



Greenwich Public Schools Curriculum Overview

Grade 5: 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
<p>Unit 1: Reading: Interpretation Book Clubs, Writing: Narrative Craft</p> <p><i>Enduring Understandings:</i></p> <ul style="list-style-type: none"> Readers work to strengthen understandings about themes to become better writers. 	<p>Students Will Do:</p> <ul style="list-style-type: none"> Write and speak about reading with voice and investment. Synthesize the ideas presented by a text to isolate central themes that are applicable to your life. Build community and deepen understanding through the art of literary conversation. Identify an author's perspective/point of view and explain in speech and writing how it influences how events are described.

<ul style="list-style-type: none"> ● Readers analyze texts to determine themes that are applicable to their own lives. ● Readers build community and deepen understanding through the art of literary conversation. ● Writers draw on all they know about narrative writing structures to create stories. ● Writers ground their writing in a wealth of specificity reaching for the exact details that serve to elaborate their work. ● Writers convey meaning and significance through the stories they share with their literary community. 	<ul style="list-style-type: none"> ● Discuss themes with a peer group. ● Write about reading in such a way that the writing supports a developing understanding. ● Develop larger ideas and theories from a collection of evidence. ● Recognize that authors make specific choices in order to advance a theme throughout a text. ● Understand how craft and revision are driven by communication and rework your own writing in response. ● Redraft a story to bring out more meaning. ● Craft and revise writing based on feedback from teachers and peers. ● Imitate craft from mentor texts written by authors they admire. ● Redraft a story to help to expose meaning. <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:Tackling Nonfiction Complexity, SS: Indigenous People and Early European Settlers, Writing: Journalism</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers consider text structure and text features in order to develop a complete understanding of a nonfiction text. ● Readers accumulate knowledge on a topic by synthesizing information from multiple nonfiction resources. ● The relationships between the settlers and the indigenous people were shaped by a series of conflicts and compromises. 	<p>Students Will Do:</p> <ul style="list-style-type: none"> ● Discern parts of nonfiction texts that are more important than others. ● Determine the main idea of complex nonfiction texts. ● Identify and describe why texts are structured in various ways from sentence level to the structure of the entire piece. ● Write analytical responses about a text. ● Locate information from multiple print and/or digital sources, demonstrating the ability to locate an answer to a question or solve a problem efficiently. ● Identify and use text structures to navigate through nonfiction text and enhance comprehension. ● Develop researchable questions. ● Report on a topic, sequencing ideas logically and using appropriate facts and relevant descriptive details to support a controlling idea/thesis. ● Persist when the reading becomes difficult. ● Use chronological sequences of related events to compare developments that happened at the same time.

<ul style="list-style-type: none"> ● Journalists write to expose thoughtful observations about others. ● Journalists write concise, focused news reports that give details about an event. ● Writers teach about a topic and simultaneously engage readers. 	<ul style="list-style-type: none"> ● Explain how, during the same historical period, individuals and groups can have different perspectives. ● Describe connections among historical contexts and people’s perspectives. ● Identify a variety of causes and effects of events and developments. ● Explain how various groups of people have made rules to create responsibilities and protect freedoms. ● Determine how people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. ● Explain core civic virtues and democratic principles and describe how each guides government, society, and communities. ● Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. ● Determine how culture influences the way people modify and adapt to their environments. <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p>
<p>Unit 3: Reading: Reading Differently to Get Ready, Writing: Literary Essay</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers consider multiple themes as they read and note which are most supported by the text. ● Readers consider how themes are shown in the content of the text and through the author’s craft moves. ● Readers participate in literary conversations in order to deepen understanding. ● Readers read and reread in the wake of such conversations. 	<p>Students Will Do:</p> <ul style="list-style-type: none"> ● Consider multiple themes as while reading and identify which are most supported by the text. ● Consider how themes are shown both in the content of the text and in the author’s craft. ● Compare and contrast how similar themes are developed differently across two texts. ● Determine in what ways literary essays advance a theme (by using mini stories, evidence that supports a claim, and a clear structure). ● KWrite in a style that effectively weaves evidence from a text with one’s own opinions and perspectives on a topic. ● Use words, phrases, and clauses to link opinions or controlling ideas and reasons. ● Write using a coherent structure with a clear introduction, body, and conclusion. ● Draw evidence from literary or informational text to support analysis, reflection, and research. ● Present ideas about a text, emphasizing and supporting the identified (written or inferential) theme. ● Plan and draft a literary essay.

