Unit 6: Past, Present, and Future

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Belleville Public Schools

Curriculum Guide

Fourth Grade ELA/Writing

Unit 6: Past, Present, and Future

Belleville Board of Education

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Unit Overview

Within Unit Six, students will explore how the past could influence the future. Throughout each week, students will understand how traditions connect people, and why it is important to keep an accurate record of events within history. Additionally, students will explore other avenues of our past, including how energy resources have changed over time, and the role money has played.

The comprehension strategies will focus on Rereading and Ask and Answer Questions, while the comprehension skills will cover Theme and Main Idea and Key Details. Students will also practice various vocabulary strategies such as Connotation/Denotation, Homophones, Latin and Greek Prefixes, Proverbs/Adages, and Figurative Language.

Additionally, students will cover Opinion Writing within separate, three week writing process lessons over the course of the unit. Students will utilize expert models to model the writing process, while creating their own artifacts for this specific genre of writing.

Enduring Understandings

Students will understand that...

- traditions connect people from generation to generation. Keeping traditions alive is important because it ensures the survival of certain customs of various ethnicities.
- historians keep a record of the past so that important events can be remembered, and furthermore so that we can learn from it.
- as humans have evolved, so have our energy resources.
- money has been used throughout history for many things.
- individuality is a quality that makes one person or thing different from others. Our interests and likes help to shape our identity over time.
- learning from the past and applying this knowledge is essential to shaping the future.

Essential Questions

- How do traditions connect people?

- Why is it important to keep a record of the past?
- How have our energy resources changed over the years?
- What has been the role of money over time?
- What shapes a person's identity?
- How can you build on what came before?

Exit Skills

By the end of Unit 6: Past, Present, and Future, students should be able to...

- ask and answer questions about a text.
- demonstrate understanding of text structure.
- demonstrate knowledge of taught skills and strategies of the unit.
- expand on knowledge of vocabulary.
- use key details to find the main idea.
- describe how the author supports opinions in the text.
- write sentences/complete paragraphs about the topic/text that has been read.
- write with few grammatical errors that are connected to the learning.

New Jersey Student Learning Standards (NJSLS)

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.W.4.1.D	Provide a conclusion related to the opinion presented.
LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

	teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
LA.L.4.1.E	Form and use prepositional phrases.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.4.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer's purpose.

Interdisciplinary Connections

- History/Social Science (Historical Literacy): "Notes from the Past"
- History/Social Science (Cultural Literacy): "Old and New"
- History/Social Science (Economic Literacy): "Money Matters" **--Financial Literacy**
- Science (Engineering, Technology, and Applications of Science): "Resources"

PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.B.2	Identify age-appropriate financial goals.
PFL.9.1.4.B.3	Explain what a budget is and why it is important.
PFL.9.1.4.B.4	Identify common household expense categories and sources of income.
PFL.9.1.4.B.5	Identify ways to earn and save.
SCI.3-5-ETS1-2	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.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.K-4.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.K-4.1.1.1	Place key historical events and people in historical eras using timelines.
SOC.K-4.1.1.2	Explain how the present is connected to the past.
SOC.K-4.1.2.2	Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
SOC.K-4.1.3.1	Distinguish fact from fiction.
SOC.K-4.1.3.2	Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).

Learning Objectives

In Unit 6: Past, Present, and Future, students should be able to...

- conduct short research projects that build knowledge through investigation of different aspects of a topic.
- report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- develop and describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- determine a theme of a story, drama, or poem from details in the text; summarize the text.
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- summarize parts of a biography, identifying the key details.
- form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*
- integrate ideas and engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts,* building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.
- paraphrase portions of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- create and build background on clever ideas.
- produce dialogue and description to develop experiences and events or show the responses of characters to situations.
- create a variety of transitional words and phrases to manage the sequence of events.
- develop and use concrete words and phrases and sensory details to convey experiences and events precisely.
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- choose punctuation for effect (distinguish sentences and sentence fragments, identify sentence types, capitalize and punctuate sentences correctly).
- justify how details and examples in a text explain what the text says explicitly when drawing inferences from the text.
- combine knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- develop experiences and events or show the responses of characters to situations using dialogue and description.
- predict future events using text clues and illustrations within a selection and identify events that confirm or challenge predictions.
- comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- determine the main idea of a text and explain how it is supported by key details; summarize the text.
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text (listen for a purpose and identify characteristics of narrative nonfiction).
- provide a concluding statement or section related to the information or explanation presented.
- provide a conclusion that follows from the narrated experiences or events.
- interpret information presented visually, orally, or quantitatively (e.g, in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- determine when to use dialogue and description to develop experience and events or show the responses of characters to situations.
- illustrate the understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Suggested Activities & Best Practices

Research and Inquiry

Weekly Projects: Each week student will produce a project related to the Essential Question. They will then develop one of these projects more fully for the Unit Research Project. Through their research, students will focus their attention on: 1. Adding audio and visual elements to presentations; 2. Evaluating media

Shared Research Board: You may wish to develop a Shared Research Board. Students can post questions, ideas, and information that they research about the unit theme. Students can post articles, illustrations, or information they gather as they do their research. They can also post notes with questions they have as they read the text.

