



Elementary Gifted & Talented Scope & Sequence

Note: This scope and sequence is for pull-out gifted & talented programming. The Gifted and Talented Program is student-driven. Therefore, the scope and sequence is fluid and will be tailored to address student needs and interests.

To learn more about the rigorous expectations that Norwalk’s Gifted and Talented Program adheres to, please visit the National Standards for Gifted and Talented Education [here](#).

Grade 3 at a Glance	Essential Question(s)	Priority Standards, Skills & Concepts (what students need to be able to do and know)
<p>Theme: <i>Identity</i></p> <p>People’s multiple identities interact to create unique and complex individuals.</p>	<p>How does my identity shape my learning experiences and relationships?</p>	<p><u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions-Follow agreed-upon rules for discussions.</p> <p><u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a subject</p> <p><u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Speak audibly and express thoughts, feelings, and ideas clearly.</p>



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Grade 4 at a Glance	Essential Questions	Priority Standards, Skills & Concepts (what students need to be able to do and know)
<p>Theme: <i>Innovation</i></p> <p>People use the engineering design process as a tool to solve problems and improve life.</p>	<p>What fuels innovation?</p>	<p><u>NGSS: 3-5 ETS 1-1</u> Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p><u>NGSS:3-5 ETS1-2.</u> 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.</p> <p><u>CCSS.ELA-LITERACY.W.4.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>



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Grade 5 at a Glance	Essential Questions	Priority Standards, Skills & Concepts (what students need to be able to do and know)
<p>Theme: <i>Empathy</i></p> <p>I will understand the development of my passions and the passions of others. I will share my gifts and talents to improve my community.</p>	<p>How do we foster empathy through multiple perspectives?</p>	<p><u>CCSS.ELA-LITERACY.W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-LITERACY.SL.5.4</u> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>