standards as delineated in each of the College and Career Readiness Anchor Standards: Reading: Literature, Reading: Informational Texts, Reading: Foundational Skills, Writing, Speaking and Listening, and Language.

The Social Studies Curriculum is aligned to the Connecticut Elementary and Secondary Social Studies Frameworks and College, Career, and Civic Life (C3) Framework.

All Kindergarten students participate in Wilson Foundations as our adopted early literacy learning program. Please click here to review [Kindergarten Foundations Curriculum Outcomes](#).

Unit	Student Learning Expectations
Unit 1: Launching the Writer’s Workshop and My Communities and Me Enduring Understandings:	Students Will Do: <ul style="list-style-type: none">● Play with images, pictures, and objects to develop story-telling capabilities.● Participate in role-playing scenarios in order to tell a new story or retell a story they have heard.

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| <ul style="list-style-type: none"> ● Writers use pictures and words to teach, tell stories, and share opinions. ● Writers choose topics that matter to them, rehearse aloud, then draft, revise, and edit. ● Writers share their work with others. ● Writers write lots of books about the things that they study. ● Writers observe and study real things (like leaves) and draw and write lots of details to teach others. ● Writers study and learn from other books and try some of those things in their own writing. ● Writers get better at writing with details and putting more information in their books so readers learn more. ● Citizens examine the need for rules and consequences. ● Citizens have roles, rights and responsibilities. ● Communities are important, and citizen involvement is key to effective communities. | <ul style="list-style-type: none"> ● Identify the routines and structures of Writing Workshop, especially how to independently access and use materials needed (ie. folders, paper choice, pens, date stamp, revision tools, etc.). ● Identify the structure of how stories are told, including an understanding of story elements such as characters and plot. ● Study pictures closely to notice more details and understand stories. ● Tell a story to match the pictures you created or curated. ● Talk with others about what you have “read.” ● “Read” and “reread” by looking closely at books that are well-known to tell stories. ● Determine how the character in a story feels. ● Connect writing and storytelling to one topic and go in order from beginning to end. ● Cycle through the steps of the writing process (think of a topic, plan out loud, draw, revise to add more specificity/detail, and edit). ● Draw detailed pictures to represent a topic and story. ● Listen and record sounds to label and write words. ● Revise writing by adding more information and detail to pictures and/or labels and words. ● Edit/make changes to pictures to clarify meaning. ● Work together as a community (decision making, rules, improvement of life quality, taking care of each other and resources, sharing). ● Know and understand that we have school and classroom norms that help our communities work together. ● Learn about and explain the members of communities and describe their roles and responsibilities (people in authority, community members). ● Learn about individuals and groups who have shaped history and significant historical changes (holidays, civic movements). ● Identify and understand the reasons for events in the past. ● Generate questions in response to reading and listening. ● Respond to others when in discussion (whole class, small group, partner). ● Respond to texts or peers using evidence/support for individual ideas. ● Explain purpose for rules. ● Explain how people work together and improve communities. ● Identify benefits of making decisions and make good decisions. |
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Click [Connecticut Core Standards for English Language Arts](#) and [Connecticut Elementary and Secondary Social Studies Frameworks](#) to learn more.

Unit 2: We are Readers--Emergent Reading**Enduring Understandings:**

- Good readers think about what they are reading/hearing read to them.
- Good readers notice more and more in the books they read repeatedly.
- Readers use print to read, notice details, and understand.
- Readers conversations about familiar books to help further comprehension.
- Readers and writers think of themselves as readers and writers through daily immersion in authentic reading and writing experiences.
- Readers use pictures and words to “read” and talk about books.
- Readers use their own life experiences to relate to books/ stories.
- Readers and writers can talk, draw, and write about the world around them.
- Writers study and learn from other books and try some of those things in their own writing.

Students Will Do:

- Begin to develop early concepts about print, including:
 - Following words from left to right, top to bottom, and page by page
 - Recognizing that spoken words are represented in written language by specific sequences of letters
 - Understanding that words are separated by spaces in print
 - Recognizing and naming all upper- and lowercase letters
 - Demonstrating the basic features of print (handwriting)
- Understand the routines and structures of the Reading Workshop.
- Work collaboratively with reading partners.
- Utilize pictures and words to learn and talk about information.
- Utilize story language and narrative structure to “read” familiar emergent story books.
- Gather information from stories to answer questions from the teacher and peers.
- Use sounds and letters to write labels and record learning.
- Choose topics by interest.
- Work together to research topics.
- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Use knowledge of sounds and letters to convey thinking in writing.

Click [Connecticut Core Standards for English Language Arts](#) and [Connecticut Elementary and Secondary Social Studies Frameworks](#) to learn more.

