

Grade 5 ELA Curriculum

Subject	Language Arts		
Grade/Course	Grade 5		
Unit of Study	Unit 3: Argument and Advocacy: Researching Debatable Issues (Book 3)/ The Research-Based Argument Essay (Book 4)		
Pacing	Mid December-February The reading & writing topics unfold over 21 & 22 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.		
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			
<u>Reading Literature and Informational</u>	<u>Writing</u>	<u>Speaking/Listening</u>	<u>Language</u>
<u>RI.5.2</u> Determine two or more main ideas using key details & summarize the text <u>RI.5.5</u> Describe overall structure of ideas, events, concepts in two or more texts <u>RI.5.6</u> Compare multiple accounts of same event/topic, note similarities/differences in point of view <u>RI.5.7</u>	<u>W.5.1</u> Introduce, state opinion, logically organized reasons, structure with reasons, linking words/phrases , precise language, concluding statements <u>W.5.6</u> Use tech, including Internet to produce, publish, interact, collaborate with keyboard skills to complete 2 pages <u>W.5.7</u> Short research using several sources to build	<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.5.3</u> Identify reasons and evidence a speaker provides <u>SL.5.6</u> Adapt speech to a variety of contexts and audiences	<u>L.5.4</u> Determine/clarify meaning of unknown/multiple meaning words, Greek/Latin affixes and roots, reference materials for pronunciation and precise meaning <u>L.5.6</u> Use words/phrases acquired through conversation/reading conversational, academic, domain-specific words for logical relationships

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<p>Draw information from multiple print/digital sources to locate answer/solve problem efficiently</p> <p>RI.5.8 Explain how author uses reasons and evidence</p>	<p>knowledge that investigate different aspects</p> <p>W.5.9 Draw evidence to support analysis, reflection, research</p>		
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> 1. How do readers research to create effective arguments and advocate successfully? 2. How do writers craft powerful arguments that are convincing to others? 	<ol style="list-style-type: none"> 1. Readers draw on all they know about complex informational/nonfiction in order to research and make arguments about provocative, debatable issues. Readers read and reread texts with a critical eye, considering perspective and craft, evaluating arguments, and thinking about patterns and connections across texts. Readers learn from talking with others about topics and develop well supported evidence-based reasons to support arguments in debate. 2. Argument writers structure their writing so that it includes claims that are supported by reasons that are backed up by evidence. Writers argue logically by analyzing texts, weighing evidence, considering logical reasoning, and considering audience appeal and counterarguments. 		

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Reading Bends	Writing Bends
<p data-bbox="188 401 781 499">Considerations for Using the Reading and Writing Grade 5 Argument Units Together and Independently</p> <p data-bbox="188 541 797 1066">Bend 1: Before students are launched into research, they will spend a day understanding how to evaluate an argumentative text, such as asking: What claim is being made? What reasons support that claim? What's the evidence to support those reasons? Then, students will work in groups to research provocative issues from multiple perspectives (e.g., Should we be more focused on space exploration or under sea exploration? Are zoos helpful or harmful? Are extreme sports worth the risk?), develop arguments, debate to grow new ideas and raise questions and summarize arguments. At the end of the bend, students will debate again and consider counterargument and rebuttal.</p> <p data-bbox="188 1108 789 1497">Bend 2: Students continue to study the same issues with more depth by developing their own research questions and agendas. To help students consider other issues and ideas, there is a Bend II text set provided in the online resources, which can be used in addition to the texts read in Bend I. Students annotate texts and analyze author's perspective and craft moves of their texts. The second bend ends with another debate on the issue where students practice using evidence more strongly.</p> <p data-bbox="188 1539 794 1812">Bend 3: In this bend, students will draw on all they know to study a new issue for which you have text sets. Students participate in research-group conversations, compare and contrast craft moves across texts and analyze how texts are written to get readers to feel different emotions. If you are following <i>The Research-Based Argument Essay</i>, students can write on the issues they studied in</p>	<p data-bbox="824 401 1430 821">Bend 1: At the start of the unit, students investigate and write argument essays about whether or not chocolate milk should be served in schools. Students learn to develop a solid argument by reading critically to research both sides of an issue. Students plan and write their own arguments, which lead them to draft letters to the principal on this whole-class topic. Students use all they know about structuring persuasive essays and learn to cull evidence from sources, analyze data, and make decisions about which information to quote and which to paraphrase.</p> <p data-bbox="824 863 1435 1318">Bend 2: This bend begins with a response from the principal in which she invites students to further research whether or not chocolate milk should be in schools and to craft argument essays to be presented to panels of administrators, parents and cafeteria workers. Students return to research, thinking about possible systems for note-taking and look at research with a more critical eye, including noticing author's perspective and conflicting information. Students consider audience, entertain counterclaims by stating and debunking the other side, and revise to make arguments more sound.</p> <p data-bbox="824 1360 1430 1780">Bend 3: Students write another argument essay, this time a topic of their choosing, to take a stand in the world. Students think about what they want to change in the world and embark on research, gathering texts, finding new sources of evidence, and conducting interviews and surveys of their own. Students make and follow a plan for their own writing. Students use their knowledge of narrative writing, using real or imagined moments to make their point, and learn not to generalize their evidence, but rather to accurately portray the data to make an effective case.</p>

