Totowa Public Schools

Gifted and Talented

Grades 3-5

Aligned to NJ: 2020 SLS

BOE Adopted: 8/31/2022

Units of Study & Pacing Guide

Unit of Study	Timeline	Notes
Viewpoints	9 Weeks	
Economics/Financial Literacy	9 Weeks	
Independent Learning Project Student Quest/My Place in the World (Project Based Learning)	9 Weeks	
Logic	9 Weeks	

Unit Title	Viewpoints
Unit Duration	9 Weeks
Unit Summary & Rationale	Students will prepare for and participate in a formal debate. Topics of the debate will be student selected from conflicts in their school, community, or world. In teams, students will research topics, develop statements, and prepare arguments. Teams will formally debate topics to be judged by students not debating.

Unit Goals

Essential Questions	What influences a person's viewpoint? What are the advantages/disadvantages of having the same or different viewpoints? How do debates help us develop and share our viewpoints?
Enduring Understandings	Viewpoints are rarely stagnant and may change over time. Personal viewpoints may be influenced and manipulated by a person's culture, background and outside influences. Debates are peaceful means for sharing viewpoints and resolving conflicts.
Learning Outcomes	Research data to support viewpoints Analyze text to identify multiple points of view Use Primary and Secondary information sources Interpret statistical information Analyze poetry to determine viewpoints Participate in Literature Circles

Assessment Evidence

Formative	Teacher created assessments, questions, checkpoints, teacher observations, classwork, portfolios, graphic organizers, homework
Summative	Student participation, Presentations, Projects, Portfolios, Written Assignments, Debates
Alternative and Benchmark	Formative, Summative, Alternative and Benchmark Assessments

Resources to Promote Learning

Resources and Equipment	Seedfolks- Paul Fleischman , Voices in the Park- Anthony Brone Encounter- Jane Yolen , Sign of the Beaver- Elizabeth George Speare , Black Beauty- Anna Sewell , If by Sarah Perry , Zoom and Rezoom- Istvan Banyai , George vs. George - Roslyn Schanzer , Smartboard/Computers/iPads/Internet/Microsoft Office 365 http://education.nationalgeographic.com/archive/xpeditions/lessons/06/g35/sameplace.htm Approved Class Resource List

Content & Interdisciplinary Standards

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g.,

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self- discipline and civility contribute to the common good.

6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

NJ: 2016 SLS: English Language Arts

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Idea.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

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SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Interdisciplinary Connections / 21st Century Connections	
21st Century Connections	- Critical Thinking - Act as a responsible and contributing citizen and employee - Communicate clearly and effectively and with reason - Consider the environmental, social and economic impacts of decisions

	• Utilize critical thinking to make sense of problems and persevere in solving them

Unit Title	Economics/Financial Literacy
Unit Duration	9 Weeks
Unit Summary & Rationale	Students will prepare a diversified investment portfolio. Stocks and mutual funds purchased will be student selected through research. In teams, students will buy and sell stocks and mutual funds through an on-line simulation program. Teams will compete with other groups throughout New Jersey.

Unit Goals

Essential Questions	What influences people's decisions about buying and spending? How are global events interrelated to the global market? Where and how can a person invest their money? How are risk and return related with regard to investments?
Enduring Understandings	Understand how supply and demand influences price and output of products. Understand how production, distribution and consumption of goods and services are interrelated and are affected by the global market and events in the Community. Leadership, cooperation, and hard work are essential to be economically competitive in today's global economy.
Learning Outcomes	Participate in the Stock Market Game Determine how and why public companies issue stocks. Identify stock indexes and how they differ in analyzing stocks traded on the market. Identify the effects of global events on stocks and the stock market. Analyze potential stocks for purchase and create a diversified stock portfolio. Identify sources of financial information and explain their benefits. Analyze past, current, and future stock market trends. Research and select stocks for investment.