<ul style="list-style-type: none"> ● Readers collect evidence in order to make and support a claim. ● Writers generate thesis statements that forecast an essay's structure and content; collect evidence intended to make a claim; and craft mini-stories that are angled to a specific point of view. 	<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: Argument and Advocacy, Writing: Research-Based essay</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Researchers read across related texts, integrating and analyzing information learned, so that they can develop their own opinions on the topic. ● Researchers share their opinions on a topic with others in ways that are persuasive. ● Writers develop an arguable claim and build a well structured, well researched essay. ● Writers cleverly craft and support a position. ● Writers build powerful arguments in order to persuade others. ● Writers write for real-life purposes and audiences. 	<p>Students Will Do:</p> <ul style="list-style-type: none"> ● Compare and contrast written and multimedia text sets emphasizing opposing points of view and perspectives. ● Analyze an author's claim/s for validity. ● Investigate multimedia text sets with an eye toward author's perspective. ● Create and effectively organize individualized notes regarding contradictions in opposing same-topic texts to support idea development. ● Employ knowledge of text structures to enhance their comprehension. ● Collect, synthesize and then provide evidence of knowledge on a specific topic. ● Integrate information from several texts on the same topic in order to write and speak about the topic knowledgeably. ● Research a topic using texts and imedia resources (video, print, audio). ● Collect and organize ideas from multiple texts logically. ● Create cogent arguments by gathering supporting evidence. ● Analyze both sides of an argument with an analytical lens searching for multiple perspectives and views in order to effectively debate a topic. ● When writing, create and apply an appropriate organizational framework that aligns with the essay's content and purpose. ● Write an opinion piece supported with reasons and information that is logically organized. ● Refute an opposing opinion. ● When debating and writing, introduce a topic and conclude in such a way that the thesis is reiterated but not simply restated. ● Pose and respond to questions with comments that contribute to or elaborate on a topic being discussed.

	<ul style="list-style-type: none"> ● Review ideas and re-draft conclusions after careful thought about all sides and opinions expressed. <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 in the content areas, Writing: Lens of History, SS: Thirteen Colonies and Europe</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers use nonfiction reading skills to research a topic. ● Researchers zoom from general ideas to more focused ideas about a topic. ● Readers read to build theories and think critically. ● Readers see how various authors approach the same topic differently, swaying the readers to think in particular ways. ● Informational writing is distinctly different from narrative writing. ● Writers choose a structure to best convey their ideas. ● Writers revise sentences and phrases to improve the clarity of their writing. ● The relationships between the thirteen colonies and Europe were shaped by a series of conflicts and compromise. 	<p>Students Will Do:</p> <ul style="list-style-type: none"> ● When reading, focus on text structure. ● Summarize while reading and after reading. ● Organization information to send a specific message. ● Analyze information to identify the author's purpose. ● Take notes to organize your thinking as you read. ● Structure expository writing to convey an idea in an accessible and easy way. ● Craft a thesis that is supported throughout the writing. ● Investigate different aspects of a topic through short, targeted, research projects. ● Provide a list of sources for all quoted, paraphrased, and summarized information. ● Examine & analyze the structure of published newspapers and magazine articles. ● Summarize, paraphrase, and quote other's writing to support thesis statements. ● Link ideas using transitional phrases. ● Use precise language and domain specific vocabulary. ● Determine how and why sources provide varying information about the past. ● Identify and describe the causes and effects of events and developments. ● Describe policies that are developed to address public problems. ● Determine the positive and negative incentives that influence the decisions people make. ● Examine a variety of resources (human capital, physical capital, and natural resources) and how they are used to produce goods and services. ● To explain a historical event, carefully evaluate and select relevant sources, gather information, generate a controlling idea, and use textual evidence to support your explanation. ● Construct arguments and explanations based on your readings. ● Analyze social problems and attempt to create explanations and solutions. <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p>

**Unit 6: Reading Fantasy in Book Clubs,
Writing: Shaping Texts*****Enduring Understandings:***

- Readers learn that fantasy reading skills can improve skills in reading other genres.
- Readers learn to construct and navigate other worlds in order to learn life lessons and thematic patterns.
- Readers learn to deal with complexity in fantasy novels. Fact is combined with fantasy.
- Readers use strategies to hold onto the storyline when the plot gets tangled and the main characters seem confusing.
- Writers use parts of their real life when crafting fantasy tales.

Students Will Do:

- Compare and contrast stories within the fantasy genre.
- Identify and analyze metaphorical allusions in text and use them to understand the text at a deeper level.
- Determine and describe how a narrator's or speaker's point of view influences how events are described.
- Use strategies to detangle your thinking when reading complex texts.
- Use thematic understandings in other genres to understand themes in fantasy fiction.
- Recognize and analyze symbolism, allusion, metaphor, and craft.
- Read fantasy text critically to consider how multiple cultures are represented.
- Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Search for the truth and significance when re-telling a story, rather than recounting the event moment by moment.
- Orient the reader to their story by establishing a situation and introducing a narrator and characters skillfully.
- Utilize the writing process and previous crafting techniques as figurative language, sentence fluency, and word choice to bring forth their depth of meaning.
- Use dialogue, description, and pacing to develop events and show character responses to situations.
- Write a fantasy story that shows something important about who you are.

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