Weekly Projects: Students work in groups or in pairs

Week 1: Research a Traditional Festival

Week 2: Make a Fictional Journal Entry

Week 3:Research Energy Sources

Week 4: Research World Currencies

Week 5: Conduct Peer Reviews

Week 6: Students work in small groups to complete and present one of the following projects

- Demonstrate a Festival Tradition
- Record an Interview
- Create a Multimedia Presentation
- Make a Chart
- Present a Biography

Assessment Evidence - Checking for Understanding (CFU)

Each week within Wonders!, Selection Tests and Weekly Assessments are available to monitor students' understanding of the skills and strategies taught. There are also multiple points within the week where specific questions can lead to flexible grouping opportunities. At the end of the unit, the Summative Assessment will provide information on the following areas: Comprehension; Vocabulary; English Language Conventions; and Writing. Additionally, teachers may decide to conduct fluency assessments and running records to help determine the reading levels of each child which can then dictate independent book choice for the Reader Writing Workshop model.

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessmts (Summative)
- Book Review & Opinion Essay Writing (Summative)
- Common Benchmark #3 (Benchmarks)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Anticipation Guide (Formative)
- Common Benchmarks (Benchmarks)
- Create a Multimedia Poster (Alternative)
- Entrance Tickets (Formative)
- Exit Tickets (Formative)
- Fist- to-Five or Thumb-Ometer (Formative)
- Illustration (Alternative)
- KWL Chart (Formative)
- Learning Center Activities (Formative)
- Multimedia Reports (Alternative)
- Newspaper Headline (Alternative)
- Outline (Formative)
- Quickwrite (Formative)
- Quizzes (Summative)
- Readers/Writers Notebooks (Formative/Summative)
- Red Light, Green Light (Formative)
- Self-Assessments (Formative)
- Socratic Seminar (Formative/Summative)
- Study Guide (Formative)
- Surveys (Formative)
- Think, Pair, Share (Formative)
- Think, Write, Pair, Share (Formative)
- Top 10 List (Formative)
- Unit Tests (Summative)
- Web-Based Assessments (Alternative)
- Written Reports (Alternative)

Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers

- Interactive Read Aloud Cards

Ancillary Resources

- SmartTV or SmartBoard
- Student laptops
- Decodable readers
- Leveled readers
- Literacy centers

Technology Infusion

- ConnectEd Platform
- Google Classroom
- Interactive digital ebooks
- Adaptive learning software
- Digital research platforms
- GSuite
- Shared documents
- Shared digital presentations
- Educational videos and tutorials



Alignment to 21st Century Skills & Technology

PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.B.2	Identify age-appropriate financial goals.
PFL.9.1.4.B.3	Explain what a budget is and why it is important.
PFL.9.1.4.B.4	Identify common household expense categories and sources of income.
PFL.9.1.4.B.5	Identify ways to earn and save.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
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.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

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

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly

	make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
PFL.9.1.4.F.1	Demonstrate an understanding of individual financial obligations and community financial obligations.
PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

21st Century Skills

- Civic Literacy
- Environmental Literacy

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

Differentiation

Content:Content will be differentiated through use of multilevel readers for Basic Skills students, Special Education students, Talented and Gifted students, as well as ELL students. The readers are all focused upon the same content, however the lexiles differ depending upon the abilities of the student.

Process:The process will be differentiated through supplying three tiers of questioning for basic, intermediate, and advanced learners. Additionally, students will be supplied with sentence stems and differentiated student workbooks to foster student success of the established goals.

Product:The product will be differentiated because student work will be based upon their reading levels and lexiles. Students will be given choice for projects that appeal to their various learning styles to promote confidence and success amongst the students.

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)

Teachers should utilize the Quick Checks to assess students' needs and select the appropriate small group instructional focus.

The following in an example within Unit 6:

Comprehension Strategy:Reread T19

Comprehension Skill: Theme T21

Genre:Realistic Historical Fiction T23

Vocabulary Strategy: Connotation/DenotationT25

Phonics/Fluency: Words with /schwa-n/ T27

Reteaching Pages: Approaching Levels T40-T47

- 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)

Small Group Instruction: Use the ELL small group lessons in the Wonders Teacher's Edition to provide focused instruction.

