

## Grade 5 ELA Curriculum

<b>Subject</b>	Language Arts		
<b>Grade/Course</b>	Grade 5		
<b>Unit of Study</b>	Unit 2: Tackling Complexity: Moving up Levels of Nonfiction (Book 2)/ <a href="#">Information Writing: Reading, Research and Writing in the Content Areas</a> (If/Then p. 30) (Title is linked to If/Then Lessons)		
<b>Pacing</b>	November-Mid December  The reading & writing topics unfold over 19 & 18 sessions, respectively, 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.		
<b>Unit CT Core Content Standards</b>			
<a href="#">Reading Foundational Skills</a>			
<a href="#">RF.5.3:</a> Phonics & word recognition: Know and apply grade level phonics, word analysis skills to decode			
<a href="#">RF.5.4:</a> Fluency: read with sufficient accuracy and fluency to comprehend text			
<b>Reading <a href="#">Literature and Informational</a></b>	<b><a href="#">Writing</a></b>	<b><a href="#">Speaking/Listening</a></b>	<b><a href="#">Language</a></b>
<a href="#">RI.5.1</a> Quote accurately to explain explicit text and draw inferences  <a href="#">RI.5.2</a> Determine two or more main ideas, explain how supported by key details; summarize text  <a href="#">RI.5.3</a> Explain relationships, interrelationships of two/more events/ideas/concepts using details  <a href="#">RI.5.4</a> Meaning of general	<a href="#">W.5.2</a> Informative text introduce, group related ideas, develop, link, use precise language, conclusion  <a href="#">W.5.4</a> Produce clear/coherent writing with development, organization appropriate to task, purpose, audience  <a href="#">W.5.7</a> Short research using several sources to	<a href="#">SL.5.1</a> Range of collaborative discussions, prepared, agreed upon rules, pose/respond to questions, review ideas expressed explain own ideas  <a href="#">SL.5.3</a> Identify reasons and evidence a speaker provides	<a href="#">L.5.1</a> Conventions: conjunctions, prepositions, interjections, form/use perfect, verb tense to convey time/state/condition, recognize/correct shifts in verb tense  <a href="#">L.5.2</a> Punctuation to separate items in series, comma to set off words, titles of works, consult references for spelling as needed

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<p>academic &amp; domain-specific words for grade</p> <p><a href="#">RI.5.9</a> Integrate information from two texts on same topic</p> <p><a href="#">RI.5.10</a> By the end of the year, read and comprehend informational texts, at the high end of the grades 4-5 text complexity band</p>	<p>build knowledge that investigate different aspects</p> <p><a href="#">W.5.8</a> Recall experiences or gather information from print or digital, summarize, paraphrase, list sources</p>		<p><a href="#">L.5.3</a> Expand/combine/reduce sentences, compare/contrast varieties of English</p> <p><a href="#">L.5.6</a> Use words/phrases acquired through conversation/reading conversational, academic, domain-specific words for logical relationships</p>
<b>Essential Questions</b>		<b>Corresponding Big Ideas</b>	
<ul style="list-style-type: none"> <li>● How can readers identify the features of non-fiction texts with increased complexity?</li> <li>● How can readers use multiple sources of information to research a topic?</li> <li>● How can readers summarize a complex text balancing specific details and generalizations?</li> <li>● How can readers learn from mentor texts in order to make their own writing more focused and informative?</li> <li>● How do writers read and write like historians in order to share all they know about a topic?</li> </ul>		<ul style="list-style-type: none"> <li>● Readers can read analytically, tackle complex vocabulary, and think about the relationship between the parts and whole of a text.</li> <li>● Readers can conduct primary research and discover patterns and main ideas significant to their topic.</li> <li>● Readers can synthesize information across different texts noticing ways texts are similar and different in their content and presentation</li> <li>● Readers can craft their own writing using an organized structure by thinking about mentor texts and revising their writing using various lenses.</li> <li>● Writers read to develop expertise about a subject in order to narrow down their topics and then expand their knowledge by</li> </ul>	