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<p>Bends I and II of this reading unit during the final bend of <i>The Research-Based Argument Essay</i>. At the end of this bend, students debate their issues, and you may choose to set up a number of scenarios so that students see the relevancy and impact of debate on real-world decisions (see Online Heineman resources for session 21).</p>	
Teaching Points	
Reading	Writing
<p>Bend I:</p> <ol style="list-style-type: none"> 1. Analyze arguments (Ask: “What is the claim being made? What reasons support that claim? What’s the evidence to support those reasons?”) 2. Investigate both sides of an argument 3. Debate to raise new questions about an issue 4. Read for relevant information (Ask: “How might this information apply to the argument?”) 5. Student inquiry: What moves can people make that help a conversation to deepen and grow richer? 6. Think and wonder about new information to grow ideas 7. Summarize arguments in your own words 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Investigate and collect information about both sides of an argument 2. Draft arguments using essay structure (e.g., boxes and bullets) 3. Paraphrase evidence and use it to support your argument 4. Student inquiry: What makes a quotation powerful? 5. Redraft to add more evidence 6. Balance researched evidence and analysis 7. Publish arguments <p>Bend II:</p> <ol style="list-style-type: none"> 8. Create a system to collect research and develop thinking (e.g., make folders for different reasons and fill the folders with

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<p>8. Prepare for and have a debate</p> <p>Bend II:</p> <p>9. Student inquiry: How do readers push themselves to find different questions and ideas to discuss around an issue?</p> <p>10. Annotate text</p> <p>11. Draw on strategies to read difficult texts</p> <p>12. Determine an author’s perspective (e.g., consider one perspective next to others and study connections across sources)</p> <p>13. Think about the craft moves authors use to shape content</p> <p>14. Evaluate arguments</p> <p>15. Debate: Use the strongest evidence to support each reason</p> <p>Bend III:</p> <p>16. Make a plan for new research</p> <p>17. Talk with others about research topics to generate new ideas and questions</p> <p>18. Analyze texts across the same topic/event (Ask: “How are these authors’ choices similar to the first author’s? Different?”)</p> <p>19. Analyze how parts of the text may cause a strong emotional response</p> <p>20. Use research to plan a compelling argument</p> <p>21. Celebration</p>	<p>evidence; make booklets - only writing on one side of pages so they can be scissored apart, use notebooks, with pages labeled in different ways, and sticky notes; etc)</p> <p>9. Notice connections and contradictions between sources of information to write clearly</p> <p>10. Plan for and rehearse the entire draft and choose a tricky place to refine</p> <p>11. Include evidence supporting opposing viewpoints and rebut counterclaims</p> <p>12. Evaluate evidence and reasons</p> <p>13. Student inquiry: What persuasive techniques help us address - and sway - a particular audience?</p> <p>14. Mini-celebration: share arguments, reflect and set goals</p> <p>15. Debate across the curriculum</p> <p>Bend III:</p> <p>16. Use skills to argue for things that matter to you</p> <p>17. Discover and collect information from everyday life to strengthen arguments</p> <p>18. Monitor work, reflect and set writing goals</p> <p>19. Use all you know from other types of writing to make arguments more powerful (e.g., presenting evidence using a vivid scene or small moment)</p> <p>20. Evaluate the validity of your argument</p> <p>21. Edit to include paragraphs</p> <p>22. Celebration</p>
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Word Study Topics

