

Grade 5 ELA Curriculum

Subject	Language Arts		
Grade/Course	Grade 5		
Unit of Study	Unit 1: Interpretation Book Clubs: Analyzing Themes (Book 1)/Narrative Craft (Book 1)		
Pacing	September-November This content unfolds over 20 sessions each, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.		
Unit CT Core Content Standards			
<u>Reading Foundational Skills</u>			
<u>RF.5.3:</u> Phonics & word recognition Know and apply grade level phonics, word analysis skills to decode <u>RF.5.4:</u> Fluency: read with sufficient accuracy and fluency to comprehend text			
Reading <u>Literature and Informational</u>	<u>Writing</u>	<u>Speaking/Listening</u>	<u>Language</u>
<u>RL.5.1</u> Quote accurately to explain explicit text and draw inferences <u>RL.5.2</u> Determine a theme from key details including responding to challenges/reflect on a topic & summarize the text <u>RL.5.3</u> Compare/contrast character, setting, event in depth using specific details <u>RL.5.4</u>	<u>W.5.3</u> Narrative that establishes situation characters, events, dialog/description/pacing/transitional words, concrete words/phrase, sensory, conclusion <u>W.5.4</u> Produce clear/coherent writing with development, organization appropriate to task, purpose, audience <u>W.5.5</u> Develop and strengthen through planning,	<u>SL.5.1</u> Range of collaborative discussions, prepared, agreed upon rules, pose/respond to questions, review ideas expressed explain own ideas <u>SL.5.6</u> Adapt speech to a variety of contexts and audiences	<u>L.5.1</u> Conventions: conjunctions, prepositions, interjections, form/use perfect, verb tense to convey time/state/condition, recognize/correct shifts in verb tense <u>L.5.2</u> Punctuation to separate items in series, comma to set off words, titles of works, consult references for spelling as needed <u>L.5.3</u>

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<p>Meaning of words/phrases in text including figurative language, metaphors, similes</p> <p>RL.5.5 Explain how series of chapters, scenes, stanzas provide overall structure</p>	<p>revising, editing or trying new approach</p>		<p>Expand/combine/reduce sentences, compare/contrast varieties of English</p> <p>L.5.5 Figurative language, Word relationships & nuances, simple similes, metaphors, idioms, adages, proverbs. Relate words through synonyms & antonyms</p>
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> 1. How can readers use a reading journal to write about reading with conviction, a sense of purpose, and voice? 2. How can readers raise the level of my writing and talking about literature to interpret texts? 3. How can readers compare and contrast different texts to consider universal themes? 4. How do writers increase their independence while improving the quality of their writing at the same time? 		<ol style="list-style-type: none"> 1. Readers will learn to approach writing about reading with a sense of purpose using their own voice by thinking aloud and growing their personal ideas. 2. Readers notice significant parts of texts and use them to interpret themes when reading literature. 3. Advanced readers will examine theme in more than one text to identify universal themes in their own novel. 4. Accomplished writers use strategies they already know to become increasingly independent in the decisions they make as authors. 	

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Reading Bends	Writing Bends
<p>Bend 1: In the first bend, students will learn to approach their reading notebooks the way they do their writing notebooks - with conviction, a sense of purpose, and voice. Students will learn to lift the level of their writing - about - reading by studying mentor texts, using literary language, and backing up their ideas with text evidence.</p> <p>Bend 2: In the second bend, students transition into book clubs, reading the same text more than once with partners to identify themes. Students will sharpen their reading skills and see more significance in a text. They will learn to trust that they notice things for a reason.</p> <p>Bend 3: The third bend, students will compare and contrast themes across texts. Each club will explore a selection of short texts and highlight themes that fit the novels they have read. Students will learn how to analyze these themes by noticing the roles that characters play and how authors use specific techniques.</p>	<p>Bend 1: In this first bend, students will draw on a repertoire of strategies taught in previous grades. They will learn how to write long entries every day, meeting teachers high expectations for productivity. Students will learn to lift the level of their work by dreaming the dream of their stories, re-experiencing an event as they put pen to paper.</p> <p>Bend 2: In the second bend, students will choose a seed idea through the writing process. Students will draw on all the narrative crafting techniques they have ever learned. Students will learn that stories can be told differently depending on the theme the writer wants to bring out.</p> <p>Bend 3: In the final bend, students will begin anew with a third personal narrative. Students will learn from close reading of a mentor text. Students will practice dramatizing a scene to capture the unfolding experience on the page to recapture the truth of the experience. They will learn how to self-evaluate and set goals as they move forward.</p>
Teaching Points	
Reading	Writing
<p>Bend 1:</p> <ol style="list-style-type: none"> 1. Working toward specific reading goals to grow as a reader 2. Using qualities of strong writing about reading 3. Reading and noticing details they can later write about 4. Rereading searching for new insights 5. Noticing the narrator and how his perspective is different from other characters 6. Use questioning to think analytically 	<p>Bend 1:</p> <ol style="list-style-type: none"> 1. Using multiple strategies for generating personal narrative ideas 2. Writing in a way that allows readers to experience a small moment along with the writer 3. Reading great stories in order to write great stories 4. Putting yourself in the skin of the person in the story, allowing the character's point of view to be experienced 5. Using tools (Narrative Writing Checklist) to

