

**English Language Arts  
Grade 5 – Reading for Literature Standard  
Standards Enhanced for Gifted Students**

Introduction

This document, *Grade 5 English Language Arts Standards Enhanced for Gifted Students*, recognizes three ways to differentiate standards for gifted students: (1) teaching advanced skills and using high quality, grade appropriate content; (2) teaching grade-level skills and using above-grade level content; and, (3) teaching advanced skills and using above-grade level content.

The primary purpose of the document is to provide guidance for teaching advanced skills to gifted students using high quality, grade-level materials. (High quality grade-level materials are defined as those with sufficient complexity to allow for instruction at higher cognitive levels. Standards for determining text complexity are outlined in the Common Core Standards.)

In using the modified standards in this document, it is critical to remember that any examples provided are informational and not intended to dictate choices of curriculum materials. Nor are the task demands or assessment indicators shown in the document the only possible options for students. Teachers can use these examples to design other high-level task demands or assessment indicators that fit their teaching style and student needs or interests.

A key concept to remember when working with gifted students is that they often disengage from learning when they recognize that work they are assigned is additional work, not more meaningful work. Fair grading procedures can also be an issue for gifted students when they are given work that is appropriate and not easily mastered. They recognize that classmates may be receiving higher grades while doing easier work.

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TOPIC	Key Ideas and Details	
<p><b>Standard 1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Enhanced for Gifted:</b> Use evidence from the text to accurately detail, elaborate, and justify explicit information and inferences derived from text.</p>	
<p><b>Differentiated Task Demands</b></p> <p><b>National Classroom Radio</b> Design a discussion for the “National Classroom Radio (NCR)” program that provides a critique and explanation of the text read. For example read “The Road Not Taken” by Robert Frost. In your critique of this poem determine whether the narrator had regrets about his life path because of the choices he made. Use evidence from the text to create and support the arguments. The critique must be clear, concise and elaborative.</p> <p><b>Character Interview</b> Create a five minute Podcast during which a character is interviewed about actions he/she took in the text. Character responses should be based on information in the selection. For example, in the book <i>Alice in Wonderland</i>, one of the major themes is “chaos vs. order”. In a character interview one of the questions might be, “Alice, talk to us about why you feel things keep getting ‘curiouser and curiouser’.”</p>		
<p><b>Assessment Indicators</b></p> <p><i>Inquiry Groups</i> Ongoing student discussion and analysis of text through classroom and small group discussions (eg., Socratic and Paieda circles) and open-ended written assignments.</p> <p><i>Presentation Rubrics</i> Rubrics for oral presentations should be adapted to fit the specific task. These links provide examples of structure and criteria common to those rubrics:            From Read Write Think - <a href="http://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric-30700.html">http://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric-30700.html</a>            Shreyer Institute on Teaching Excellence - <a href="http://www.schreyerinstitutione.psu.edu/Tools/Rubric/">http://www.schreyerinstitutione.psu.edu/Tools/Rubric/</a></p>		

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TOPIC	Key Ideas and Details	
<b>Standard 2:</b>	<b>Enhanced for Gifted</b>	
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text	Analyze the theme of a story, drama, or poem. Consider text details that support how literary techniques (symbolism, setting, problem-solution, voice, structure, images or characterization) impact the author’s purpose and overall theme of a text.	
<b>Differentiated Task Demand</b>		
Create a two minute ‘You-Tube’ video/lecture that provides a text synopsis and then focuses on the theme and its impact on the selection. Use evidence from the selection to justify your ideas. For example, in <i>The Secret Garden</i> two of the characters are not very likable and could be viewed as undeserving of happiness and health. However, they each take opportunities available to them to become happy, healthy and well-loved people. In this case the theme or focus of the “You-Tube” piece could be redemption or justice.		
<b>Assessment Indicators</b>		
Rubric explanations and examples for this type of project can be found in <i>Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment</i> by Larry B. Ainsworth and Donald J. Viegut (Paperback - Apr 20, 2006)		

TOPIC	Craft and Structure	
<b>Standard 3:</b>	<b>Enhanced for Gifted</b>	
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Compare and contrast two or more characters, settings, and events in a story or drama, drawing on specific details in the text and explain how the similarities and differences contribute to the theme of the text.	
<b>Differentiated Task Demand</b>		
Create a reality TV competition show (eg., <i>American Idol</i> ) in which two or more or more characters, settings and events in a text are rated as to how well they depict a major theme of the text. Give specific details that support these ratings For example in <i>MC Higgins the Great</i> , both MC Higgins and his father, Jones, embody the theme of “overcoming prejudice”.		
<b>Assessment Indicators</b>		
As an authentic audience, a class or panel can review the same details used to make the original rating and vote to either agree or disagree with the original rating. Tally similar responses.		