[Words Their Way Scope and Sequence](#)

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

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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- Research and IAB-ELA Grade 5 - Revision

[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.*

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Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<p>Reading: Pre/Post-assessment -</p> <ul style="list-style-type: none"> ● Teacher Instructions* ● Preassessment* ● Preassessment Sample Responses* ● Postassessment* ● Postassessment Sample Responses* ● Student Rubrics* ● Learning Progression* <p>Writing: Pre/Post-assessment -</p> <ul style="list-style-type: none"> ● On-Demand Performance Assessment Prompt* ● Opinion Writing Checklist* ● <i>Writing Pathways</i> performance assessments for Information*: -writing rubrics -student writing sample -writing developed through the progression 	<ul style="list-style-type: none"> ● Running Records* (consider student benchmark at this point in the year) ● WPM rate benchmark chart ● Informational Reading Learning Progression* ● Opinion Writing Learning Progression* 	<p>Reading:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Daily reading log sheet ● Exit tickets ● Homework for each session may be used as formative assessment <p>Writing:</p> <ul style="list-style-type: none"> ● Student work: One or more student work samples for each writing session* ● Writing process drafts ● Conferring notes ● Conferring Scenarios Opinion Writing* ● Observation of small group work ● Opinion 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> <ul style="list-style-type: none"> ● the architecture of the mini-lesson: connection (teaching point), direct instruction and active engagement, link 		

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- 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
Some Questions Readers Can Ask to Analyze Arguments Color / B&W How to Research an Issue Deeply Color / B&W	How to Write an Argument Color / B&W Writers of Informational Texts Aim Toward Goals Such As . . . Writers of Informational Texts Use Techniques Such As . . .

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
Explaining how an author uses reasons and evidence to support particular points in a text and to identify which reasons and evidence support which point	<ol style="list-style-type: none"> 1. Model for students how you decide what the main idea of the text is. Think aloud all your questioning strategies (e.g., What is the author trying to convey in this section? The next? What is this mostly about? Are there words that repeat? What does the author say first? What does he say last? What do all the details seem to be about?), then highlight or mark reasons and evidence in the text that support that main idea. 2. Have students use note cards to record the main idea or key points in a text and then sticky notes to record reasons and evidence. Place sticky notes on the note cards their reasons support. 3. Provide graphic organizers for students to record key points and reasons and evidence. An open-hand graphic could have a key point in the palm and the supporting reasons on five fingers. 4. After gathering the reasons and evidence in support of a main idea, have students

