

Winchester ELA Curriculum Grade 5

Subject	Language Arts		
Grade/Course	Grade 5		
Unit of Study	Unit 5: Author Study: Reading Like a Fan (If/Then p. 117)/ Information Writing: Feature Articles on Topics of Personal Expertise (If/Then p. 15) (Titles are linked to If/Then Lessons)		
Pacing	<p>April-Mid May</p> <p>This content should be taught near the end of Grade 5. The reading & writing topics unfold over 17 & 19 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.</p> <p>Note: Author Study: Reading Like a Fan is to be taught in both Units 5 and 6 to allow enough time for students to engage in reading multiple texts by an author. Reading and writing poetry lessons (If/Thens) are to be taught in combination in Unit 6 to allocate time for the extension of Author Study: Reading Like a Fan. Please see the Grade 5 ELA Scope and Sequence.</p>		
Unit CT Core Content Standards			
Reading Foundational Skills			
RF.5.3: Phonics & word recognition Know and apply grade level phonics, word analysis skills to decode RF.5.4: Fluency: read with sufficient accuracy and fluency to comprehend text			
Reading Literature and Informational	Writing	Speaking/Listening	Language
RL.5.1 Quote accurately to explain explicit text and draw inferences RL.5.5 Explain how series of chapters, scenes, stanzas provide overall structure RL.5.6	W.5.2 Informative text introduce, group related ideas, develop, link, use precise language, conclusion W.5.4 Produce clear/coherent writing with development, organization	SL.5.1 Range of collaborative discussions, prepared, agreed upon rules, pose/respond to questions, review ideas expressed explain own ideas SL.5.4 Report on a topic, sequencing appropriate	L.5.3 Expand/combine/reduce sentences, compare/contrast varieties of English L.5.4 Determine/clarify meaning of unknown/multiple meaning words, Greek/Latin affixes and

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<p>Describe how narrative/speaker point of view influences text</p> <p>RL.5.9 Compare/contrast stories in same genre</p> <p>RL.5.10/RI.5.10 Grade appropriate stories, drama, poetry/Read & comprehend grade appropriate informational text</p>	<p>appropriate to task, purpose, audience</p> <p>W.5.5 Develop and strengthen through planning, revising, editing or trying new approach</p> <p>W.5.7 Short research using several sources to build knowledge that investigate different aspects</p>	<p>facts and details logically at understandable pace</p>	<p>roots, reference materials for pronunciation and precise meaning</p>
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> How can I connect with an author and his or her body of work in a way that inspires me to become enriched by the craft as well as themes that this author embraces in their writing? How do writers write with engagement and authority on a science subtopic in which he or she is an expert in? 		<ol style="list-style-type: none"> Readers follow an author like a fan, learning not only about the distinctive craft moves the author tends to make but also about the topics and themes that the author tends to address. Readers apprentice themselves to an author’s craft by trying some of what an author has done in a reader’s own writing. Experts write about topics of personal interest and experience. They use topics and subtopics to organize feature articles on areas of informational expertise. Sidebars, diagrams, charts, graphs and other visuals are used as accompanying portals for information. 	
Reading Bends		Writing Bends	
<p>Bend I: Students work in clubs to get to know an author by reading or rereading one or two books by this author. Students study particular aspects of the content in the book they are currently reading and think about how these aspects might be hallmarks of this author’s body of work.</p> <p>Bend II: In this bend, clubs will draw on all the work they have done across the year around authorial intent to note and name specific craft moves that this author makes, apprenticing themselves to the author’s craft and use of</p>		<p>Bend I: In this bend, the focus is on organizing information and planning a feature article. You will begin by teaching students that information writers plan different ways their articles can go, first by coming up with big categories and then adding information and domain specific vocabulary. Students will learn that each category is thought of as a “file.” Students will look at each “file” and make necessary revisions.</p> <p>Bend II: This bend focuses on teaching students that you plan each section just as you plan books</p>	