Language Development: Vocabulary preteaching and review, additional vocabulary building, and vocabulary strategy lessons

Close Reading: Interactive Question-Response routines for scaffolded text dependent questioning for reading and rereading the Shared Read and Leveled Reader

Writing: Focus on the weekly writing trait, grammar skills, and spelling words

- 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

Teachers should utilize the Quick Checks to assess students' needs and select the appropriate small group instructional focus.

The following in an example within Unit 6:

Comprehension Strategy:Reread T19

Comprehension Skill: Theme T21

Genre:Realistic Historical Fiction T23

Vocabulary Strategy: Connotation/DenotationT25

Phonics/Fluency: Words with /schwa-n/ T27

Reteaching Pages: Approaching Levels T40-T47

- 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)

If students can read their leveled text fluently and answer comprehension questions, then work with the next level up to accelerate students' reading with more complex text. Utilizing the Green Leveled readers will expose students to higher lexile levels and textual questions that will challenge the students

- 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

Lesson Focus: Good readers can identify the narrator's point of view.

Unit of Study: Grade 4, Unit 3: That's the Spirit! Lesson #: Week 1

Connection (1 minute)	"Remember when we learned stories are told with narrators being in first-person or third-person narrative. You all did a great job in finding the pronouns in the story to help identify first or third person narrative. As you know, good readers do many things while they read." "Today I'm going to teach you how good readers identify the narrator's point of view to better understand what they're thinking and feeling." Give Students a Brief Description of Strategy and Why It's Important
Teaching (5 min)	• "Boys and girls, whenever I read a text, I know that there's a narrator or a person that tells a story. The narrator's point of view tells how the narrator feels or thinks about the characters or events. If a narrator uses pronouns such as I, we, and me, the story has a first-person narrator."

- "Also, if the narrator uses pronouns such as he, she, or they, the story has a third-person narrator. I keep that in my mind while I'm reading so that I can focus on the narrator's point of view and understand what they are thinking and feeling."

Let me show you what I mean ……

- Teacher: Use the story from the Literature Anthology book called, "The Cricket in Times Squares." Display page 180 (T25C).

- Teacher: Reread the first paragraph from page 180 to point out the pronouns.

- "Hmmm...What are some of the pronouns that are used? I see that the narrator uses the pronouns he and they to describe the characters. We can tell from this that this story has a third-person narrator."

- "I can also use the details to help identify the narrator's point of view."

- Continue to read page 180 (T25C).

- "Hmmm...I know that the character is eavesdropping or listening in on humans which is what he enjoyed the most. I know that Tucker likes to explore the Times Square Subway Station. I also know that Tucker asks Chester who he is and introduces himself. These details tell me that Tucker is curious and social."

Model additional examples as needed i.e. pages 182 (T25E); 185 (T25G-H); etc...

Recap ….. Did you see what I did?

"Did you see how I used pronouns to identify that the narrator was third-person and used the details from the story to figure out the narrator's point of view?"

Now it's your turn to try this…..

Teacher: Instruct students to turn to page 167 in Reader's/Writer's Workshop, "At the Library" (T21):

Active Engagement (3 min)

Allows for guided practice

Teacher: "Read page 167 to find some pronouns and details to figure out the narrator's point of view? Turn and talk to your partner."

After 2 minutes, purposefully choose two readers to share the pronouns and details that they identified as the narrator being third-person and their point of view which was he understands that Rick misses his old friends and wants new friends.

"Today, I just taught you how good readers identify the narrator's point of view."

Link (1 min)

Linking mini lesson to their independent work

"When you go off to read today, you're going to practice identifying the narrator's point of view in your own independent books. Now that you know this is something that good readers do, you can use this skill whenever you read."

*Note: Add this strategy to your Unit anchor chart.

Independent Reading

Suggested time: Build to 30 minutes over the school year.

- Students are reading independently.
- Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.

End of workshop - Whole Group Share

Share

Options:

- Have students share how they were able to identify the narrator's point of view by using pronouns and details from the story while reading their books independently.

- Praise behaviors that were observed during students' independent reading.

Sample talk: "Suzie, I really loved how you quickly identified the narrator's point of view while reading your story. I could tell that you were hard at work! Way to go!"

- Review previously taught strategies and skills.

Sample talk: "You all did such a great job identifying the narrator's point of view today. I want to remind all of you that good readers continue to practice all of the skills and strategies that they have learned such as…."