



Greenwich Public Schools Curriculum Overview

Grade 3: 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.

| Unit | Student Learning Expectations |
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| <p>Unit 1: Reading: Building a Reading Life, Writing: Crafting True Stories</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers make sense of complex texts. • Readers study characters, story structures, and textual clues, in order | <p>Students Will Do:</p> <ul style="list-style-type: none"> • Identify the certain elements of books which require more attention than others. • Interact with texts by asking questions and making comments. • Predict and retell a text to support an understanding of text. • Discuss texts with peers serves to deepen understanding. • Respond thoughtfully in writing and talk about books. • Interpret stories using key details from the text including characters, setting, problem, turning point, solution, conclusion, and plot. |

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| <p>to develop a clearer, more in depth understanding of text.</p> <ul style="list-style-type: none"> ● Participating in a structured writing workshop can support writers in creating their best work. ● Writing is more about a process than a final product. ● Writers create with an audience in mind. ● Understanding narrative structure and craft helps writers craft strong narratives. ● Writers are storytellers. | <ul style="list-style-type: none"> ● Analyze texts through discussion with peers to deepen understanding. ● Use feedback from peers and adults to support developing work. ● Develop and strengthen written work through planning, and then continuous revising and editing. ● Draw on strategies consistently and flexibly to craft a successful piece of writing. ● Craft narratives that consist of descriptive details, clear event sequences, introductions, and organizational sequences. ● Co-construct an interactive and trusting writing community. ● Develop stamina, fluency, and confidence as writers. ● Apply the writing process to plan, develop, and publish a piece independently. ● Write several small moment stories using a variety of strategies. ● Revise on an ongoing basis using craft techniques (engaging leads and endings, dialogue, descriptions of actions and feelings in writing). <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p> |
| <p>Unit 2: Reading: Mystery: Foundational, Writing: Changing the World</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers notice clues, wonder more about them, and try to make connections to better understand what they are reading. ● Readers study an author’s craft in order to better understand what they are reading, and also to improve their own writing. ● Writers convey their opinions in order to inspire their readers to behave or think differently. ● Writers present their opinion about a cause in a way that will inspire the audience to do something or think differently. | <p>Students Will Do:</p> <ul style="list-style-type: none"> ● Solve mysteries in stories by pausing, making and revising predictions, and identifying clues in a story as you read. ● Look closely at and interpret the smallest of a character’s actions in order to deepen meaning and understand how life lessons can be hidden in mystery stories. ● Understand how and why each book in a series introduces other settings and new characters. ● Identify and analyze characters, including the main detective(s). ● Identify and analyze the problem(s), clues, suspect(s) and motive(s) of a story. ● Interact with texts by asking questions and making comments in order to ponder and formulate theories while reading. ● Respond to texts thoughtfully in writing. ● Analyze texts through discussion with peers to deepen understanding. ● Analyze how readers are motivated through writing craft. ● Analyze speeches to understand that they follow a clear organizational structure where reasons and evidence are organized in hierarchical fashion in order to drive your audience to action. ● Understand that revision is completed on an ongoing basis. ● Identify when and how speech writers refute opposing arguments within their speech. ● Analyze how specific words can affect readers in different ways and evoke strong emotions. ● Incorporate ways to motivate an audience to take action. ● Create and follow a clear organizational structure in which reasons and evidence are organized in hierarchical fashion in order to drive their audience to action. |

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| <ul style="list-style-type: none"> Opinion writing includes essays but also petitions, editorials, and persuasive letters. | <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p> |
| <p>Unit 3: Writing: The Art of Information Writing, SS: History of Government in Greenwich & CT</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers make thoughtful decisions when collecting, organizing and presenting factual information to an audience. Writers also choose an underlying organizational structure and adhere to it when crafting their informational article. Drafting and revising are intertwined to lift the level of writing. All craft decisions are made with an audience in mind. Governmental decisions are made at the local, state, and federal level and have changed overtime. Rules and laws are important for our society. The United States is a democracy. Connecticut people and geography have changed over time. | <p>Students Will Do:</p> <ul style="list-style-type: none"> Comprehend informational articles by analyzing text structures and identifying how information is purposefully organized. Understand articles are carefully developed using information from various multimedia sources. Use correct citations when researching and embedding research. Develop a consistent note-taking system and use the notes to develop articles. Put information learned in your own words (paraphrase). Structure articles and group related information. Use information from various multimedia sources. Develop and strengthen writing by planning, simultaneously drafting and revising, and editing for publication. Construct expository paragraphs that are research based with topic sentences and factual details that support each topic sentence. Use simple transitions. Create text features when useful to aid reader comprehension. Know that Government officials at various levels and branches of government and in different times and places have different responsibilities and powers. Know a democracy relies on people’s responsible participation. Know there are implications for how individuals should participate in a democracy. Know the government pays for goods and services it provides. Know rules and laws change society and that people change rules and laws. Know groups of people make rules to protect freedoms and create responsibilities. Know policies are developed to address public problems. Know life in other historical time periods is different than life today. Know different kinds of historical sources are used to explain events in the past. Know historical sources have intended audiences and purposes that can be inferred from information within the source itself. Distinguish responsibilities and powers of government. Explain democracy. Explain the relationship between rules, people, and society. Explain the development of policies. |