	Identify and differentiate the various types of bonds and mutual funds available to the investor.
	Write effectively for the InvestWrite prompt.
	Create a business that provides a good or service and determine:
	What will be produced or what service will be provided
	How it will be produced
	Who is the target audience
	How much will be produced
	Select a President, accountant and marketing agent ,
	Model day-to-day interactions within the company.
	Determine positive and negative consequences in the company
	Prepare a resume
	Prepare and complete job applications
	Prepare financial statements

Assessment Evidence	
Formative	Teacher created assessments, questions, checkpoints, teacher observations, classwork, portfolios, graphic organizers, homework
Summative	Student participation, Presentations, Projects, Portfolios, Written Assignments, Debates
Alternative and Benchmark	[Formative, Summative, Alternative and Benchmark Assessments](#)

Resources to Promote Learning	
Resources and Equipment	Computers/Smartboards/Internet/iPads/Microsoft Office 365 Stock Market Resources: , www.smgww.org , http://finance.yahoo.com , http://www.investwrite.org , http://www.nasdaq.com , http://www.prongo.com/stock/index.pl , http://www.youtube.com/watch?v=yIZaelw_cHE Entrepreneurship Resources: , http://www.entre-ed.org/_teach/activits.htm , http://www.teachingkidsbusiness.com/index.htm ,

	http://ecedweb.unomaha.edu/k-12/k-5concepts.cfm , http://www.kansascityfed.org/education/foreducators/elem-classroom-resources.cfm Text Resources: The Hundred Penny Box - by Sharon Bell Mathis , Global Economy: America and the World – A True Book – Great American Business , Starting Your Own Business – A True Book – Great American Business , The Great Depression – by Elaine Landau , The Get Rich Quick Club – by Dan Gutman , Lunch Money – by Andrew Clements [Approved Class Resource List](#)

Content & Interdisciplinary Standards

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."
9.1.5.EG.2: Describe how tax monies are spent
9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.
9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
9.1.5. EG.5: Identify sources of consumer protection and assistance.
9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).
9.1.5.RMI.1: Identify risks that individuals and households face.
9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

NJ: 2016 SLS: English Language Arts

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RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Idea.
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SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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Interdisciplinary Connections / 21st Century Connections	
21st Century Connections	• Critical Thinking • Act as a responsible and contributing citizen and employee • Communicate clearly and effectively and with reason • Consider the environmental, social and economic impacts of decisions • Utilize critical thinking to make sense of problems and persevere in solving them

Unit Title	Independent Learning Project Student Quest/My Place in the World (Project Based Learning)
Unit Duration	9 Weeks
Unit Summary & Rationale	Students will answer a higher level thinking question of their own choosing and present their findings in a formal presentation. They will be knowledgeable enough to field questions on their subject and to make real-world connections to their topic. The research process necessary to answer this question should involve the students developing deep background knowledge of and comfort with their subject.
Unit Goals	
Essential Questions	How do my actions impact others in my community? How will I be an expert on a topic? What is the research process? What are varied and quality sources I can use to gather information? How will I best share what I've learned to make a difference to my community?

Enduring Understandings	All people can have an impact in the world; whether this impact is positive or negative is a choice they make. Projects require efficient planning and communication skills. The research process requires inquiry about topics of interest. Research is guided by research ethics. Product development requires creativity and extensive planning. Research should involve using higher level thinking skills
Learning Outcomes	Engage in a meaningful service experience as an extension of their learning. Reflect upon the project and process. Publicly share what they have learned, celebrate the results of the project, and look ahead to the future. Use important scientific concepts and information in an integrated fashion Be able to demonstrate the rights and responsibilities of citizenship and principles of democratic civic involvement. Inquire about topics of interest in a way that allows for extensive development of sophisticated research skills.
Assessment Evidence	
Formative	Teacher created assessments, questions, checkpoints, teacher observations, classwork, portfolios, graphic organizers, homework
Summative	Student participation, Presentations, Projects, Portfolios, Written Assignments, Debates
Alternative and Benchmark	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources and Equipment	Computers/iPads/Smartboard/Microsoft365. Online databases

Content & Interdisciplinary Standards

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g.,

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

NJ: 2016 SLS: English Language Arts

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RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Idea.