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	evaluate and explain if the author has provided adequate reasons and evidence to support the point.
Comparing and contrasting the most important points and key details presented in two texts on the same topic	<ol style="list-style-type: none"> 1. Have students read two different texts on the same topic and take notes in a two-column format, drawing arrows and lines to connect the information that is the same.
Summarizing the points a speaker makes and explaining how each claim is supported by reasons and evidence	<ol style="list-style-type: none"> 1. Model for students how to write a summary by constructing a summary with the class after listening to a speech. Begin with a topic sentence that introduces the speech and the main points the speaker was making. In the following sentences, delineate the points and the evidence and then conclude the summary, restating the key points. 2. Use graphic organizers where students have recorded particular points, reasons, and evidence. Have them write summaries based on the information they recorded.
Generating and using reasons, facts and details in writing	<ol style="list-style-type: none"> 1. Select a topic that has a lot of student buy-in (adopting rescue dogs and cats, stopping poaching of elephants, etc.). Model for students how to generate a list of reasons to support an opinion. 2. After generating reasons, model how to determine facts and details to support each reasons, quickly consulting texts and online resources. 3. Draft in front of the students by choosing one reasons and thinking aloud as you add details. Continue to model, adding additional reasons. 4. Provide graphic organizers or webs to help students give an opinion and then provide a reason (My favorite sports team is ____, because . Another reason it is a favorite is because ____, etc.). Provide graphic organizers or webs to then take each reason and add facts and details in support.
Mentor, Demonstration, Read-aloud, Shared Texts	
*Included in the Grade 5 Trade Pack	
Reading	Writing