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<p><b>Standard 4:</b>  Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p><b>Enhanced for Gifted</b>  Determine the meaning of words and phrases as they are used in the text, including figurative language such as metaphors and similes, and examine how the selected words and phrases reveal the author’s point of view or the mood of the text.</p>
<p><b>Differentiated Task Demand</b>  Analyze a quote, describe what the author meant and how that quote is essential to understanding the book.</p> <p>Keep a list of quotes, images, symbols, or figurative language throughout the book that contribute to the overall meaning (one or two per chapter). Write a persuasive article outlining how the author uses those key quotes, images, symbols or metaphors to create purpose.</p>	
<p><b>Assessment Indicators</b>  Rubric assessment evaluating the choices of words and phrases and the persuasiveness of the argument that the selections reveal the author’s point of view or purpose for writing.</p>	

<p><b>Standard 5:</b>  Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p><b>Enhanced for Gifted</b>  Analyze how a series of chapters, scenes, or stanzas fit together to provide the overall structure to support the theme of a particular story, drama, or poem.</p>
<p><b>Differentiated Task Demand</b>  Mae Tuck goes into TreeGap once every ten years to meet her sons, Miles and Jesse. Determine how this scene relates to the overall theme of <i>Tuck Everlasting</i>. Find other scenes in the book related to time passing and create a “mind map” that shows how they support the overall theme. Post your map in a “mind map” gallery and write an artist’s statement explaining your map.</p>	
<p><b>Assessment Indicators</b>  For an authentic audience, peer assessments can match the points of the artist’s statement to artifacts on the map.</p>	

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<p><b>Standard 6:</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><b>Enhanced for Gifted</b> Describe how a narrator’s or speaker’s point of view influences how events are described and relate how this point of view impacts the plot of the text.</p>
<p><b>Differentiated Task Demand</b> Create a role play of a narrator or speaker in a text. Using the character’s point of view, show an audience how events are described and how the point of view is used to support the plot. For example, in <i>Bud, Not Buddy</i> the speaker in the text, Bud Caldwell, has an ever expanding list of “Bud Caldwell’s Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself.” In the role play, show how Bud moves through the plot based on his “Rules and Things”. How do the events and Bud’s Rules show Bud’s attitude toward life?</p>	
<p><b>Assessment Indicators</b> Acting as an authentic audience, peers can comment in a blog to analyze the effectiveness of the role play. The blog should be structured to create constructive comments. Formative assessment techniques can be used to guide comments.</p>	

<p><b>Standard 7:</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><b>Enhanced for Gifted</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text and identify and discuss the implications for the reader/ viewer and the textual message.</p>
<p><b>Differentiated Task Demand</b> Compare the 2010 movie version of <i>Alice in Wonderland</i> to the text version by critiquing a particular scene or scenes regarding meaning, tone or beauty. Choose one of the media to be nominated for an Academy Award or Newbery Award and list the criteria used to make the nomination.</p>	
<p><b>Assessment Indicators</b> Using the listed criteria, a group of peers act as members of the Film Academy or Newbery Selection Committee and determine if the movie or text scene(s) cited deserve an Academy or Newbery Award.</p>	

<p><b>Standard 8: Not Applicable to Literature</b></p>	<p><b>Enhanced for Gifted</b></p>
<p><b>Differentiated Task Demand</b></p>	
<p><b>Assessment Indicators</b></p>	

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<p><b>Standard 9:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>Enhanced for Gifted</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics and distinguish common features, style, and structure that contribute to or detract from the common features of genre or generated theme.</p>
<p><b>Differentiated Task Demand</b> Create a graphic organizer that shows the ways in which two or more texts compare or differ from the specific genre in which they are placed. Then in a brief introduction to a book or 30 second “book trailer” cite how the book matches and differs from typical books in the genre. Specify similar themes and topics and distinguish common features, style and structure. As an example, the books <i>Hatchet</i>, <i>Bud Not Buddy</i>, <i>Walk Two Moons</i>, <i>Bridge to Terabithia</i> and <i>Holes</i> are all realistic fiction genre. Choose two or more these texts to show how the features, style and structure selected by the author fit or deviate from the genre.</p>	
<p><b>Assessment Indicators</b> A rubric assessment evaluating the elements of comparison and contrast selected and application to themes and topics typical of the genre.  Rubric explanations and examples for this type of project can be found in <i>Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment</i> by Larry B. Ainsworth and Donald J. Viegut (Paperback - Apr 20, 2006)</p>	

<p><b>Standard 10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p><b>Enhanced for Gifted</b> Show growth gains from the beginning to the end of the year in reading and comprehending literature, including stories, dramas, and poetry at levels <u>above</u> the grades 4-5 text complexity band independently and proficiently.</p>
<p><b>Differentiated Task Demand</b>  Read the following passage and respond to the following questions:  <i>The teacher may use the following guide to develop questions:</i>  <u><i>Creating Questions for close Analytic Reading Exemplars: A Guide</i></u></p> <ol style="list-style-type: none"> <li>1. <i>Think about what you think is the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build toward.</i></li> <li>2. <i>Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.</i></li> <li>3. <i>Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.</i></li> <li>4. <i>Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise</i></li> </ol>	

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*those standards.*

5. *Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.*
6. *Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.*
7. *Develop a culminating activity around the idea or learning identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.*

*Possible Texts:*

Junior Great Books – above- grade level

College of William and Mary units - above- grade level

Other above-grade level texts

**Assessment Indicators**

Pre/Post Assessment of responses based on a rubric. See the College of William and Mary rubric and questions for literary analysis as a guide.

**RESOURCES**

**NAGC Standards**

**Ohio's New Learning Standards Rubrics**

**Paul's Reasoning Model**

**Differentiation Features – Van Tassel-Baska and Stambaugh (2006)**

**Bloom's Taxonomy**

**FIP**

**21<sup>st</sup> Century Skills – Problem-based Learning**

**Performance-based Assessment**

**NAGC Common Core Books**

**Sandra Kaplan's Depth and Complexity**