Unit 3: Writing for Readers and My Family & Me**Enduring Understandings:**

- Writers draw and write sentences that tell a true story.
- Writers use tools to help them write the best they can.
- Writers revise to make their stories more fun to read.
- Writers prepare a piece to publish and share with others.
- The past is represented through a sequence of events.
- People from the past can be alike and different from people today.
- Families are unique.
- The time in which we live affects us.
- Experiences shape who we are today (family, home, school).
- Places change over time (my community, my house, my school).

Students Will Do:

- Produce writing for an audience that is readable.
- Use a variety of tools, such as a word wall, partners, and checklists to write for their readers.
- Revise and edit prior to publication, ensuring--
 - Clear and detailed pictures
 - Descriptive labels
 - Multiple letters and words
 - Spaces between words
 - Punctuation at the end of sentences
- Ask questions to clarify meaning.
- Use mentor texts to learn how to write and ending that includes a strong feeling.
- Explore: Were people in the past the same as people today?
- Compare life in the past to life today.
- Compare family life today and in the recent past.
- Explore: How does my family's past affect me today?
- Study the perspectives of people in the past and in the present.
- Review and understand that different kinds of historical sources can be used to study the past
- Generate ideas and questions about historical sources
- Identify important information from historical sources
- Explain how historical sources are used today
- Gather information from historical sources in order to teach others
- Make claims/take a stance and use evidence to support claims/stance

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Unit 4: Reading Bigger Books Bigger and Writing How-To Books**Enduring Understandings:**

- Readers use patterns to help them read.
- Readers use what they know about letters and sounds to read new words.
- Readers use pictures to help them understand new words.
- Readers think about what's happening in a story and why.
- Readers talk about stories.
- Readers look at words and point as they read to match what they say to the number of words they see.
- Readers change their voices to bring books to life.
- Writers teach others by explaining how to follow steps.
- Writers learn how to craft their own writing by studying other writers' work.

Students Will Do:

- Grow their reading muscles to read bigger books.
- Understand and use sound-symbol relationships to extend their knowledge of letters and sounds to read unknown words.
- Integrate previously learned reading patterns and skills to read and understand more challenging books.
- Use spelling/word patterns to read words and better understand bigger books.
- Use letter-sound knowledge to read unknown words.
- Read high-frequency words, including high-frequency words with inflected endings.
- Use the whole picture to better understand what is happening in stories/books.
- Retell books, with a partner, using the story's structure.
- Learn to be flexible and independent problem solvers.
- Use one-to-one correspondence to point to each word as they read.
- Reread texts for meaning.
- Read with a partner to check for understanding.
- Use pictures to predict unknown words, then check the first letter and context to make sure the word looks right and makes sense.
- Recognize known words with automaticity.
- Use pictures and initial letter to read unfamiliar words.
- Persevere to read unfamiliar words.
- Read and tell stories with expression.
- Plan steps to create How-to Books.
- Illustrate books to help teach the reader.
- Use mentor texts to learn about the things writers do.
- Understand that writers revise not only their pictures, but also their words and sentences.
- Work with partners to make writing clearer and more specific.
- Cycle through the steps of the writing process (think of a topic, plan out loud, draw, write, revise to add more, and edit to fix up as best they can).

Click [Connecticut Core Standards for English Language Arts](#) and [Connecticut Elementary and Secondary Social Studies Frameworks](#) to learn more.

Unit 5: Reading and Writing Everywhere, My Place & Me

Enduring Understandings:

- Reading is an interactive process.
- We read to learn new information and write to share information.
- Avid readers think and talk about stories, nonfiction texts, and poetry.
- Readers think deeply about characters and their actions.
- Readers and writers learn about and react to nonfiction books.
- Writers can persuade readers using reasons and consequences.
- We can use our words to make changes in the world.
- Writers use pictures to tell stories.
- Maps and globes are used for many reasons.
- Weather and seasonal changes affect how people live.
- My community has physical features and specific types of weather.
- Weather influences our homes, our activities, and how our community works.