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<p>language.</p> <p>Bend III: Readers will have many books by this author and perhaps texts about the author; they will then be in a better position to compare and contrast across texts. Clubs begin to analyze themes that recur in the author’s books and also evaluate the bigger life messages that the author seems to forward in every book.</p> <p>Bend IV: In this bend, each student explores why he or she gravitates to one particular author over another and noting ways in which a favorite author’s work moves and shapes his or her own thinking about a particular subject. Students make plans to use everything learned over the unit to continue reading.</p>	<p>using headings and subheadings to organize the work. Continuous revision is a focus of this bend. Emphasis is placed on teaching linking words and phrases. The drafting and revising cycle will continue for at least a few days.</p> <p>Bend III: This bend is short and focused on the art of revision. Time is spent teaching students to use checklists to assess their drafts. Text features will be incorporated into drafts, spelling and setting off definitions using commas as well as using phrases like: “in addition to” and “ furthermore” to advance an idea.</p> <p>Bend IV: In this bend, you may opt to have students switch over to writing an information book on the topic on which he/she has expertise in. You may want to consider giving an on-demand assessment at the beginning of this bend to see what students have mastered so far in the unit and what they need further support with. This assessment will be used to form your teaching points for this bend.</p>
Teaching Points	
Reading	Writing
<p>Bend I:</p> <ol style="list-style-type: none"> 1. Read and reread more than one book by the same author 2. Pay attention to an author’s setting, themes and characters 3. Compare and contrast characters in several books by the author 4. Think about what the setting tells you about the author and what his/her books are really about 5. Notice where the text evokes a strong response within and across texts by the same author 6. Study plot structures within and across texts by the same author to reveal patterns (e.g., flashbacks, twist ending, multiple perspectives, etc.) 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Using quick writes to generate our thinking and revise our ideas 2. Trying on topics “for size” to teach others all we know about it 3. Planning how your article will go and then revising those plans right away 4. Doing quick, focused research (text, internet), taking notes (boxes and bullets, timelines, t-charts) for your writing and categorizing the information into “files” 5. Organizing your sections into subtopics by what readers want to know and the order in which it makes sense <p>Bend II:</p> <ol style="list-style-type: none"> 6. Revising your work continuously as you

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<p>Bend II:</p> <ol style="list-style-type: none"> 7. Compare structures used in your own writing to structures used by the author 8. Study an author's characters, setting, plot and writing style to write fan fiction (drafting scenes that could be inserted into existing stories) 9. Notice craft moves an author uses to make readers respond in a strong way 10. Use author's craft moves in your own writing <p>Bend III:</p> <ol style="list-style-type: none"> 11. Note issues and themes across multiple texts by the same author 12. Make predictions about an author's next work by thinking about the topics/themes they are 'known for' in their writing 13. Compare an author's new texts with older works by the author 14. Compare and contrast an author's books using knowledge of an author's body of work (e.g., themes, topics choice, craft moves, plots, settings, characters) <p>Bend IV:</p> <ol style="list-style-type: none"> 15. Look for places within and across an author's texts that resonate most 16. Continue to read texts by your favorite author or find another author to study 17. Celebration 	<p>write</p> <ol style="list-style-type: none"> 7. Considering who your audience is as you write 8. Using linking words and phrases as you write 9. Using techniques such as definitions, concrete details, and quotations 10. Using domain specific vocabulary helps to strengthen your writing 11. Writing introductions and conclusions that give readers information and leave them thinking <p>Bend III:</p> <ol style="list-style-type: none"> 12. Using text features to strengthen your writing 13. Using classroom resources such as personal dictionaries, internet resources, texts, anchor charts, checklists and partnership feedback to edit your work 14. Paying attention to use of commas to set off definitions 15. Using phrases like "furthermore" or "in addition to" to further an idea <p>Bend IV:</p> <ol style="list-style-type: none"> 16. Celebration
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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 stages of spelling development. It will help teachers determine which word study activities are most

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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-Read Literary Text - [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
Reading: Narrative Reading Self	<ul style="list-style-type: none"> Running Records* (consider student) 	Reading: <ul style="list-style-type: none"> Conferring notes