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<p>May include other similar texts of the appropriate grade level band</p> <p>Demonstration Texts</p> <p>“Vitamins and Minerals” from KidsHealth.org “Schools Ban Chocolate Milk; Kids Just Stop Drinking Milk Altogether” by Rachel Nuwer (Smithsonian) “Devoted to Dairy: An American Dairy Farmer’s Blog” “The Hard Facts About Flavored Milk” (Jamie Oliver Food Foundation) “It’s a Plastic World” video (www.itsaplasticworld.com) “Should Orca Shows Be Banned?” by Rebecca Zissou (Scholastic) “Is Bottled Water Really Better?” by Lauren Tarshis (Scholastic) “Top of the World” by Simon Robinson (Time) The Top of the World: Climbing Mount Everest by Steve Jenkins (Houghton Mifflin Harcourt) “Kids Nationwide Reject the Blackfish Agenda” from the Awesome Ocean (http://awesomeocean.com/2014/11/24/kids-nationwide-reject-blackfish-agenda/) “California bill would ban orca shows at SeaWorld” video</p> <p>Read-Aloud Texts</p> <p>“A School Fight Over Chocolate Milk,” by Kim Severson (New York Times) “Should Schools Offer Chocolate Milk?” (ABC News) Straight Talk: The Truth About Food by Stephanie Paris (Teacher Created Materials) Food and Nutrition by Tara Koellhoffer, editor (Infobase Publishing) “Flavored Milk” from the American Dairy Association Midwest “The Hard Facts About Flavored Milk” (Jamie Oliver Food Foundation) “My Problem with Jamie Oliver’s War on Flavored Milk” by Bettina Elias Siegel from The Lunch Tray website (http://www.thelunchtray.com/my-problem-with-jamie-olivers-war-on-flavored-milk/) Class Demonstration Study and Read-Aloud Text Set</p> <p>Day 1: Text Set</p> <p>Bend I Starter Text Set:</p>	<p>Mentor Texts</p> <p>Article: “Nutrition in Disguise” (Online resources Starter Set) Article: “Chocolate Milk: More Harmful than Healthful” (Online resources Starter Set) Exemplars Student exemplar letter by Jack (Online resources Session 3) Student exemplar essay “The Secrets of the Dairy Industry” by Cecilia (Online resources Session 3) Student exemplar letter by Clair (Online resources Session 5) Student exemplar essay by Jack (Online resources Session 6) Student exemplar letter by Kennedy (Online resources Session 7) Student exemplar notes by Nick (Online resources Session 8) Student exemplar essay “Why Chocolate Milk Should Stay” by Jack (Online resources Session 10 and 11) Student exemplar essay “The Secrets of the Dairy Industry” by Cecilia (Online resources Session 19)</p> <p>Additional Texts and Resources</p> <p>Starter Resource Set: Chocolate Milk (Online resources) Text Set Bibliographies (Online resources) Emily Post on Etiquette (Online resources Session 7) A House of Cards Collapsing (Online resources Session 12) Scenes from the movie, The Great Debaters (Online resources Session 22)</p> <p>Starter Resource Set: Chocolate Milk</p> <p>Article: "Nutrition in Disguise: What the Midwest Dairy Council Has to Say About Chocolate Milk" Link to Video: Flavored Milk: Tasty Nutrition (Midwest Dairy Council) Article: "Chocolate Milk: More Harmful than Healthful" Link to Video: Sugar Overload Article: "Sugary Drinks Can Be Unhealthy, But is Cow's Milk Unhealthy, Too?"</p> <p>Text Set Bibliographies</p>
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<p>Text Set: Should killer whale shows be banned? "Should Orca Shows Be Banned" article</p> <p>Text Set: Should people support or boycott zoos? (Lower Level) Text Set: Should people support or boycott zoos? (Higher Level)</p> <p>Text Set: Should people be more focused on underwater or outer space exploration? Text Set: Should people be more focused on protecting humans from sharks or protecting sharks from humans?</p> <p>"Saving the Great White Monster" article "Great White Terror" article</p> <p>Text Set: Should plastic bags be banned? "Plastic Bags: Convenient and Cruel" article "Putting Plastic In Its Place" article</p> <p>Text Set: Should plastic water bottles be banned? "Is Bottled Water Really Better?" article</p> <p>Text Set: Should people be climbing Mount Everest? "Into the Death Zone" article "Mount Everest's Death Zone" article</p> <p>Text Set: Are extreme sports worth the risk? (Lower Level) "Safer Slopes" article</p> <p>Text Set: Are extreme sports worth the risk? (Higher Level)</p> <p>Bend II Additional Text Set Additional Text Set: Killer Whales and Aquariums Additional Text Set: Zoos "Plenty to Do at the Zoo" article "Something New at the Zoo" article Additional Text Set: Underwater and Outer Space Exploration "Your Next Vacation: Outer Space?" article "Creepy, Crawly Sub" article "Blast Off: Astronauts Will Print Custom Tools and Fast Foods" article "Going Off the (Really) Deep End" article "Are Robots Better Explorers than Humans?" article Additional Text Set: Sharks Additional Text Set: Plastic "Science at Work: Oceanographer---Erik Van</p>	<p>Chocolate Milk (with additional sources) Competitive Sports in Schools Green Energy Bottled Water</p> <p>Chocolate Milk Debate articles and video links</p>
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<p>Sebille" article "Plastic Problem" article "Bum Wrap: Does Plastic Deserve to be Trashed" article Additional Text Set: Water and Global Warming "Why is Everyone Worried About Global Warming" article Additional Text Set: Mount Everest "Mount Everest: What a Mess" article "The Top of the World" article Additional Text Set: Extreme Sports</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	
<p><i>*Vocabulary identified in Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</i></p>	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
<p>analyze anticipate bias convince* credibility debate evaluate evidence/supporting evidence* evidence-based</p>	<p>advocacy annotate argument audience (as in writer's audience)* author's perspective/point of view* boxes-and-bullets structure claim/central claim/central idea* counter argument/counterclaim craft</p>

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<p>example*</p> <p>logic</p> <p>panel</p> <p>paraphrase</p> <p>reasons/supporting reasons*</p> <p>social activist</p> <p>summary/summarize*</p> <p>sway</p> <p>trustworthiness/trustworthy source*</p> <p>valid/validity</p>	<p>essay*</p> <p>flash-debate</p> <p>flash-draft</p> <p>informational*/nonfiction text</p> <p>one-sided</p> <p>purpose (author's purpose)*</p> <p>quotation</p> <p>rebuttal/rebut</p> <p>research*</p> <p>research question*</p> <p>'set-up' language (e.g., Skeptics may think ...)</p> <p>unsubstantiated (claim)</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 ● 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 	

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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
- 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

Part or all information on this page is adapted or excerpted for instructional guidance in use of these resources purchased by the school district. [Bibliography References](#)

- 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.