# Unit 1: Grades 3-6 ELA Talented & Gifted Copied from: Talented & Gifted K - 6 Resources, Copied on: 02/21/22

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## Title Section

# Department of Curriculum and Instruction

**Belleville Public Schools**

Curriculum Guide

Unit 1: T&G ELA Curriculum

Genre Study

3rd-6th Grade

**Belleville Board of Education**

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## Unit Overview

**BELLEVILLE SCHOOL DISTRICT**

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**Talented & Gifted Program**

## PHILOSOPHY

The philosophy of the Talented & Gifted Program for Belleville Public Schools is to recognize the unique talents and cabilities of all students. Students who demonstrate exceptional abilities require a challenging and a differentiated curriculum. We recognize that students learn in different ways and posses different experiences and levels of understanding. Students deserve an educational environment that is challenging, stimulating, individualized, and learner driven. The curriculum has been designed to maximize students' creative, cultural, and cognitive needs. The cornerstone belief of the Talented & Gifted program is that children learn best when they are actively engaged in the quest for knowledge.

## PURPOSE

The purpose of the Belleville School District Talented & Gifted Program:

- Provides students with learning experiences to increase their cognitive and affective abilities through frequent applications of creative thinking, problem solving, critical thinking, exploration, discovery, and experimentation.
- This program will provide educational opportunities and activities to every student in his/her personal learning style, to include visual-spatial, musical, naturalist, bodily kinesthetic, interpersonal, intrapersonal, linguistic, verb-linguistic, and logical-mathematical.
- Students will be encouraged to develop and apply higher level thinking processes to become producers of information, as well as consumers of information.
- The program will enhance each student's level of understanding concepts, ideas, and issues in the areas of knowledge, comprehension, application, analysis, synthesis, and evaluation.
- The intellectual architecture of this unit will be fueled by teacher designed lessons that build upon identified students' strengths, interests, and talents.
- The program is designed to be student driven in which the teacher acts as a facilitator, guide, or resource for personal or small group inquiries and investigations.
- The three characteristics used for identifying students are above average ability, task commitment, and creativity.
- Provide a three-part model of learning activities which would include Tier One as whole group instruction in the classroom setting during the school day, Tier Two as small group instruction and planned activities in the classroom setting during the school day involving cross-curricular involvement, and Tier Three as an after school enrichment program for students in grades three through five who meet the established criteria.
- The students are identified based on unique talents, abilities, and interests to form a talent pool.

At the K-5 levels, enrichment is intended for all students. It will be available to encourage students, and give them additional opportunities to achieve their highest potential. An after-school program in grades three through five has been designed for those students who demonstrate exceptional ability, talent, and potential. Students chosen to participate in this program will be rewuired to meet established acceptance criteria.

## AFTER-SCHOOL PROGRAM GOALS

1. Provide a differentiated curriculum for students who demonstrate exceptional cabilities and potential.
2. Identify and support each student's personal style to promote academic, social, and emotional growth for potential success.
3. Provide opportunities for students to pursue long-term investigations of personal interests.
4. Provide activities that promote growth and stimulation in higher cognitive processes such interpretation, analysis, application, synthesis, and evaluation.
5. To engage students in rich academic experiences coupled with high expectations, which will afford them opportunities to make meaningful connections between their learning and the larger world.
6. Develop an understanding of their own talents and interests in order to select and pace learning

experiences necessary to become more self-directed learners.

## AFTER-SCHOOL PROGRAM OBJECTIVES

1. The student will participate in learning activities in which one or more of the following strategies for differentiated instruction will be employed: interest groups, independent projects, learning centers, and tiered assignments.
2. The students will be exposed to a personal interest survey to help them focus their questions for personal or small group inquiry and investigation in grades three through five.
3. The students will participate in analysis and synthesis of information facilitated by, but not limited to, real world problem solving, mentorship, product creation, presentation, and self-evaluation.
4. Students will select topics of personal interest that they will research, engage in problem solving, and create solutions that are tied to real world application.
5. The students will use technological resources to facilitate their investigations.

## GUIDELINES FOR INSTRUCTIONAL ACTIVITIES

Activities will include but not be limited to:

1. Personal interest inventories, and investigations pursuing those interests.
2. Inquiry of questions related to or arising from regular classroom studies or those proposed by the instructor.
3. Exploratory activities.
4. Student opportunities to enage in new endeavors involving questioning and investigation to secure new knowledge.
5. Those that encourage students to question, make inferences, and find evidence to support generalizations.

## UNIT ONE ELA OVERVIEW

Unit One of the T&G Enrichment Curriculum will focus on ELA through a genre study. As children complete their schooling, it is important that they are exposed to and immersed in many kinds of print and many types of literature. A Genre Study is one way to accomplish that. Research also shows that the more experience students have in reading different genres, the more successful they will be in writing in different genres.