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<p>7. Use mentor texts to revise writing about reading and raise level of thinking</p> <p>Bend II:</p> <p>8. Paying attention to characters, setting, and plot as they read closely and make significance of the text</p> <p>9. Asking what lesson a character is learning from the problem to determine theme</p> <p>10. Seeing the text differently through conversations with others</p> <p>11. Connecting ideas to form bigger theories</p> <p>12. Gathering evidence to add on to or change their interpretation</p> <p>13. Determining debatable ideas/questions and support them with text evidence</p> <p>14. Exploring how an effective book club elevates the level of comprehension</p> <p>Bend III:</p> <p>15. Noticing similarities and differences about universal themes across multiple texts</p> <p>16. Revising interpretations of theme to make them more precise</p> <p>17. Comparing two different characters connect to a common theme</p> <p>18. Thinking about choices an author didn't make to better understand the choice he did make</p> <p>19. Studying an author's goals and techniques</p> <p>20. Celebrate</p>	<p>assess writing, set goals, and revise</p> <p>Bend II:</p> <p>6. Writing fast and furious to flash-draft an entire story</p> <p>7. Rewriting to revise and think about what the true meaning of the story is</p> <p>8. Revising writing by attending to a story structure (story arc)</p> <p>9. Elaborating important parts of the story</p> <p>10. Incorporating scenes from the past or future to highlight significance</p> <p>11. Writing endings that resolve problems, teach lessons, or make changes that tie back to big meanings</p> <p>12. Using tools (one at a time) to self-assess, revise, and edit writing</p> <p>Bend III:</p> <p>13. Studying mentor texts to mimic their writing techniques</p> <p>14. Using writer's notebook as a place to continuously draft and revise ideas and techniques</p> <p>15. Stretching out the tension and slow down the problem for characters</p> <p>16. Capturing the exact actions and images that lead to an emotional response</p> <p>17. Developing secondary characters' role to the story's meaning</p> <p>18. Studying mentor texts for the power of the comma</p> <p>19. Paying attention to writing mechanics: colons, semicolons, parentheses, ellipses, dialogue, varied sentence length, etc.</p> <p>20. Celebrate</p>
Word Study Topics	
<i>Words Their Way Scope and Sequence</i>	

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This chart shows the skills presented in Words Their Way®: Word Study in Action. The first column lists the word features. The subsequent columns indicate the Words Their Way level or levels at which the word features are covered.

When implementing word study in the classroom, it is important to understand the progression of the stages of spelling development. It will help teachers determine which word study activities are most appropriate for students. The methodology of the professional development book Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction is based on the progression of these developmental stages. Please click on the following link for more information on these stages in relation to Words Their Way [Words Their Way: Word Study in Action](#)

Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.

Evidence of Learning - Assessment

[TC High Leverage Reading Assessment](#)

**See Heinemann Online Resources for copies. District may designate the use of another version of assessment.*

Smarter Balanced Assessment Resources

The following links will provide rubrics to use in the holistic scoring of narrative, opinion, and informational writing:

[Smarter Balanced Brief Write Rubrics](#) (3-11)

[Smarter Balanced Narrative Performance Task Writing Rubric](#) (Grade 3-8)

[Smarter Balanced Informational Performance Task Writing Rubric](#) (Grade 3-5)

[Smarter Balanced Opinion Performance Task Writing Rubric](#) (Grade 3-5)

Smarter Balanced Interim Blocks

Interim assessment blocks may be used for a variety of assessment purposes, including: pre/post, interim and formative (additional evidence of learning).

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and ELA/literacy. The interim assessment items are non-secure but non-public. This means that educators may view the items, however, they should not be made public outside of classroom, school or district use.