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	<p>coming up with questions and hypotheses to guide additional research. Writers take notes, write reflections about new learning, and write research reports under the influence of mentor texts. Writers elaborate and use text features to clearly and accurately communicate about the topic.</p>
Reading Bends	Writing Bends
<p><b>Bend 1:</b> In the first bend, students will be introduced to nonfiction texts of increased complexity. Students will identify the features that make them more complex. This includes tackling increasing vocabulary demands. Students will read more analytically, thinking about the relationship between the parts and the whole. Students will summarize, crafting concise versions of a text’s main ideas and key supporting details.</p> <p><b>Bend 2:</b> In the second bend, students become independent researchers. They conduct primary research to select a topic. Through their research students will discover the patterns and main ideas significant to their topics. Students will question what they read and read on to find answers. Students will synthesize information across different texts on a subtopic, noticing ways texts are similar and different in their content and presentation of a subtopic. They will embark on independent inquiry projects on topics of their own choosing.</p>	<p><i>Considerations as you prepare for this unit: WPS has made a curricular decision to focus on Colonial America for this particular unit. The social studies content you choose for this content should be engaging and be a topic for which you have many resources: books, videos and primary documents. You’ll want to make sure that your whole class can study many subtopics within the main topic. For example, instead of focusing on the American Revolution, you’ll likely want to broaden the topic so that children could also study the dress of the time people and what life was like for those who were not fighting.</i></p> <p><i>Students will turn their research into a writing project. You’ll want to consider the following:</i></p> <ul style="list-style-type: none"> <li>● <i>What’s the topic of study? What will my whole class be learning about? What are the choices for students within the larger topic?</i></li> <li>● <i>What materials do I have and need that can serve as writing mentors, and what do I have that I can use to teach content?</i></li> <li>● <i>When will I begin this unit to ensure that children know enough about the content before they write about it?</i></li> <li>● <i>Will my students be working in partners, small groups, or independently to create their final pieces?</i></li> </ul> <p><b>Bend 1:</b> In the first bend, students capture what they are learning, thinking, and writing to grow their ideas. They look at pictures and other information and write observations, descriptions, labels and captions. Students learn note-taking</p>

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	<p>strategies, such as boxes and bullets. Students synthesize information and ideas quickly as they read and write.</p> <p><b>Bend 2:</b> Students’ research focuses on content areas through reading, informational videos, field trips and so on. Students narrow down their topics and then expand their knowledge about that chosen topic, coming up with questions and hypotheses to guide their own research. Students reflect upon, organize and prioritize their research and notes.</p> <p><b>Bend 3:</b> In this bend, students draft their research report, relying on their work, mentor authors, and other sources to see how these should go. Students organize their work into chapters and subtopics, working to see what organizational strategy (compare/contrast, cause/effect, and so on) best fits their material. Students elaborate with more detailed information, vocabulary words and definitions, or drawings and diagrams. You might pair students up with writing partners for additional feedback.</p> <p><b>Bend 4:</b> Students choose their best work to include in their research report and revise and edit this work. Revision might include adding new subheadings, drawings, or text features into the piece, as well as considering their own perspective. The celebration might involve staging a research symposium or acting out scenes.</p>
<b>Teaching Points</b>	
<b>Reading</b>	<b>Writing</b>
<p><b>Bend 1:</b></p> <ol style="list-style-type: none"> <li>1. Keeping the genre of the text in mind as you begin reading</li> <li>2. Using text features and prior knowledge of a topic to tackle complex nonfiction</li> <li>3. Asking ourselves “In what ways do main ideas become more complex?”</li> <li>4. Developing a toolkit of strategies to help support in determining the main idea.</li> </ol>	<p>Provide students with images, facts, and stories about the time period of study a week or two <i>before</i> launching this writing unit so they’ll begin on Day One with knowledge and lots to say.</p> <p><b>Bend 1:</b></p> <ol style="list-style-type: none"> <li>1. Immerse yourself in nonfiction texts</li> <li>2. Read like a researcher by gathering specific important information about a topic</li> </ol>

