

Small Group Ideas

Elementary ELA Extension and Enrichment Resources within HMH *Into Reading*

- **HMH Readers with Tabletop Minilessons** — *Students extend module learning by engaging with additional texts, applying reading skills and strategies, analyzing text, and building deeper understanding of content and vocabulary. Because teachers are selecting the texts, teachers may choose to consider text complexity, Lexile level, theme, genre, author, etc. when planning for advanced learners.*
- **Focal Text Sets with Tabletop Minilessons** — *Students extend module learning by exploring related texts, making connections across texts, applying reading skills and strategies, and synthesizing ideas to build deeper knowledge.*
- **Research and Inquiry Projects** — *Students extend module learning by developing questions, investigating topics, evaluating sources, synthesizing information, and communicating new understandings.*

Whole Group Ideas

- **Supporting All Learners Boxes throughout the Teacher Guide** – *Look at the recommendations contained in the Challenge section.*
- **Whole Group Moves for Gifted Learners** –
 - Ask for **two possible answers** before accepting one.
 - Require students to support answers with **specific lines, images, or repeated phrases**.
 - Invite students to compare **tone, perspective, and structure**, not just retell events.
 - Use prompts like *What is the stronger interpretation?* or *What makes that evidence more convincing?*
 - How students revise oral and written responses for **precision** and **depth**.
- **HMH Assist within AI Tools** – Use the following prompt to elicit ideas for how to scale activities in whole group to provide additional challenge:

Prompt:

For Module ___ Week ___ in ___ grade, please scale the activities in whole group to challenge gifted and advanced learners.

Response from HMH Assist based on the prompt: For Module 1 Week 3 in 5th grade, please scale the activities in whole group to challenge gifted and advanced learners.

Yes—here are ways to **scale the whole-group activities** in **Grade 5, Module 1, Week 3** to better challenge **gifted and advanced learners** while keeping them in the core lesson.

The Week 3 whole-group work centers on **Captain Arsenio, critical vocabulary, author's purpose/craft, discussion and speaking, and writing/revision**. A good approach is to keep the same text and tasks, but increase the level of **analysis, independence, precision, and transfer**.

- **During the text introduction and purpose setting** ([Captain Arsenio, page 55](#)), ask advanced learners to generate **multiple predictions** instead of one. Have them predict not only what will happen, but also **how the author will create humor** and **what the text may suggest about invention, failure, and persistence**.
- **For inference work** ([page 56](#), [page 58](#)), require students to make **layered inferences**: first infer a character trait, then explain **which words, images, or structural choices** led them there, and finally explain **why that trait matters to the text as a whole**.
- **For literary elements and character analysis** ([page 57](#), [page 62](#)), move beyond identifying traits. Ask gifted learners to decide whether Captain Arsenio is best described as **reckless, visionary, comedic, determined, or unreliable**, then defend their choice with a short claim-evidence-reasoning response.
- **For image/text analysis** ([page 59](#), [page 63](#), [page 69](#)), ask students to analyze **how the illustrations change the tone**. Instead of just explaining what the picture shows, have them evaluate whether the visual details **intensify the humor, expose the character's overconfidence, or create irony**.

- **For author's purpose and craft** ([page 60](#), [page 66](#), [page 69](#)), have advanced learners compare **the narrator's perspective** with **Captain Arsenio's diary voice**. A strong challenge question is: *How does the contrast between the narrator's wording and Arsenio's own words create irony?*
- **For the Notice & Note "Again and Again" work** ([page 67](#)), push students to examine repetition at a deeper level. Instead of only noticing "**It cannot fail!**", ask them to explain how repetition develops **theme**, **humor**, and **characterization** across the entire selection.
- **For wrap-up discussion** ([page 70](#)), replace simple opinion sharing with **structured academic debate**. For example: *Is Captain Arsenio more successful than he appears?* Students must define **success** first, then argue from the text.
- **For Week 3 critical vocabulary** ([Critical Vocabulary 1.11b](#)), challenge students to do more than define **evidently**, **acceleration**, **prototype**, **contribution**, and **conceived**. Have them rank the words by **importance to understanding the text** and justify their ranking using examples from the story.
- **For vocabulary strategy work** ([Reference Materials, page 31](#)), ask advanced learners to compare how a **dictionary**, **glossary**, **thesaurus**, or **online source** shapes understanding of a word like **eccentric**. Then ask which source is **most useful for close reading** and why.
- **For writing and revision** ([Ratiocination 1.12a](#), [Ratiocination 1.12b](#), [Peer Proofreading](#)), have gifted learners revise for **style and precision**, not just correctness. Ask them to improve sentence variety, strengthen domain-specific vocabulary, and replace vague evidence with **more exact quotations or paraphrases**.
- **For speaking and presentation** ([Speaking Tips, page 35](#)), ask advanced learners to present a **1-minute evidence-based claim** rather than a simple response. They should state a claim, cite text evidence, explain reasoning, and respond to one counterpoint.
- **For knowledge building** ([Knowledge Map 1.14](#)), ask students to categorize inventions by **more than one reason to invent**. For example, they might argue that an invention can both **solve problems** and **make life easier**. This pushes more nuanced thinking.

Simple whole-group moves that work well for gifted learners:

- Ask for **two possible answers** before accepting one.
- Require students to support answers with **specific lines, images, or repeated phrases**.
- Invite them to compare **tone, perspective, and structure**, not just retell events.
- Use prompts like *What is the stronger interpretation?* or *What makes that evidence more convincing?*
- Have students revise oral and written responses for **precision** and **depth**.

Sample higher-level whole-group questions for Week 3:

- Is Captain Arsenio a failure, or is he an example of productive failure? Defend your thinking.
- How do the illustrations make readers question Captain Arsenio's version of events?
- Why might the author choose a humorous tone to explore invention and experimentation?
- How does repeated overconfidence shape the reader's understanding of the character?
- Which invention best shows both Captain Arsenio's creativity and his poor judgment?

If you want, I can turn this into a **day-by-day Week 3 plan** with specific **whole-group teacher prompts**, **student extension tasks**, and **DOK 3–4 questions**.

