



# Greenwich Public Schools Curriculum Overview

## Grade 1: 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.

First grade students at Cos Cob School, Hamilton Avenue School, Julian Curtiss School, and New Lebanon School participate in Wilson Foundations as our adopted early literacy learning program. Please click [here](#) to review [Grade 1 Foundations Curriculum Outcomes](#).

| Unit   | Student Learning Expectations   |
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| <b>Unit 1: Reading: Build Good Habits (Book 1) Small Moments (Book 1) Citizenship in Our Community</b> | <b>Students Will Do:</b> <ul style="list-style-type: none"><li>• Participate in collaborative conversations about texts with peers and adults in small and larger groups.</li></ul> |

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| <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Readers develop habits for reading more and more books and for longer periods of time.</li> <li>• Readers tackle hard words in their books.</li> <li>• Reading partners build good habits for reading and talking about books together.</li> <li>• Writers choose topics, plan, and write stories about moments from their lives.</li> <li>• Writers bring their stories to life.</li> <li>• Writers learn from other writers.</li> <li>• Communities have rules.</li> <li>• Sometimes rules change over time to help communities be a better place to live.</li> <li>• There is a relationship between the roles of citizens and the functioning of a community.</li> <li>• Rules help the community be a better place to live</li> <li>• You can help make your community a better place to live.</li> </ul> | <ul style="list-style-type: none"> <li>• Retell stories by including only key details and describe characters and settings in a story.</li> <li>• Identify and explain the central message or lesson of a text.</li> <li>• Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation).</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds.</li> <li>• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>• Begin to spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> <li>• Read independently for longer periods of time.</li> <li>• Demonstrate perseverance when text presents as difficult.</li> <li>• Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use words to signal event order, and provide closure.</li> <li>• Use a combination of words and pictures to represent ideas.</li> <li>• Study craft moves from mentor texts to enhance their writing.</li> <li>• Edit and revise writing with support of mentor texts.</li> <li>• Describe how a community is a group of people with something in common.</li> <li>• Identify and understand everyone belongs to a number of communities.</li> <li>• Follow and understand the importance of rules at home, school, and in my community.</li> <li>• Know that people have roles and responsibilities in the communities of which we are members.</li> <li>• Understand people in authority in your home and school community have roles and responsibilities.</li> <li>• Identify ways in which actions affect others who live in a community.</li> </ul> <p>Click <a href="#">Connecticut Core Standards for English Language Arts</a> and <a href="#">Connecticut Elementary and Secondary Social Studies Frameworks</a> to learn more.</p> |
| <p><b>Unit 2: Word Detectives (New Book 2016) How To Books (If Then)</b></p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Readers apply and articulate the</li> </ul>   | <p><b>Students Will Do:</b></p> <ul style="list-style-type: none"> <li>• Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• Know the spelling-sound correspondences for common consonant digraphs.</li> </ul>  |

various decoding strategies they use.

- Readers notice problems as they read and stop to solve those problems right away.
- Readers learn and use high-frequency words to read and solve words.
- Readers use words and word parts to solve even harder words.
- Writers teach others about things they know to do well.
- Writers develop each step of the writing process.
- Writers learn to do different types of writing.
- Writers can use diagrams and words to teach people how to do something, step by step.

- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.
- Read with purpose and understanding.
- Read orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Recognize known words with automaticity in continuous text.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Use a combination of words and pictures to represent ideas.
- Generate writing ideas independently and expand upon them through thoughtful collaboration with their peers.
- Study craft moves from mentor texts to enhance their writing.
- Edit and revise work.
- Write a book to teach others..
- Plan their books across pages.
- Sketch and write.
- Collaborate with writing partners to make sure their writing is clearly written.
- Self-assess using editing and revising checklists.
- Apply grade appropriate language conventions in their writing.

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

**Unit 3: Reading Nonfiction (Book 2)  
Writing NF Chapter Books (Book 2)****Enduring Understandings:**

- Readers deepen their comprehension and improve their fluency while reading information books.
- Readers read to learn.
- Readers solve hard words in their books in order to keep reading and learning.
- Readers make their reading voices sound like experts.
- Writers write a lot.
- Writers revise and edit their work.
- Writers name a topic, give facts, and provide a sense of closure.
- Writers organize information to teach all about a topic.
- Writers plan and write lots of chapters to teach about a topic.