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<ol style="list-style-type: none"> <li>5. Looking around unknown words to make sense of them: What do you picture, what is happening, is it positive or negative, what type of word is it?</li> <li>6. Guided inquiry: How often does it really pay off to push ourselves to look inside words when they are tricky?</li> <li>7. Noticing text structure and how chunks of text are built</li> <li>8. Monitoring your comprehension and using tools when you are confused and/or stuck</li> <li>9. Summarizing using main ideas and supporting details</li> </ol> <p><b>Bend II:</b></p> <ol style="list-style-type: none"> <li>10. Student inquiry: How is the work we do as researchers of our topics (and our world) similar to and different from the reading work we do in books?</li> <li>11. Doing primary research helps you to learn as much as you can about a topic and identify patterns in main ideas.</li> <li>12. Reading a text differently if you have some background knowledge on the topic at hand.</li> <li>13. Writing to explain information</li> <li>14. Asking questions at different levels (using DOK)</li> <li>15. Synthesize information across multiple subtopics</li> <li>16. Differentiate writing about reading</li> <li>17. Compare and contrast how authors portray topics</li> <li>18. Pay attention to author’s perspective</li> <li>19. Allow research to change their thinking</li> </ol>	<ol style="list-style-type: none"> <li>3. Capture new learning in notebooks to grow ideas</li> <li>4. Study details of primary sources and record observations in sketches and precise words (observational writing)</li> <li>5. Use labels and captions to explain images in greater detail</li> <li>6. Use note-taking strategies (e.g., boxes and bullets - recording a main idea and supporting facts; read a chunk of the text and think, “What is the most important part of this? What Facts support that important part?; take notes on index cards to sort and organize, etc.)</li> <li>7. Write ideas to accompany research collected (e.g., Ask: “What is important about this? What do I think about this?”)</li> <li>8. Take notes about events that happened in sequence (annotated timeline)</li> </ol> <p><b>Bend II:</b></p> <ol style="list-style-type: none"> <li>9. Generate questions and think through possible answers</li> <li>10. Review notes and write reflections describing new understandings and reactions to what was learned</li> <li>11. Organize and prioritize new information</li> <li>12. Use your own words to record new learning</li> </ol> <p><b>Bend III:</b></p> <ol style="list-style-type: none"> <li>13. Organize nonfiction information into chapters</li> <li>14. Elaborate on writing using thoughts, questions, observations and conclusions from your notebook</li> <li>15. Talk with a writing partner to get and give feedback (Ask: “Did that make sense?” “Do you feel like there is anything missing?” or “What questions do you still have about my</li> </ol>
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	<p>topic after you read that page?”)</p> <p><b>Bend IV:</b></p> <ol style="list-style-type: none"> <li>16. Choose the best parts of your writing to turn into a research report</li> <li>17. Revise and edit informational texts for clarity</li> <li>18. Celebration</li> </ol>
<b>Word Study Topics</b>	
<p><a href="#">Words Their Way Scope and Sequence</a></p> <p>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.</p> <p>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 <a href="#">Words Their Way: Word Study in Action</a></p> <p>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.</p>	
<p><b>Evidence of Learning - Assessment</b></p> <p><a href="#">TC High Leverage Reading Assessment</a></p> <p><i>*See Heinemann Online Resources for copies. District may designate the use of another version of assessment.</i></p>	
<p><b>Smarter Balanced Assessment Resources</b></p> <p>The following links will provide rubrics to use in the holistic scoring of narrative, opinion, and informational writing:</p> <p><a href="#">Smarter Balanced Brief Write Rubrics</a> (3-11)</p> <p><a href="#">Smarter Balanced Narrative Performance Task Writing Rubric</a> (Grade 3-8)</p> <p><a href="#">Smarter Balanced Informational Performance Task Writing Rubric</a> (Grade 3-5)</p> <p><a href="#">Smarter Balanced Opinion Performance Task Writing Rubric</a> (Grade 3-5)</p> <p><b>Smarter Balanced Interim Blocks</b></p> <p>Interim assessment blocks may be used for a variety of assessment purposes, including: pre/post, interim and formative (additional evidence of learning).</p>	