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<p>Assessment Rubric* - to be used with students at the beginning and end of the unit</p> <p>Writing: Pre/Post assessment -</p> <ul style="list-style-type: none"> ● Information On-Demand Performance Assessment Prompt* ● Information Writing Rubric, grade 5* ● Information Writing Checklist, grade 5* 	<p>benchmark at this point in the year)</p> <ul style="list-style-type: none"> ● WPM rate benchmark chart ● Information Learning Progression, Pre-K-6* ● Information Reading Learning Progression* 	<ul style="list-style-type: none"> ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Daily reading log sheet ● Exit tickets <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 Information Writing* ● Observation of small group work
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 ● the architecture of a conference and small group work: mid-workshop teaching ● share/whole group processing ● setting up and provisioning the reading workshop <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>		

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Reading	Writing
<p>Narrative Writers Aim Toward Goals Such As . . . Narrative Writers Use Techniques Such As . . .</p>	<p>You may want to pull out anchor charts from 4th grade unit Boxes and Bullets:</p> <ul style="list-style-type: none"> ● Strategies for Generating Essay Entries ● Strategies for Generating Personal Narrative Writing <p>Ways to Push Our Thinking (from Literary Essays: Writing About Reading Unit, grade 4)</p> <p>Anchor Chart for on demand pre-assessment: In your writing make sure you:</p> <ul style="list-style-type: none"> ● Write an introduction ● State your opinion or claim ● Give reasons and evidence ● Organize your writing ● Acknowledge counterclaims ● Use transition words ● Write a conclusion <p>What We Notice About Memoir Strategies for Writing and Depth List of strategies for selecting a seed idea created from an adult being interviewed about her or see selected from a seed idea Questions Writing Teachers Ask chart Thought Prompts to Help Us Better Understand Ourselves Chart Thought Prompts to Help Us Better Understand Character Chart Ways to Structure a Memoir</p>
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>Explaining how a series of chapters, scenes, or stanzas fit together to provide the overall structure</p>	<ol style="list-style-type: none"> 1. With a shared text (a novel, drama, or poem), co-construct with students a flow chart of the main idea of chapters, scenes, or stanzas. When finished, summarize how these all fit together to create the overall structure. 2. Teach students about rising action in literature and have them chart this in their own reading. 3. Provide sequencing charts for students to do as they read independently.
<p>Comparing and contrasting the themes, settings,</p>	<ol style="list-style-type: none"> 1. Read aloud to the class at least two books

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<p>and plots of stories written by the same author about the same or similar characters</p>	<p>(these could be picture books) written by the same author with the same character in each. After reading each book, record on chart paper the theme, setting and plot. Also record character traits for the main characters in that book. After reading and charting both books, create a Venn diagram (or Thinking Map) - either for <i>one</i> of the elements or a Venn for each.</p> <ol style="list-style-type: none"> 2. Have students discuss major problems in both books. 3. Provide students access to books by the same author or books in a series so they can replicate this independently or in small groups, or in book clubs or literature circles.
<p>Reading grade-level text with purpose and understanding</p>	<ol style="list-style-type: none"> 1. Have a wide variety of grade-level texts available for students. 2. Confer and assess student comprehension/understanding of text. 3. Teach explicitly what reading with <i>purpose</i> means, whether it's to read for enjoyment, to read for a specific task, to read to gain new understanding, and so on. 4. Conduct short retells or other comprehension assessments after students have read. 5. Work with students in small groups - setting a purpose and checking for understanding as they read and discuss the shared text. 6. Provide independent reading time for students to practice. Students should be reading independently and building stamina.
<p>Revising, editing or rewriting</p>	<ol style="list-style-type: none"> 1. Explicit teach what each of these things mean and how they differ in the writing process. Provide ample opportunities for students to practice each one <i>separately</i>. 2. Require students to focus on one aspect of the writing that would lead to improved clarity and comprehension by the audience. For example, students could <i>add details</i> to help the reader understand