Students Will Do:

- Play reading games to reinforce early literacy skills.
- Think about, talk about, and participate in role-playing to bring books to life.
- Work not just with partners, but with clubs to read together, play reading games, role-play community scenarios, and act out books.
- Monitor their understanding of what they read.
- Read and reread poems out loud to help hear the rhythm and beat poems create in order to read fluently.
- Write copycat poems.
- Develop and maintain stamina and focus while reading.
- Use words effectively to make positive change in the world.
- Make lists, signs, and petitions, using words and pictures.
- Add more detail to their writing.
- Convince an audience of their opinion.
- Provide reasons and consequences to convince people.
- Explore the following ideas:
 - How does the geography and weather where I live affect my life?
 - How is my life the same or different from the lives of others in different places?
 - What does my family do differently during different seasons?
 - How does my family use maps?
 - How do we use maps and globes to learn about the world?
 - What are the key features of any map?
 - Why do different places on a map look different?
- Apply the concepts of directionality, spatial relationship, and size.
- Explain how maps, globes, photographs and other representations document places (they may show physical relationships, interactions, cultural and environmental characteristics).
- Know how weather, climate, and other environmental characteristics affect people's lives in places or regions.
- Construct maps and graphs.
- Describe the relationships between various places and regions.
- Identify cultural and environmental characteristics.
- Explain how weather and climate affect people's lives.

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Unit 6: Readers Learn and Writers Teach

Enduring Understandings:

- Readers and writers question the world around them
- Readers read for pleasure and to learn new information.
- Readers read nonfiction texts differently than how they read fiction/stories.
- Writers choose their words carefully.
- Readers know books can make you think more about something you already know.
- Writers teach others about things by writing information books.
- Writers write and revise.
- Writers tell everything they know about a topic.
- Writers use text features to help readers understand a topic.

Students Will Do:

- Apply strategies to read nonfiction texts with understanding.
 - Ask questions before, during, and after reading (I wonder why...? Where does...? What is this...?)
 - Compare and contrast the information on different pages
 - Collect "expert" words from nonfiction text to improve comprehension.
- Read nonfiction to learn about topics of interest.
- Read with a partner and share "wow" pages in order to learn more about a topic.
- Read multiple texts about one topic to learn more about the topic.
- Read about a topic and ask the author questions.
- Combine learning from more than one text.
- Compare and contrast information in multiple books.
- Synthesize information from pictures and words in order to better understand the topics they're reading about.
- Teach someone else about an interesting topic using pictures.
- Before writing, generate a list of multiple topics.
- Write about one thing at a time.
- Plan before you write.
- When writing, explain a different fact on each page.
- When writing, make sure you write about everything in your picture/s.
- When writing, make the ending count! Endings in nonfiction texts can--
 - Sum up the main idea
 - Bring all the separate information together on one page
 - Ask the reader to do something
- Talk to peers and act things out to explore different topics of interest.
- Teach about a topic by writing words and drawing pictures on multiple pages.
- Use text features to improve reading comprehension and nonfiction writing (captions, images, diagrams, charts, labels, bold words, titles, subtitles).

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Unit 7: Readers are Resourceful and Crafting Narrative Stories

Enduring Understandings:

- Readers apply strategies when they get stuck, and they do not give up.
- Readers read with accuracy, expression, and fluency.
- Readers improve their fluency by rereading stories and texts.
- Readers improve their comprehension by recalling the main parts of a story in order.
- Writers use punctuation, capital letters, and correct spelling.
- Writers study other writers.
- Writers make their stories interesting by using dialogue, action, and pictures.
- Writers invent new stories and create characters.
- Writers always keep an eye out for good things to write about.

Students Will Do:

- Use strategies to figure out the hard parts--
 - Notice when you are stuck.
 - Ask yourself, “Does this look right?” “Does this sound right?” “Does this word make sense?”
 - Talk to a peer/reading partner.
 - What do you already know about this story/topic?
 - What part is tricky? Why is this part tricky?
 - How else could you figure out what this word/part means?
 - Use resources such as context and pictures to figure out hard parts
- Preview a book/text before reading (front cover, back cover, first page, flip through the pictures, predict what they book/text will be about).
- Read with a purpose in mind, and retell stories to check for meaning.
- Reread stories to improve fluency.
- Help partners get unstuck and fix errors when reading and writing.
- Read aloud and in your head with expression and fluency.
- Read a story multiple times to make sure you understand everything the writer is trying to convey.
- Plan and write fictional stories across multiple pages.
 - Invent characters.
 - Think about actions the characters could do and say.
 - Identify why the characters will do these actions and what they will say.
 - Create a few different ways your story could end.
- Write many different fictional stories to improve creativity and story-telling capabilities.
- Create fictional stories based on experiences from your own life.
- Keep a writing journal that includes a list of topics they could write a story about.
- Use a combination of drawing and writing to narrate a single event over multiple pages.
- Tell about events in the order in which they occurred.
- Write a conclusion that shows the characters feelings or final thoughts.
- Write dialogue between two or more characters.
- Demonstrate a command of standard English grammar and usage when speaking and writing.
- Apply capitalization, punctuation, and spelling strategies when writing.

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