**Grade 5 Advanced / Gifted and Talented (GT) English Language Arts**

Gifted and Talented (GT) English Language Arts lessons and units model instructional approaches to differentiate the Common Core State Standards for advanced/ gifted and talented students.

Gifted and talented students are defined in Maryland law as *having outstanding talent and performing, or showing the potential for performing, at remarkably high levels when compared with their peers* (Maryland Annotated Code §8-201).

State regulations require local school systems to provide different services beyond the regular program in order to develop gifted and talented students’ potential. Appropriately differentiated programs and services will accelerate, enrich, and extend instructional content, strategies, and products to apply learning (COMAR 13A.04.07 §03).

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| **Resource** | **Description** |
| ***The 15 Design Principles*** | Units and lessons model differentiation of **content**, **process**, and **products** and apply the Universal Design for Learning (UDL) Guidelines to remove barriers for advanced/gifted and talented students. |
| ***Earth- A Fine Balance***  **GT Replacement Lesson for Unit Closure** | **GT Replacement Lesson for *Earth- A Fine Balance Unit Closure***  Through authentic research, students will analyze the issue of *fracking* from multiple perspectives in order to determine environmental, political, social, geographical, ethical, health, and economical impacts on the balance and harmony of nature. Form, audience, and purpose of student products will be determined based on the researchable question and information supporting the topic of inquiry. Students will compose an argument: “Based on what you have learned, as a landowner, would you lease your land to an energy company for the purpose of fracking? Would you unearth the treasure in your backyard? |
| ***The Search for Authenticity* Unit** | |
| **Unit Overview** | **The Search for Authenticity** is a differentiated unit for advanced/gifted and talented students. The Essential Questions “How do we determine *authenticity*?” and “What does it mean to be an *authentic* person” frame the unit. Students will explore the concept of authenticity through a close reading of the text *The Shakespeare Stealer* and informational text on its historical setting, Elizabethan England. In the Unit Closure, students will analyze, evaluate, and synthesize the overarching concept of authenticity by putting the author “on trial” for creation of an historically accurate text and by creating an authentic character and scene to insert into the novel. |
| **Lesson Seed 1** | *The Concept of Authenticity* |
| **Lesson Seed 2** | *Short Research on the Elizabethan Time Period* |
| **Lesson Seed 3** | *Authenticity Shared Inquiry Discussion* |
| **Lesson Seed 4** | *The Hero’s Journey Archetype* |
| **Lesson Seed 5** | *Close Reading of Polonius’ Monologue* |
| **Lesson Seed 6** | *Performing a Shakespearean Monologue or Soliloquy* |
| **Lesson Seed 7** | *Analyzing an Artist’s Interpretation of Shakespeare’s Work* |
| **Lesson Seed 8** | *Unit Closure: Creating Authenticity* |