**Students Will Do:**

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Use the illustrations and details in a text to describe its key ideas.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
  - Pay attention to craft and structure to enhance fluency.
  - Linger on each page.
  - Study the information in photographs and illustrations.
  - Read smaller print, like labels and captions.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Do research by conducting interviews, studying photographs, and asking questions of “experts.”
- Apply appropriate punctuation skills in order to influence the way the reader reads their piece.
- Utilize a checklist in order to self-assess their work and set goals for themselves.
- Organize their writing, including titling each of their chapters.
- Determine what information is critical to their piece and take out the examples or information that does not fit.

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

**Unit 4: Characters/ Performing (If Then) Writing Reviews (Book 3) Poetry and Songs (If Then)****Enduring Understandings:**

- Acting out a story improves comprehension.
- Acting out or “seeing” a story allows the reader to better understand characters, setting, and story events.
- Readers notice lots of things about characters-the things they do, how they feel, and what they think.
- Readers reread to better understand and express things about the characters.
- Opinion writers elaborate on reasons by writing information to persuade others to agree with their opinion.
- Writers write about things they like (and don’t like) to convince others.
- Opinion writers work quickly and smartly to publish pieces that will affect others.
- Readers judge how convincing a writer is based on how they explain their message.
- Writers write poems and songs about things that they care about.
- Writers show their thoughts and feelings in poems.

**Students Will Do:**

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Understand that the adventures and experiences of characters in stories advance the story in some way.
- Know how and why authors make deliberate choices about what characters will do, say, and think.
- Identify main and supporting characters in a text.
- Use the pictures and the details in the story to get to know the character and be able to talk about that character.
- Use vocabulary about character traits and feelings to talk about characters in more specific ways.
- Try out more than one way of reading a line of dialogue or acting out an action.
- Know that opinions are different from facts and must be supported by reasons.
- Convince others of an opinion by crafting a clear and meaningful piece of writing.
- Include introductions and conclusions that grab the reader’s attention and talk in a persuasive voice.
- Read writing to partners with feelings to check for varied (and suitable) end punctuation.
- Know poems have a poetic structure, and craft poems with poetic structure.
- Understand that writers craft poems with attention to rhythm, word choice and conventions.
- Know that poets utilize the writing process when creating poems.
- Understand that poets observe the world around them closely, in order to generate ideas and make choices around language in their poems.
- Use elaboration strategies, like adding verses, making comparisons, and thinking about word choice, when crafting poems.
- Reread their poems aloud to partners to obtain specific feedback about their poems.
- Turn poetry into songs that focus on the musicality of writing poetry.

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**Unit 5: Readers Have Big Jobs (Book 3) Our Needs as a Community, Relationship Between Family, School**

***Enduring Understandings:***

- Readers take charge of their own reading to solve problems.
- Readers are flexible when using strategies to solve a reading challenge.
- Readers self-monitor as they read.
- Readers use everything they know to solve and check hard words.
- Readers make sure they understand what they are reading.
- Maps tell us about the communities where we live.
- Needs and wants affect how we live.
- People's lives are different based on where they live.
- Maps, graphs and globes are geographic tools.
- Maps, graphs, globes represent familiar places in various ways.
- Money is used in communities.
- People's past actions and beliefs can influence and change our community.
- We use historical sources to better understand the past.
- You can make a difference in your community.