Grade 3 Genre Study - Realistic Fiction

Grade 4 Genre Study - Historical Fiction

## New Jersey Student Learning Standards (NJSLS)

Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

| | |
|---|---|
| CCSS.ELA-Literacy.RL.5.9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| LA.3.CCSS.ELA-Literacy.CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| LA.3.CCSS.ELA-Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| LA.4.CCSS.ELA-Literacy.CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| LA.4.CCSS.ELA-Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| LA.5.CCSS.ELA-Literacy.CCRA.R.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| LA.5.CCSS.ELA-Literacy.CCRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |

## Exit Skills

By the end of this unit students will:

1. Develop proficiency in the areas of reading, writing, speaking, listening, and viewing.

2. Construct meaning and respond thoughtfully to a variety of material from print, non-print, and electronic materials.

3. Use a variety of strategies to create and develop meaning when reading, writing, listening, speaking, and viewing.

4. Express questions, thoughts, interpretations, and opinions related to material from print, non-print, and electronic source content and purpose in both oral and written form.

5. Develop stories, essays, and poems using the writing process.

6. Read to learn and for pleasure.

## Enduring Understanding

1. Students will have a greater understanding of the particular genre and all of the necessary reading strategies needed for comprehension and higher level application.

2. Students will have a greater understanding of the story elements specific to a particular genre and this will tranlsate into their narrative writing.

3. Students will understand that it is vital to use multiple resources when completing research.

4. Students will understand the importance of respect and collaboration when working with team members to research.

## Essential Questions

1. Why is it important to adjust reading strategies to a particular genre?

2. What differentiates one type of genre from another?

3. How would incorporating various story elements impact your writing?

4. When completing research, why is it important to cross-reference different materials?

5. Why is collaboration necessary for effective problem solving?

## Learning Objectives

Students will be able to refine and broaden

l. Divergent thinking (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language)

a. Creative thinking

b. Inventive thinking

2. Convergent thinking (Core Standards: Reading: Informational Text; Speaking and Listening)

a. Deductive thinking

b. Analytical thinking

c. Evaluative thinking

3. Interpretive thinking (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language, NJCCCS 5.2)

4. Problem solving (NJ CCCS 5.12, 6.6; Core Standards: Reading: Informational Text; Writing; Speaking and Listening)

5. Research Skills (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language)

In the area of divergent thinking students will:

a. use creative thinking to:

l. use fluent and flexible thinking to brainstorm ideas/solutions.

2. develop, produce, and dramatize.

3. adapt story versions.

4. illustrate interpretations.

5. use the five-step writing process to write original pieces.

6. create and construct original designs with a variety of manipulatives and aft supplies.

In the area of convergent thinking students will:

a. use deductive thinking to:

l. formulate predictions/hypothesis.

2. determine varied ways to reach the same solution.

b. use analytical thinking to:

l. analyze story elements.

2. compare and contrast story elements/manipulatives/interpretations.

3. interpret visual representations.

c. use evaluative thinking to:

1. judge character traits and motivation.

2. compare, rate, rank, revise, and eliminate information.

3. determine cause and effect.

4. make conclusions about given information.

5. defend and validate perspectives.

6. exercise metacognition through KWL charts and reflective writing.

7. decide assessment criteria in rubric form.

8. self-assess using set criteria.

In the area of interpretive thinking students will:

a. use shared inquiry to:

l. build awareness of interpretive issues in a story.

2. analyze character motivation and development.

3. find and use supporting evidence for opinions.

4. present clear, persuasive arguments.

In the area of research skills students will:

a. determine purpose, goals, and activities of self-selected independent study projects

b. access and select meaningful information using the Internet, books, videos, and other media.

c. use the five-step writing process of prewriting, drafting, editing, conferencing, and publishing for a variety of audiences and purposes.

d use a variety of computer software to record research.

e. synthesize knowledge of a topic into self-selected culminating activities.

f. cite references.

g. present/share research to others

## Interdisciplinary Connections

The T&G Curriculum areas of divergent thinking, convergent thinking, visual/spatial perceptions, interpretive thinking, and problem solving are integrated with Language Arts, Math, Science, and other content areas.

## Alignment to 21st Century Skills & Technology

**Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Science
- Geography
- History
- Government and Civics

## 21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

## 21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## Technology Infusion

- SMARTboards
- computers
- Microsoft 365 applications
- multimedia pressentations
- online resources

## Differentiation

T&G students will be identified through multiple measurable assessments (DRA, Envision, teacher recommendation, etc.).

Tier 1- At this tier, ALL students are serviced. Enrichment opportunities will be offered through various classroom experiences.

Tier 2 - At this tier, flexible groups are formed based on concept mastery. Extended learning opportunities will be offered in order for students to transfer complex thinking processess to a higher level. This could be accomplished through small group instruction/projects/centers within the whole class environment.

Tier 3- At this tier, identified students in Language Arts and/or Mathmatics will be engaged in culminating activities in an after school enrichment program. This guide addresses identified T&G students enrolled in this program.

## Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- secure attention before giving instruction/directions
- student working with an assigned partner

## ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- reducing or omitting lengthy outside reading assignments
- tutoring by peers
- using computer word processing spell check and grammar check features

## Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to

reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide

- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## Primary Resources

Please refer to the T&G resources provided for the enrichment program.

## Ancillary Resources

readtheory.org

discoveryeducation.com

readinga-z.com

www.readwritethink.org

davidsongifted.org