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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 - Read Informational Text and IAB-ELA Grade 5- Listen/Interpret-**  
[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. 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	Interim Assessment	Additional Evidence of Learning
<p>Reading: Pre/Post-assessment -</p> <ul style="list-style-type: none"> <li>● <a href="#">Teacher Instructions*</a></li> <li>● <a href="#">Preassessment*</a></li> <li>● <a href="#">Preassessment Sample Responses*</a></li> <li>● <a href="#">Preassessment Rubric Segments*</a></li> <li>● <a href="#">Postassessment*</a></li> <li>● <a href="#">Postassessment Sample Responses*</a></li> <li>● <a href="#">Postassessment Rubric Segments*</a></li> <li>● <a href="#">Learning Progression*</a></li> </ul> <p>Writing: Pre/Post assessment -</p> <ul style="list-style-type: none"> <li>● <a href="#">Information On-Demand Performance Assessment Prompt*</a></li> <li>● <a href="#">Information Writing Rubric, grade 5*</a></li> <li>● <a href="#">Information Writing Checklist, grade 5*</a></li> <li>● <a href="#">Student Writing Samples, grade 5*</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Running Records</a> (consider student <a href="#">benchmark</a> at this point in the year)</li> <li>● <a href="#">WPM rate benchmark chart</a></li> <li>● <a href="#">Information Learning Progression, Pre-K-6*</a></li> <li>● <a href="#">Information Reading Learning Progression*</a></li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>● Conferring notes</li> <li>● Observation of small group work</li> <li>● <a href="#">F&amp;P Continuum of Literacy Question Stems by GRL</a></li> <li>● <a href="#">Daily reading log sheet</a></li> <li>● <a href="#">Exit tickets</a></li> <li>● <a href="#">Homework</a> for each session may be used as formative assessment</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>● Student work: One or more student work samples for each writing session*</li> <li>● Writing process drafts</li> <li>● Conferring notes</li> <li>● <a href="#">Conferring Scenarios Information Writing*</a></li> <li>● Observation of small group work</li> <li>● <a href="#">Information Writing Checklist*</a></li> </ul>

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<ul style="list-style-type: none"> <li>● <a href="#">Writing Developed Through the Progression, grade 5*</a></li> </ul>		
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The reading and writing workshop model is a <a href="#">researched-based instructional model</a>.</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> <ul style="list-style-type: none"> <li>● the architecture of the mini-lesson: connection (teaching point), direct instruction and active engagement, link</li> <li>● the architecture of a conference and small group work: mid-workshop teaching</li> <li>● share/whole group processing</li> <li>● setting up and provisioning the reading workshop</li> </ul> <p>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.</p>		
Anchor Charts		
<p><i>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.</i></p>		
Reading	Writing	
<ul style="list-style-type: none"> <li>● Ways Complex Nonfiction Gets Hard <a href="#">Color</a> / <a href="#">B&amp;W</a></li> </ul>	<ul style="list-style-type: none"> <li>● Information Writers... <a href="#">Color</a> / <a href="#">B&amp;W</a></li> </ul>	
Instructional Moves		
<p>Blauman, Leslie A.; Burke, James (Jim) R. (Robert). <i>The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy) (Page 120). SAGE Publications. Kindle Edition.</p>		
Possible Student Challenges	Teacher Moves	
<p>Drawing from specific details and key details in the text and to summarize</p>	<ol style="list-style-type: none"> <li>1. Model summarizing the text by thinking aloud and using specific words, phrases and sentences.</li> <li>2. Have students write their own summaries, highlighting where they have used specific text details</li> </ol>	

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<p>Determining the meaning of general academic and domain-specific words in a text</p>	<ol style="list-style-type: none"> <li>1. Show students how to make use of any textual features-sidebars, captions, typography, diagrams, footers, or glossaries in the chapter or in the appendix</li> <li>2. Teach students, when appropriate, the root words or etymology of certain subject-specific words as part of the study of any discipline</li> </ol>
<p>Comprehending complex texts independently and proficiently</p>	<ol style="list-style-type: none"> <li>1. Assign an array of literary and informational texts to be read in class and outside, so students can build their stamina, speed, and confidence with longer and more complex texts</li> <li>2. Teach students a range of questions to ask when they read different types of texts and techniques they can use throughout their reading process as needed with different types of texts.</li> <li>3. Confer with students to learn what they do well and need to learn; address a skill or strategy you observe students needing help with</li> </ol>
<p>Using several sources to build knowledge through investigation of different aspects of a topic</p>	<ol style="list-style-type: none"> <li>1. Provide students with multiple texts and sites that provide information on the same topic</li> <li>2. Gather and collect multiple sources for topics students are investigating</li> <li>3. Encourage students to seek out and bring into the classroom multiple sources to use for their research projects</li> <li>4. Provide multiple sources/resources around content area topics so students have access to multiple sources across the curriculum.</li> </ol>
<p>Developing a topic with details, examples and information</p>	<ol style="list-style-type: none"> <li>1. Model for students how to choose a topic and add details.</li> <li>2. Model how to write and use categories and headings.</li> <li>3. Provide graphic organizers, information maps, outlines, and son on to help students organize their thinking.</li> <li>4. PRactice together writing a topic on a sheet of paper, then have students generate details, examples and information on sticky notes. Place these on chart paper and move them to group relevant facts</li> </ol>