Unit-aligned Smarter Balanced Interim Assessment Block (IAB)*:

IAB - ELA Grade 5- Brief Writes - [CSDE Comprehensive Assessment Portal](#) (Click on *Smarter Balanced Assessment* - tab on left; then, click on *Assessment Viewing Application*)

**Some interim blocks show clear, strong alignment to priority standards within the unit. Other blocks have been placed in one specific unit but could be aligned to the priority standards of several units.*

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Blocks have been spread out over the course of all units for a more balanced approach to assessment throughout the school year. These interim blocks, used in partnership with the Style Guide , will support the creation of unit- and standard-aligned items for instructional use.		
Pre/Post Assessment		Additional Evidence of Learning
<p>Reading:</p> <p>Pre/post assessment-</p> <ul style="list-style-type: none"> ● Teacher Instructions* ● Preassessment* ● Preassessment Sample Responses* ● Preassessment Student Rubrics* ● Postassessment* ● Postassessment Sample Responses* ● Postassessment Student Rubrics* <p>Writing:</p> <p>Pre/post assessment-</p> <ul style="list-style-type: none"> ● Narrative On-Demand* ● Performance Assessment Prompt* ● Narrative Writing Learning Progression, Pre-K-6* ● Narrative Writing Rubric, Grade 5* ● Narrative Writing Student Samples, Grade 5* ● Narrative Writing Checklist, Grade 5* 	<ul style="list-style-type: none"> ● Running Records* (consider student benchmark at this point in the year) ● WPM rate benchmark chart ● Narrative Reading Progressions, Grade 5* ● Narrative Writing Learning Progression, Pre-K-6* 	<p>Reading:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation of small group work ● Daily reading log sheet ● F&P Continuum of Literacy Question Stems by GRL ● Exit tickets ● Homework for each session may be used as formative assessment <p>Writing:</p> <ul style="list-style-type: none"> ● Conferring notes ● Narrative Conferring Scenario Chart* ● Observation of small and whole group ● Student work: One or more student work samples for each writing session ● Writing About Reading in Reader’s Notebooks ● Narrative Writing Checklist*
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The reading and writing workshop model is a researched-based instructional model.</p> <p>See <i>A Guide to the Reading Workshop Model: Intermediate Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann online resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p>		

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- the architecture of the mini-lesson: connection (teaching point), direct instruction and active engagement, link
- the architecture of a conference and small group work: mid-workshop teaching
- share/whole group processing
- setting up and provisioning the reading workshop

The Heinemann online resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.

Anchor Charts

Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.

Reading	Writing
Writing Well About Reading Color / B&W Drawing on All You Know to Read Well & Interpret Texts Color / B&W To Deepen Interpretation, Readers Can... Color / B&W	Strategies for Generating Personal Narrative Writing Color / B&W Techniques for Raising the Level of Narrative Writing Color / B&W

Instructional Moves

Blauman, Leslie A.; Burke, James (Jim) R. (Robert). *The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them (Corwin Literacy)* (Page 120). SAGE Publications. Kindle Edition.

Possible Student Challenges	Teacher Moves
Reading closely	<ol style="list-style-type: none"> 1. Pose questions about the text’s words, actions, and details that require students to look closely. Don’t do the answering for them! 2. Display a text via tablet or computer and ask students to select specific words, sentences, or paragraphs they think are essential; ask students to explain how it contributes to the meaning of the larger text. 3. Draw students’ attention to text features and structures, and think aloud how you combine information in these elements to understand the page/section/text as a whole. 4. Provide short pieces of text for students to practice “reading closely” for specific purposes.

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	<p>5. Have students respond to their reading and their thinking about texts. This could be accomplished in response journals or other reading notebooks.</p>
Drawing inferences from the text	<ol style="list-style-type: none"> 1. Choose texts to read aloud and plan where you will model inferring. Think aloud how you make inferences, and tie these inferences back to specific words and phrases in the text. 2. Have students use two different colored highlighters to code where information in the text is answered literally or explicitly and another color to show where it's answered inferentially. Annotate how the text led to inferences.
Determining the main idea, central message, lesson, or moral, or theme of a story, drama, or poem	<ol style="list-style-type: none"> 1. Point out common spots for identifying main idea/theme in a text and how you scrutinize specifics (TOC, headings, topic sentences, key events, recurring vocabulary, illustrations) to infer ideas throughout the text. Have students turn and talk whenever you want them to work through a key part where an important idea can be inferred. 2. Pose questions that get students looking for theme via the following avenues: Naming a lesson in the story (What lesson did _____ learn by the end? What lesson or message did you get from reading this book?) Identifying a social issue in a story (What have you learned about _____ from reading this book? What are you learning about the issue of _____ here?) 3. Keep a classroom chart of themes that students discover in texts (with love and understanding, families can overcome loss; accept who you are; bullies lose out; perseverance pays off, and so on).
Determining the meaning of figurative language such as metaphors and similes	<ol style="list-style-type: none"> 1. Choose texts rich with figurative language and discuss the language as you read aloud to the class. 2. Teach explicitly the different types of figurative language (simile, metaphor,