**Students Will Do:**

- Think about what is happening in the story to solve a problem with an unknown word.
- Integrate all three cueing systems as they read (meaning, structure, and visual).
- Think about what is happening in the story to search for meaning.
- Envision the scene as they are reading, using the pictures and the words to make a movie in their minds.
- Reread to improve fluency and comprehension.
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Know that needs are things people must have to live and wants are things people can live without.
- Explore the difference between wants and needs and how a lack of resources affects everyone.
- Analyze basic functions of earning/ spending and the role of money while broadening their perspective of the world.
- Identify and describe the relationships between a “good” and a “service.”
- Understand that goods and services are produced locally in different communities.
- Explain how people earn money by working in various jobs.
- Understand and know how community helpers affect our community.
- Examine map features and functions while drawing conclusions and comparing various locations.
- Explore man-made and geographical landforms and how we use and need maps.
- Describe how weather and climate affect the environment and people's lives.
- Analyze geographic representations to describe places and their relationships, and the interactions that shape them
- Analyze geographic representations to identify cultural and environmental characteristics of places
- Analyze how and why communities change.
- Know that people influence change.
- Know there are places where you can learn about past events in your community.

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**Unit 6: Scenes to Series Writing  
(Book 4) Nonfiction Book Clubs,  
Nonfiction Writing*****Enduring Understandings:***

- Writers invent characters and take those characters on many different adventures.
- Writers plan and write stories about pretend characters.
- Writers sometimes develop a series of books about a pretend character.
- Writers develop their stories to make their stories more exciting to read.
- Writers get ready to publish.
- Writers can apply what they know about how to write fictional stories when telling nonfiction stories.

**Students Will Do:**

- Act out and tell the story as part of the oral rehearsal process.
- Write a series based on a new character or one they have already written about.
- Experiment with many different characters.
- "Show, Not Tell" by focusing on tiny realistic details.
- Include chapters to make sure their pieces have a clear beginning, middle and end.
- Use patterns in their series writing to elaborate.
- Self-assess, revise, and edit using writing checklists.
- Reflect and set goals for their writing.
- Produce multiple fiction stories.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Compare and contrast the adventures and experiences of characters in stories.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

**Unit 7: Meeting Characters (Book 4),  
NF Cover to Cover (If Then), Writing  
Projects (If...Then...)**

***Enduring Understandings:***

- Readers read for literal meanings and make inferences and connections to better understand a story.
- Readers study the characters, setting, and story events to understand what is happening.
- Readers learn more and more about the characters in their books.
- Readers discover the lessons stories teach.
- Nonfiction readers have strengths they can use to support their peers in nonfiction book clubs.
- Readers accumulate text and use strategies to support their understanding.
- Readers collect and organize information from several resources on one nonfiction topic.
- Readers work collaboratively to share information on a nonfiction topic.
- Readers synthesize and summarize information they have read.
- Readers compare and contrast learned information.
- Writers write to record observations, to learn about things and to teach readers.

**Students Will Do:**

- Build meaning before, during, and after reading.
- Understand rereading is important in order to notice details readers miss the first time around.
- Know how characters feel and how and why those feelings change across a story.
- Consider the lessons characters learn.
- Connect the pages together as they read noticing how parts fit together (i.e. with the title of the story, or the title of the chapter, or the details from the blurb, or the big problem in the story).
- Infer the lessons characters learn in a story.
- Collect information from several resources to inform ideas about one nonfiction topic.
- Use an organizational system to keep track of learned information.
- Synthesize and summarize information in order to develop clear ideas.
- Add your own ideas to what you have learned and revise your thinking as they read.
- Have conversations to deepen understanding of nonfiction text.
- Ask and answer questions by reading multiple books about one topic.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Participate in meaningful conversations using the new content-specific words.
- Plan and rehearse their topic to teach not storytell.
- Try out different structures for their nonfiction chapter books.
- Do research by using online sources, informational texts, conducting interviews, studying photographs, and asking questions of “experts”.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Conduct research by using online sources, informational texts, conducting interviews, studying photographs, and asking questions of “experts”.
- Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Say more, and more, by thinking about who will read their books, and what sorts of



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| <ul style="list-style-type: none"><li>• Writers get better at writing details so that readers learn more.</li></ul> | <p>information those readers will need (and want) to learn about.</p> <ul style="list-style-type: none"><li>• Utilize a variety of digital tools to produce and publish writing, including, in collaboration.</li></ul> <p>Click <a href="#">Connecticut Core Standards for English Language Arts</a> and <a href="#">Connecticut Elementary and Secondary Social Studies Frameworks</a> to learn more.</p> |
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