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	<p>complex ideas in great focus, <i>remove details</i> that interfere with clarity, <i>move a section of text</i> to help with sequence of events, or <i>substitute words</i> to provide clarity and sensory details.</p> <p>3. After modeling, have students read each other's papers, stopping at any point to jot a question in the margin about some aspect of the writing that they do not understand.</p>
Mentor, Demonstration, Read-aloud, Shared Texts <small>*Included in the Grade 5 Trade Pack</small>	
Reading	Writing
<p>Demonstration Texts Select an author that you are a fan of, to use for demonstration purposes throughout the unit. Consider: What author and book are you a fan of? Will you go back to a childhood favorite (e.g, <i>Nancy Drew</i>, etc.)? Will you show kids how you are a fan right now of certain books and authors? You'll also talk about television series you've been a fan of, so think of those, too. Be ready to demonstrate the enthusiasm and knowledge that you want your children to show for books.</p> <p>Read-Aloud Texts Choose an author that will grab students' interests, and make sure the author you select has at least a few short texts that you can get through relatively quickly, as this unit addresses cross-text work. You might, therefore, consider the following authors/texts:</p> <p>High-level shorter texts: Sandra Cisneros Patricia Polacco</p> <p>Combination of shorter and longer texts: Cynthia Rylant James Howe Kevin Henkes Sarah Weeks</p> <p>Collection of stories in an author's anthology: <i>Avi's What Do Fish Have to Do with Anything?</i></p>	<p>Teachers may substitute other resources, particularly if another issue is selected for instructional purposes. The use of mentor text is especially powerful for information writing for reference to examples of clear structure, elaboration, and other features of this genre.</p> <p>Mentor text Choose text that highlight:</p> <ul style="list-style-type: none"> ● how information is organized into categories ● Table of contents ● Accessible text features ● Examples of embedded academic, domain specific vocabulary <p>Most of the mentor text you choose will be articles. Feature articles in: Junior Scholastic Magazine, Cobblestone Magazine, Ranger Rick</p> <p>Books <i>The Rock We Eat: Salt</i>, by Laura Layton Strom <i>Votes for Women</i> by Ann M. Rossi (National Geographic Reading Expeditions series) <i>Scientists in the Field Series</i> by Sy Montgomery <i>A History of Us</i> by Joy Hakim's series</p>

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<p>Suggested Texts for Book Clubs</p> <p>Consider your students’ favorite authors and their reading levels in order to create text and author sets. You’ll want to pick the strongest, best-selling, and the most popular authors to anchor this unit, such as: Gary Paulsen, Jacqueline Woodson, James Howe, Kate DiCamillo, Sarah Weeks, Pam Munoz Ryan, Gary Soto, Patricia MacLachlan, Wendy Mass, Patricia Reilly Giff, Clyde Robert Bulla, Walter Dean Myers, Laurence Yep, Judy Blume, Tom Angleberger, etc.</p> <p>Some authors, like Gary Paulsen, have written books at a range of levels to support a range of readers: <i>Worksong</i> (J), <i>Dogteam</i> (P), <i>Hatchet</i> (R) , <i>The Winter Room</i> (U), and <i>Sarney</i> (W).</p>	
Read-Aloud & Shared Reading	
<p>Read-Aloud goals</p> <p>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:</p> <p>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</p> <p>Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process:</p> <p>Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
Vocabulary	
*Vocabulary identified in Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy	
<p>Tier 2 (Academic Vocabulary)</p> <p>Analysis Apprentice Conduct Convey Embrace</p>	<p>Tier 3 (Domain Specific Vocabulary)</p> <p>Audience Body of work Craft moves Digital sources Evidence writing</p>

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<p> Evoke Examine Hallmarks Investigate Paraphrase Produce Reflection Summarize </p>	<p> Fan fiction Flashback* Ideas Information Organization Plot*/Plot structure Print sources Purpose Research topic </p>
Suggestions for Differentiation, Scaffolding, Intervention and Enrichment	
<p><i>CT Dept. of Education Evidence-based Practice Guides – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</i></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 questions Provide task cards and anchor charts so that expectations are consistently available Highlight key words in task directions <p>Supporting Struggling Readers</p>	

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- 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
- 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

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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.

- All Matter is made up of small particles (PS)
- Identifying Materials Based on Properties (PS)
- Measuring & Graphing Quantitative Data Regarding Conservation of Matter (PS)
- Chemical Reactions (PS)
- Earth's Gravitational pull is down (PS)
- Identifying Patterns in the Earth/Sun Relationship (ESS)
- Interactions Between Earth Systems (ESS)
- Water Distribution & Sources (ESS)
- Plants Get Materials for Growth from Water/Air (LS)
- Energy in Food Comes from the Sun (PS)
- Decomposers & Ecosystems (LS) ● Protecting Earth's Resources (ESS)

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