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	<p>analogy, personification, etc.) and why they are used in text. Keep class charts of examples of figurative language from shared texts or have students record examples in their writing notebooks or journals.</p> <ol style="list-style-type: none"> Use shared texts of poetry under a document camera or projected on an interactive whiteboard to find examples of figurative language, name them, and annotate how they lead to meaning of the text or create visual and sensory images.
<p>Comparing and contrasting the overall structure of events, ideas, concepts, or information in two or more texts</p>	<ol style="list-style-type: none"> Model how you determine the overall structure of each of the texts. Complete a chart with similarities and differences. Delineate events, ideas, concepts, and information. Discuss the similarities in both and the differences. Discuss the meaning of the differences between the two. Provide graphic organizers so that students can replicate this as they read independently or work in groups.
<p>Producing writing that is clear and coherent</p>	<ol style="list-style-type: none"> Model in front of the students writing the same topic for different audiences and different tasks and have students notice how the pieces differ. Model for students how writers add and remove information in their pieces to achieve clarity. Using a tablet or document camera, write a draft and then “think aloud” what you could remove and why. Then find a section where you could add more and model how you would do that. Have students read through their writing and highlight any words or sections that could be removed. Explain the difference between concrete and abstract words and generate examples of both. Demonstrate how using concrete words produces clear writing. Direct students to underline the subject of each sentence in their text; then ask them to find all the abstract subjects and replace these with concrete subjects

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	<p>appropriate to the subject.</p> <p>6. Teach students how to determine the extent to which all the sentences in a paragraph and the larger piece itself work together to make one coherent whole; think of each sentence as a piece in a larger puzzle that should, when assembled, show us the big picture.</p>
Mentor, Demonstration, Read-aloud, Shared Texts *Included in the Grade 5 Trade Pack	
Reading	Writing
<p>May include other similar texts of the appropriate grade level band</p> <p>Book list: Additional Great Book Choices for a Unit on Interpretation</p> <p>Demonstration Texts <i>Home of the Brave</i> by Katherine Applegate * Please click here for pacing guide for mini lessons and read alouds sessions 1-12 Please click here for pacing guide for mini lesson and read aloud sessions 13-19</p> <p>Read-Aloud Texts <i>*Home of the Brave</i> by Katherine Applegate * <i>*Fly Away Home</i> by Eve Bunting * “Dreams” by Langston Hughes from The Collected Poems of Langston Hughes</p> <p>Suggested Texts <i>Bud, Not Buddy</i> by Christopher Paul Curtis <i>*Because of Winn-Dixie</i> by Kate DiCamillo (Grade 3 trade pack) <i>My Name is María Isabel</i> by Alma Flor Ada <i>Out of the Dust</i> by Karen Hesse <i>Bridge to Terabithia</i> by Katherine Paterson <i>Esperanza Rising</i> by Pam Muñoz Ryan <i>Wrinker</i> by Jerry Spinelli <i>Charlotte’s Web</i> by E. B. White</p> <p>Other Resources <i>The Literary Essay</i> by Lucy Calkins, Kathleen Tolan, and Alexandra Marron, from Units of Study in Opinion, Information, and Narrative Writing <i>The Research-Based Argument Essay</i> by Lucy Calkins, Mary Ehrenworth, and Annie Taranto, from Units of Study in Opinion, Information, and Narrative Writing <i>Visible Learning</i> by John Hattie <i>Understanding by Design</i> by Grant Wiggins</p>	<p>Mentor Text *“Eleven” and “Papa Who Wakes Up Tired in the Dark” by Sandra Cisneros</p> <p>Exemplars Student exemplar “Goosebumps” (CD-ROM Session 5) Student exemplar by Cameron (Session 9, FIG 9-1)</p> <p>Suggested Texts and Resources</p> <p>Personal Narratives <i>Homesick</i> by Jean Fritz <i>Childtimes</i> by Eloise Greenfield <i>Little by Little</i> by Jean Little</p> <p>Collections of Short Narratives “The House on Mango Street” by Sandra Cisneros (includes “Papa Who Wakes Up Tired in the Dark”) “Woman Hollering Creek And Other Stories” by Sandra Cisneros (includes “Eleven”) <i>Hey World, Here I Am</i> by Jean Little</p> <p>Analyze for Story Arcs <i>Peter’s Chair</i> by Ezra Jack Keats <i>The Little Engine That Could</i> by Watty Piper</p> <p>Characters Travel Through Time and Space <i>The Lion, the Witch and the Wardrobe</i> by C. S. Lewis</p> <p>Ending Stories <i>Charlotte’s Web</i> by E. B. White Study Punctuation in Picture Books</p>