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	<p>together. Have students practice doing this independently with their own topic on their own paper.</p> <p>5. Work directly with students to generate ideas and gather evidence, data, examples, or other content; then develop with them criteria for how to evaluate and choose the best of the bunch to work into their writing.</p>
<p><b>Mentor, Demonstration, Read-aloud, Shared Texts</b> *Included in the Grade 5 Trade Pack</p>	
<p><b>Reading</b></p>	<p><b>Writing</b></p>
<p>May include other similar texts of the appropriate grade level band</p> <p><b>Demonstration Texts</b>  <i>Bats!</i> by Nicole Iorio          “The Amazing Octopus” by Anna Gratz Cockerille          “Ready New York: NYC in an Emergency” video          “Earthquake Alert” from Super Science Magazine (September 2014)  <i>How People Learn: Brain, Mind, Experience, and School</i> by Committee on Developments in the Science of Learning (National Academy Press)          “Six Reading Habits to Develop in Your First Year at Harvard” from the Harvard Library website          “Hagfish Slime Could Be Eco-Friendly Fabric” by Rachel Kaufman (National Geographic)</p> <p><b>Read-Aloud Texts</b>  <i>*When Lunch Fights Back: Wickedly Clever Animal Defenses</i> by Rebecca Johnson (Lerner Publishing)  <i>*Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean</i> by Bradley Hague (National Geographic)  <i>Extreme Laboratories</i> by Ann Squire (Scholastic)          “Scientists in the Field” series (Houghton Mifflin Harcourt)</p> <p><b>Suggested Texts and Resources</b>          “Farewell speech” by Lou Gehrig          “You Make Your Own Future” speech by Barack Obama          “Speech to the United Nations” by Malala Yousafzai</p>	<p>Decide if you want children forming groups around one topic or inquiry or when you want children to each survey the whole topic, gaining broad knowledge, before zeroing-in on one to study with more depth. For example, if students are studying the colonial period as a whole-class topic, you might steer the class into groups that study subtopics. For example, life in the colonies - comparing New England, the Middle and Southern Colonies, and Europe. Consider aligning research topics with Social Studies standards (see Interdisciplinary section below).</p> <p>Before the unit begins, you will want to have gathered all sorts of nonfiction materials - expository nonfiction, narrative nonfiction, maps, primary documents, digital texts, and even images.</p> <p><b>Texts and Resources</b>  <a href="#">Teaching History Education Clearinghouse</a>  <a href="#">Newsela Colonial Times Text Sets</a>  <a href="#">Scholastic Book List: Colonial America and Native Americans</a>  <a href="#">Scholastic Dear America: Colonial Resources</a>  <a href="#">Historical Fiction Booklist: Pre and Post Civil War</a>  <a href="#">TIME for Kids</a> - Sample articles and reports</p> <p>Teacher Resources  <i>Subjects Matter</i> by Smokey Daniels</p>

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<b>Read-Aloud &amp; Shared Reading</b>	
<p><b>Read-Aloud goals</b>          Internalize reading behaviors (preview, make predictions, anticipate)          Monitor for sense and re-reading          Process the text          Whole-class book talk</p> <p><b>Read-Aloud process:</b>          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><b>Shared reading goals</b>          Practice using meaning, structure, visuals (MSV) to solve new words</p> <p><b>Shared reading process:</b>          Introduce the book and key concepts          Cross-checking sources of information          Word Study          Fluency</p>	
<b>Vocabulary</b>	
<i>*Vocabulary identified in <a href="#">Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</a></i>	
<b>Tier 2 (Academic Vocabulary)</b>	<b>Tier 3 (Domain Specific Vocabulary)</b>
expertise historian hypothesis research* sequence social scientist	annotated timeline/timeline* caption cite essay*/essay structure headings* key details* label observational writing primary document research question* research report* subheading text features text structure (cause/effect*, compare/contrast*)
<b>Suggestions for Differentiation, Scaffolding and Intervention</b>	
<i><a href="#">CT Dept. of Education Evidence-based Practice Guides</a> – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</i>	
<i>Up the Ladder: Assessing Grades 3-6 Writing Units of Study books and <a href="#">online resources</a></i>	

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- There are three units in the *Up the Ladder* 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 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 *Up the Ladder* series are shorter and simpler than those in the writing Units of Study.

Use individual student performance data to inform intervention in small group and conferring work.

#### Effective Intervention Strategies for Teachers

- 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

#### Meeting Students' Needs Through Scaffolding

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- 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.

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- 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
- 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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