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SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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Interdisciplinary Connections / 21st Century Connections	
21st Century Connections	- Critical Thinking - Act as a responsible and contributing citizen and employee - Communicate clearly and effectively and with reason - Consider the environmental, social and economic impacts of decisions - Utilize critical thinking to make sense of problems and persevere in solving them

Unit Title	Logic
Unit Duration	9 Weeks
Unit Summary & Rationale	Students will choose from a menu of possible tasks: creating a logic matrix, writing an "analogy" book, creating products to be used by classmates in their classrooms and/or a modified coding project.

Unit Goals

Essential Questions	How do we apply higher level thinking skills to help us solve problems? What higher-level thinking skills are needed to promote creativity?
Enduring Understandings	Higher-level thinking skills are needed in our rapidly developing world.
Learning Outcomes	Brainstorm prior knowledge Read mystery stories Use clues to solve the mysteries Create their own mystery creature & share with class. Use prior knowledge of "All" statements & "No" statements

Assessment Evidence

Formative	Teacher created assessments, questions, checkpoints, teacher observations, classwork, portfolios, graphic organizers, homework
Summative	Student participation, Presentations, Projects, Portfolios, Written Assignments, Debates
Alternative and Benchmark	Formative, Summative, Alternative and Benchmark Assessments

Resources to Promote Learning	
Resources and Equipment	How to Do Homework Throwing Up, Trevor Romain & Elizabeth Verdick , True or False? Tests Stink!, Trevor Romain & Elizabeth Verdick , Stress Can Really Get on Your Nerves!, Trevor Romain & Elizabeth Verdick , Cliques, Phonies, & Other Baloney, Trevor Romain & Elizabeth Verdick , Bullies Are a Pain in the Brain, Trevor Romain & Elizabeth Verdick , How to Take the Grrrr Out of Anger, Trevor Romain & Elizabeth Verdick , The Essential 55, Ron Clark , On the Social & Emotional Lives of Gifted Children, Tracey L. Cross, Ph.D , When Gifted Kids Don't Have All the Answers, Jim Delisle, Ph.D., & Judy , Galbraith, M.A. • The Gifted Kids Survival Guide For Ages 10 & Under, Judy Galbraith , The Gifted Kids Survival Guide For Ages 11 & Up, Judy Galbraith , Responsive Classroom http://www.responsiveclassroom.com , Howard Gardner: http://www.howardgardner.com/ , Bloom's Revised Taxonomy: http://coe.sdsu.edu/eet/articles/bloomrev/ , The Ungame, All Ages Version, Rhea Zakich, Talicor , Building Strong Writers in Middle School Deb Delisle and Jim Delisle, What Would You Do? Book A-1, Michael O. Baker , Get Organized Without Losing It, Janet S. Fox Computers/Internet/iPads/Microsoft Office 365 Approved Class Resource List

Content & Interdisciplinary Standards

8.1.5.AP.1: Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
8.1.5.AP.2: Create programs that use clearly named variables to store and modify data.
8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.
8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.
8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.
8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

NJ: 2016 SLS: English Language Arts

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Idea.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Interdisciplinary Connections / 21st Century Connections

21st Century Connections	- Critical Thinking - Act as a responsible and contributing citizen and employee - Communicate clearly and effectively and with reason - Consider the environmental, social and economic impacts of decisions - Utilize critical thinking to make sense of problems and persevere in solving them

Accommodations & Modifications		
Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs		
Time/General	**Processing**	**Comprehension**
- Allow extra time - Repeat and clarify directions - Provide breaks in between tasks - Have student verbalize directions - Provide timelines/due dates for reports and projects	- Provide extra response time - Have student verbalize steps - Repeat directions - Provide small group instruction - Include partner work	- Provide reading material on student's level - Have student underline important points - Assist student on how to use context clues to identify words/phrases - Ensure short manageable tasks
Tests/Quizzes/Grading	**Behavior/Attention**	**Organization**

• Provide extended time • Provide study guides • Limit number of responses	• Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task	• Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.

- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.