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	<p><i>Come On, Rain!</i> by Karen Hesse <i>Night in the Country</i> by Cynthia Rylant Resources for Teachers <i>Writing A Life</i> by Katherine Bomer <i>A Fresh Approach to Teaching Punctuation</i> by Janet Angelillo <i>The Power of Grammar</i> by Mary Ehrenworth and Vicki Vinton <i>Practical Punctuation</i> by Dan Feigelson</p>
Read-Aloud & Shared Reading	
<p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading Process the text Whole-class book talk</p> <p>Read-Aloud process: Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p> <p>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
Vocabulary <i>*Vocabulary identified in Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</i>	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
analytical complex constitution convey effect(ive)* elaborate * elevate exemplary	affix-prefix,suffix anecdote annotate caucus colon debate ellipses inquiry

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<p>infer *</p> <p>initial</p> <p>insight</p> <p>insights</p> <p>interpret</p> <p>perspective</p> <p>persuade</p> <p>precise</p> <p>prioritize</p> <p>probe</p> <p>quality</p> <p>reference</p> <p>significance</p> <p>similarities</p> <p>specific</p> <p>synthesize</p> <p>technique</p> <p>theory</p> <p>universal</p>	<p>mentor</p> <p>parentheses</p> <p>prompt</p> <p>rebuttal</p> <p>revise *</p> <p>semi-colon</p> <p>theme*</p> <p>trait</p>
Suggestions for Differentiation, Scaffolding and Intervention	
<p>CT Dept. of Education Evidence-based Practice Guides – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</p> <p><i>Up the Ladder: Assessing Grades 3-6 Writing Units of Study</i> books and online resources</p> <ul style="list-style-type: none"> There are three units in the <i>Up the Ladder</i> series, and each contains 20-22 sessions. These books have been designed for children in grades 3-6 who may not yet have had many opportunities to practice writing narrative, information, and opinion/argument pieces, or might have not have had those experiences in workshop-style classrooms. The units aim to support students in writing with increasing volume and with growing skill and sophistication. Sessions in the <i>Up the Ladder</i> series are shorter and simpler than those in the writing Units of Study. <p>Use individual student performance data to inform intervention in small group and conferring work.</p> <p>Effective Intervention Strategies for Teachers</p> <ul style="list-style-type: none"> Use grouping Use feedback, reinforcement and recognition Use similarities and differences Use advanced organizers such as graphic organizers Provide feedback Use summary and note taking Use hands-on, non-linguistic representations <p>Meeting Students’ Needs Through Scaffolding</p> <ul style="list-style-type: none"> Identify, bold, and write in the margins to define words that cannot be understood through the context of the text 	

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- Chunk long readings into short passages (literally distributing sections on index cards, for example), so that students see only the section they need to tackle
- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

Supporting Struggling Readers

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

Assistive Technology

Writing:

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines.
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.
- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

Colorin Colorado

CT English Learner Proficiency Standards, Linguistic Supports

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge

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- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames

Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

Interdisciplinary Connections

Social Studies Grade 5: Early United States History

Students engage in the study of events early in United States history from indigenous peoples here prior to colonization through the American Revolution, including indigenous life in New England, Europe in the 1400s and 1500s, early settlements, 13 colonies, relations with indigenous peoples, French and Indian War and American Revolution. Consider opportunities for students to read/write on related topics.

NGSS Grade 5 Science topics include Structure and Properties of Matter, Matter and Energy in Organisms and Ecosystems, Earth's Systems and Space System: Stars and the Solar System. Consider opportunities to read, write, and communicate about related topics.

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