Unit 1: Grades 3 & 4 Talented & Gifted ELA

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Talented & Gifted Program

Grades 3 & 4

ELA - Genre Study

Belleville Board of Education

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Unit Overview

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 3rd-4th grade 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

Enduring Understandings

1. A greater understanding of a particular genre and all of the necessary reading strategies are needed for

comprehension and higher level application.

2. Knowledge of the story elements specific to a particular genre will tranlsate into the students' narrative writing.

3. It is vital to use multiple resources when completing research to develop a well supported perspective

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?

Exit Skills

By the end of Unit 1, 3rd and 4th grade 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.

New Jersey Student Learning Standards (NJSLS)

LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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.

Learning Objectives

Students will be able to...

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.

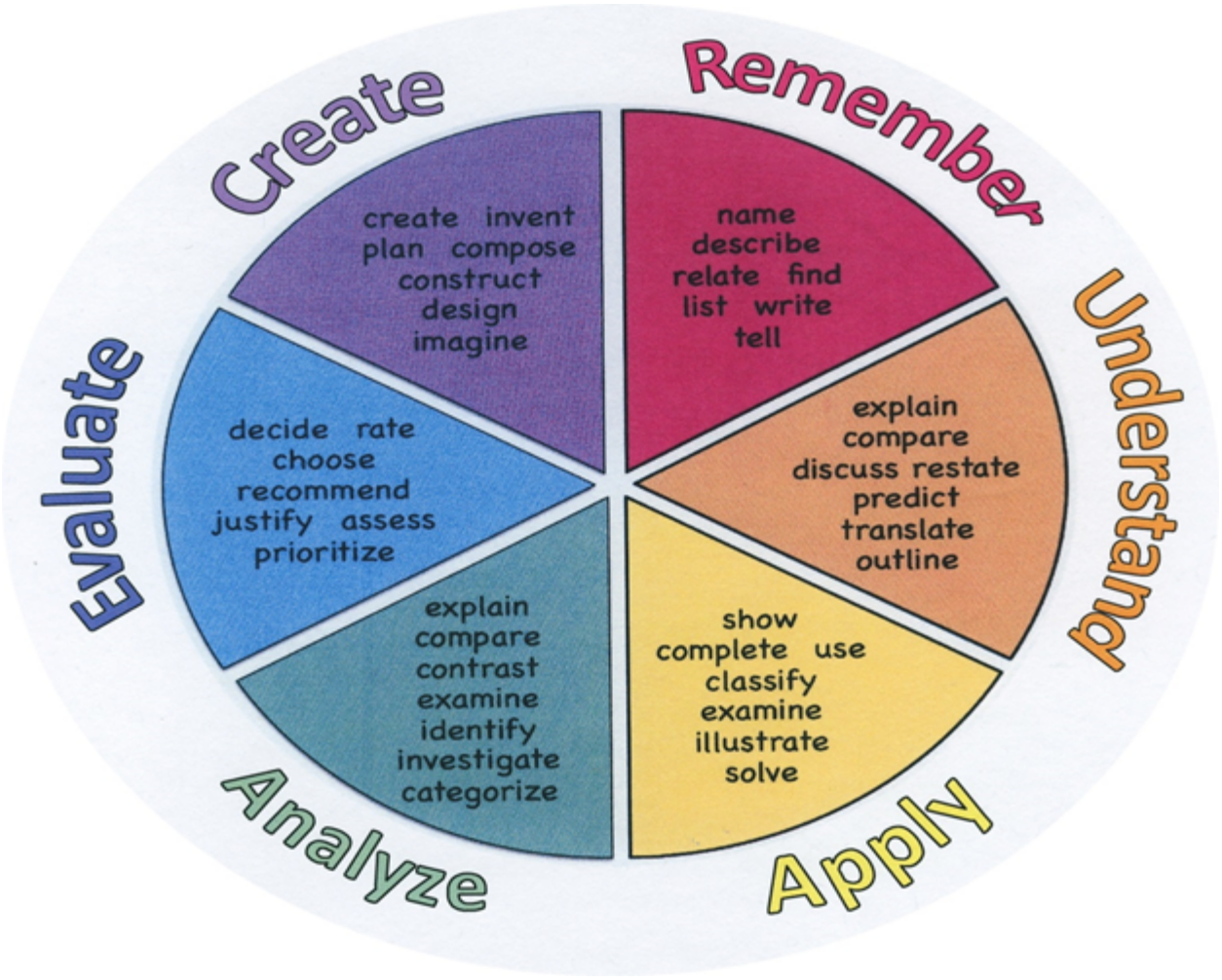
4. Express questions, thoughts, interpretations, and opinions related to material from print, non-print, and electronic source content and purpose in both oral and written form.

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

6. Read to learn and for pleasure.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Create an audiobook in which students pick their own story they would like to read and use different technology such as Youtube, iMovie, or a simple recorder to record themselves reading the passage.
- Making a virtual interactive story map to recreate a certain time in history for a historical fiction research project
- Work in small groups to develop a play based on different character development ideas

Assessment Evidence - Checking for Understanding (CFU)

Portfolio (Summative)

Multimedia Reports (Alternative)

Teacher Observation Checklist (Formative)

Do Now & Exit Tickets (Formative)

Journal (Summative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes

- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Wonders Anthology

Reading/Writing Workshop

Leveled Readers

Ancillary Resources

www.getepic.com

www.readinga-z.com

www.readwritethink.org

www.starfall.com

www.ixl.com

Technology Infusion

G Suite (Docs, Slides, Youtube) to write, edit, comment and create different works for presentation.

Chromebooks/Tablets/iPads for students to independently work for both research and type written information.

SmartTV to present videos or notes in lieu of a white/chalkboard.



Alignment to 21st Century Skills & Technology

TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

21st Century Skills/Interdisciplinary Themes

- 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

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

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.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Guidelines for students with IEP's and 504's will be followed.

Work will be checked frequently to check for student's understanding.

- printed copy of board work/notes provided
- additional time for skill mastery

- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Translation devices will be used if the need arises for students to communicate if there is a language barrier.

Projects such as a created comic book may be used rather than writing a narrative.

- 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)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- 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
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Tutoring by peers will be used.

Students may correct errors when they occur.

- 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.
- decreasing the amount of workpresented or required
- 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
- tutoring by peers
- 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

Talented and Gifted Learning (T&G)

Provide enrichment articles and assignments

Allow students to complete independent study assignments

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: ELA Genre Study

NJSLS:LA.RL.3.6, LA.RL.3.9, LA.RL.3.10, LA.RL.4.6, LA.RL.4.9, LA.RL.4.10, TECH.8.1.5.A.3, TECH.8.1.5.B.1

Interdisciplinary Connection:

Statement of Objective: SWBAT create a virtual interactive story map based on a historical fiction text and present it to a large group setting

Anticipatory Set/Do Now: What is a story map?

Learning Activity: Discuss the elements of historical fiction stories and what sets this genre apart. Show samples of story maps based on a historical event and story everyone is familiar with. Discuss examples of historical fiction that could be used for story maps. Demonstrate the features of the website for story maps. Allow students to work independently or in small groups to create story maps on readwritethink.org or a platform of their choosing. Upon completion, the students will share their finished product with the whole group.

Student Assessment/CFU's: Small group setting, Think/Pair/Share, Presentation

Materials: Historical fiction stories, chromebooks, paper, pencils

21st Century Themes and Skills: Communication, collaboration, creativity, critical thinking, digital citizenship

Differentiation/Modifications: Extended time, additional supports offered in accordance to IEP's or 504's

Integration of Technology: Chromebooks, readwritethink.org (platform to create story maps on)