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| | <ul style="list-style-type: none"> ● Compare time periods in Connecticut history. ● Gather information, assess options for action, and take informed action. <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p> |
| <p>Unit 4: Reading: Reading to Learn, Writing: Baby Literary Essay</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers learn through reading. ● Readers look for text structures that can support new learning. ● Readers grow their own ideas through reading, writing, and talking with peers. ● There are subgenres of nonfiction such as narrative nonfiction that require additional reading skills and strategies to navigate. ● Writers craft essays that state a strong opinion about a piece of literature and support it clearly with evidence from the text. ● Writers determine the organizational structure that will serve to support the advancement of their claim. | <p>Students Will Do:</p> <ul style="list-style-type: none"> ● Use text structure to support comprehension. ● Determine the main idea of a text and support your thinking with text evidence. ● Effectively communicate ideas about nonfiction to others. ● Generate, ask, and answer questions to deepen understanding text. ● Understand how authors present their own point of view and compare it to your own. ● Read information in both illustrations and text. ● Gather and compare & contrast information from multiple nonfiction texts (print and graphics). ● Ask questions and locate answers within text by consulting multiple texts, if necessary. ● Locate the main idea of a text and locate supporting details, as well. ● Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information and grow ideas. ● Distinguish your own point of view from that of the author of a text. ● Compare and contrast the most important points and key details presented in two texts on the same topic. ● Use transitional phrases to incorporate evidence and engage their audience. ● Write several essays to build writing muscles. ● Craft an essay that has a brief opening, a claim, reasons to connect back to the overarching claim, and a brief concluding statement. ● Sort, weigh & incorporate details to support that claim. ● Quote or paraphrase reasons. ● Devise organizational structures for comparing or contrasting characters, themes or other ideas across two texts. <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p> |
| <p>Unit 5: Reading: Character Studies, Reading: Research Clubs, SS: Colonial CT and Indigenous People</p> <p>Enduring Understandings:</p> | <p>Students Will Do:</p> <ul style="list-style-type: none"> ● Analyze characters in order to make inferences. ● Notice character patterns to building theories about characters and plot. ● Use inferences and theory-making about a character to deepen understanding of the character and the text. |

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| <ul style="list-style-type: none"> ● Readers get to know characters deeply by studying them and investigating patterns that disclose character traits and motivations. ● Readers use these observations to make theories and predictions about characters. ● Readers compare and contrast characters across books. ● Readers can develop their nonfiction reading skills by conducting short research projects. ● Colonists in Greenwich were a part of the American Revolutionary War. ● Greenwich was purchased by colonists from indigenous people. ● Indigenous people and colonists affected the history and culture of Greenwich and Connecticut. | <ul style="list-style-type: none"> ● Analyze and synthesize a story in relation to the story arc (plot diagram). ● Compare and contrast characters across books. ● Notice predictable character patterns to build theories. ● Locate information relevant to a given topic using text features. ● Consult illustrative components (map, graphs, charts) to support understanding of the text. ● Determine the main idea of a text with supporting details. ● Monitor for meaning as you read grade level texts. ● Synthesize information from multiple sources. ● Compare and contrast the most important points and key details presented in two texts on the same topic. ● Create sequence of events ● Compare developments across a timeline ● Compare historical time periods ● Generate questions based on what you know about a topic and what is presented about a topic. ● Explain historical connections to today. ● Summarize historical sources. ● Compare information gathered from multiple sources. ● Use historical citations (marker, dates, place of origin, intended audience) to evaluate a source ● Compare benefits and costs ● Explain cultural influence ● Explain cultural and environmental characteristics ● Adapt, present, construct, and critique arguments and explanations <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p> |
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| <p>Unit 6: Reading: Social Issues Book Clubs, Writing: Once Upon a Time, SS: Geography & Economy, Writing: Writing about Research</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers read across multiple genres--picture books, chapter books, poetry, nonfiction. ● Readers interpret and determine themes. | <p>Students Will Do:</p> <ul style="list-style-type: none"> ● Use similar skills and strategies for reading fiction texts when reading nonfiction texts. ● Read across multiple texts and synthesize ideas. ● Consider why the character's achievements matter to the world and ourselves. ● Grow ideas and theories about people, events, and concepts. ● Follow fiction and nonfiction structures in order to better understand specific components of a text. ● Identify and analyze descriptive details and clear event sequences that move a story forward. ● Identify and use dialogue to develop experiences or events and show how characters respond to situations. ● Develop a narrative that incorporates the elements and follows the structure of a folktale or fable. ● Apply the steps of the writing process to publish a piece. |
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- Readers look at issues that exist in the world through a variety of lenses.
- Readers think about what lessons they can learn from stories, fiction and nonfiction.
- Readers use what they have learned through various reading lenses to tackle new sets of texts.
- Local resources, like social, natural resources, and goods and services influence where we live.
- Writers can create nonfiction books by building upon their knowledge of information writing and their knowledge of how to use mentor texts.

- Understand, identify, and analyze causes and effects of events.
- Use maps to describe and explain relationships between places and their characteristics.
- Know cultural and environmental characteristics affect distribution and movement of people, goods, and ideas.
- Know human settlements and movements relate to locations and the use of natural resources.
- Know environmental and technological events affect human settlements and migration.
- Explain trade between individuals and businesses
- Construct maps
- Explain cultural and environmental characteristics
- Explain human and settlements
- Select and evaluate sources
- Make claim statements to construct arguments and support with explanations
- Write to learn.
- Use mentor texts to help lift the level of your writing.
- Write about new knowledge gained from a disciplined-based topic.
- Use observational writing, annotated timelines, embellished notes and writing-to-grow-ideas as methods for recording their knowledge, reflecting on that knowledge and growing ideas.
- Plan a table of contents related to topic and write chapters.

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